

SESSION ONE

FOR TEACHERS ONLY

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

ENGLISH

Wednesday, June 16, 2010 — 9:15 a.m. to 12:15 p.m., only

E

SCORING KEY AND RATING GUIDE

Mechanics of Rating

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Check this web site <http://www.emsc.nysed.gov/osa/> and select the link "Examination Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents examination period.

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

Scoring of Multiple-Choice Questions

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

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

Rating of Essays

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

QUALITY	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>Meaning: the extent to which the response exhibits sound understanding, interpretation, and analysis of the task and text(s)</p>	<p>-reveal an in-depth analysis of the text -make insightful connections between information and ideas in the text and the assigned task</p>	<p>-convey a thorough understanding of the text -make clear and explicit connections between information and ideas in the text and the assigned task</p>	<p>-convey a basic understanding of the text -make implicit connections between information and ideas in the text and the assigned task</p>	<p>-convey a confused or inaccurate understanding of the text -allude to the text but make unclear or unwarranted connections to the assigned task</p>	<p>-provide minimal or no evidence of textual understanding -make no connections between information in the text and the assigned task</p>	
<p>Development: the extent to which ideas are elaborated using specific and relevant evidence from the text(s)</p>	<p>-develop ideas clearly and fully, making effective use of a wide range of relevant and specific details from the text</p>	<p>-develop ideas clearly and consistently, using relevant and specific details from the text</p>	<p>-develop some ideas more fully than others, using specific and relevant details from the text</p>	<p>-are incomplete or largely undeveloped, hinting at ideas, but references to the text are vague, irrelevant, repetitive, or unjustified</p>	<p>-are minimal, with no evidence of development</p>	
<p>Organization: the extent to which the response exhibits direction, shape, and coherence</p>	<p>-maintain a clear and appropriate focus -exhibit a logical and coherent structure through skillful use of appropriate devices and transitions</p>	<p>-maintain a clear and appropriate focus -exhibit a logical sequence of ideas through use of appropriate devices and transitions</p>	<p>-maintain a clear and appropriate focus -exhibit a rudimentary structure but may include some inconsistencies or irrelevancies</p>	<p>-establish, but fail to maintain, an appropriate focus -exhibit a rudimentary structure but may include some inconsistencies or irrelevancies</p>	<p>-lack an appropriate focus but suggest some organization, or suggest a focus but lack organization</p>	<p>-show no focus or organization</p>
<p>Language Use: the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety</p>	<p>-are stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice and awareness of audience and purpose -vary structure and length of sentences to enhance meaning</p>	<p>-use language that is fluent and original, with evident awareness of audience and purpose -vary structure and length of sentences to control rhythm and pacing</p>	<p>-use appropriate language, with some awareness of audience and purpose -occasionally make effective use of sentence structure or length</p>	<p>-rely on basic vocabulary, with little awareness of audience or purpose -exhibit some attempt to vary sentence structure or length for effect, but with uneven success</p>	<p>-use language that is imprecise or unsuitable for the audience or purpose -reveal little awareness of how to use sentences to achieve an effect</p>	<p>-are minimal -use language that is incoherent or inappropriate</p>
<p>Conventions: the extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar, and usage</p>	<p>-demonstrate control of the conventions with essentially no errors, even with 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.

When most people think about immigration to this country, they picture icons such as Ellis Island and the Statue of Liberty. Today, both are important national ~~monuments~~ historical sites, serving to educate the public about our shared history. ~~However,~~ As people purchase tickets to visit these landmarks, they are likely not thinking about the ticket booth. This booth, however, is perhaps even more important than Ellis Island, as it once served as the first centralized receiving station for immigrants to this country. But today, it needs your help.

Castle Garden, as this building is known, significantly predates its use as a receiving station, which began on the third of August, 1855. In fact, construction began in 1808, as war with Britain was looming. Castle Garden was originally intended to be a fort, a role in which it served for the duration of the War of 1812. This in and of itself lends historical value to the building. However, more was to come for it.

Prior to 1855, immigration was a chaotic process. Immigrants would simply be dumped at scattered docks around the city, where they made easy targets for robbers. Castle Garden changed that. It provided a single, centralized location for immigrants. And unlike Ellis Island, which seemed intent on weeding out "undesirable" immigrants, Castle Garden "declared its first benefit to the immigrants." In that spirit, it provided many services for confused and bewildered immigrants, helping them register, giving fair exchange for their varied

currencies to U.S. dollars, selling train tickets to get immigrants where they wanted to go, and assisting in finding immigrants jobs and places to stay. Not only did Castle Garden benefit immigrants, but it also served to benefit the rest of the country. It provided doctors, who would treat immigrants, to prevent new diseases from entering the country. And, of particular importance to future generations, it kept records and statistics which are still searched today.

Unfortunately, Castle Garden was too successful for its own good. Between when it opened in the 1850's to when it closed in 1890, the number of immigrants doubled, from 2.6 million to 5.2 million, two-thirds of whom passed through Castle Garden. In addition, as the ethnic backgrounds of immigrants shifted, so too did people's attitude. Immigration thus became a tedious process, more focused on weeding out immigrants than on admitting new ones. Undersized and with an outdated (but much more admirable) goal, Castle Garden saw its last immigrant on the eighteenth of April, 1890.

Since then, Castle Garden has had a few other uses. Until 1941, it served the city as an aquarium. Declared a National Monument in 1946, it has seen sporadic attempts to bring it out of disrepair. In 1975, it was restored to its fortification appearance from around the War of 1812. As recently as a few years ago, the Battery Conservancy raised money to restore Castle Garden, but many projects remain unfinished.

Anchor Paper – Part A—Level 6 – A

This is a nation built on immigrants and the history of this country is ^{in no small part} the history of immigration to this country. Castle Garden, though neglected, is an important part of that history. Whatever effort can be taken to conserve it will be an important step in preserving our history for future generations.

Anchor Level 6 – A

Quality	Commentary
Meaning	The response: Reveals an in-depth analysis of the text, stating that Castle Garden <i>once served as the first centralized receiving station for immigrants ... it needs your help</i> . The response makes insightful connections between information and ideas in the text and the assigned task (<i>This in and of itself lends historical value to the building and of particular importance ... it kept records and statistics which are still searched today</i>).
Development	Develops ideas clearly and fully, making effective use of a wide range of relevant and specific details from the text to elaborate Castle Garden's historical significance (<i>Castle Garden ... predates its use as a receiving station ... originally intended to be a fort</i>), benefit to the immigrants (<i>giving fair exchange for their varied currencies ... selling train tickets ... assisting in finding immigrants jobs</i>), and attempts at repair (<i>In 1975, it was restored to its fortification appearance</i>).
Organization	Maintains a clear and appropriate focus on the idea that <i>Castle Garden, though neglected, is an important part of ... history</i> . The response exhibits a logical and coherent structure, moving chronologically through the history of Castle Garden from its beneficial role, to the day <i>Castle Garden saw its last immigrant</i> , and concluding with the <i>projects that remain unfinished</i> . Appropriate devices and transitions are skillfully used (<i>However, more was to come for it and Unfortunately, Castle Garden was too successful for its own good</i>).
Language Use	Is stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice (<i>This booth, however, is perhaps even more important than Ellis Island</i>) and awareness of audience and purpose (<i>Whatever effort can be taken to conserve it will be an important step in preserving our history for future generations</i>). The response varies structure and length of sentences to enhance meaning (<i>As people purchase tickets to visit these landmarks, they are likely not thinking about the ticket booth</i>).
Conventions	Demonstrates control of the conventions with essentially no errors, even with sophisticated language.
Conclusion: Overall, the response best fits the criteria for Level 6 in all qualities.	

In our world, we discuss the concept of "progress" almost constantly, trying to define it. One example people point to as an indicator of progress is the modernization of city structures, and the elimination of inefficiency in favor of value. However, a negative aspect of this process is that historical buildings that carry tradition and character with them are often lost or destroyed, to be replaced by a generic building. These buildings serve vital functions and need to be preserved through history. One such building is Castle Garden in New York City. The versatility of this building, ~~its~~ its historical significance, and the legacy and ideals it has imprinted on our culture make it a necessity to preserve this building.

Primarily, the building's versatility makes it an important institution in New York City. Built in 1808, it originally served as a military garrison as war loomed with Britain. After the completion of this war in 1812, the building became an entertainment center for over forty years. Next, in its most famous function, Castle Garden became America's first receiving station for immigrants to the country, from the 1850's until 1890. Following this, it served as an aquarium for over half a century, until it became the ticket booth for Ellis Island it is today. The many purposes that this building has served demonstrates its versatility, and how it can be used in many ways.

This, coupled with its prime, waterfront location, surely necessitates its preservation, and would allow the city to utilize the building however it chooses.

Secondly, the building has a great historical significance, all of which will be forgotten if Castle Garden is destroyed. Ellis Island is widely known, and a historical landmark, yet Castle Garden is actually America's first landing depot for immigrants. Opened in 1855, it consolidated numerous, smaller landing centers scattered around the city, which were confusing and dangerous to the newcomers. Castle Garden simplified the process, and made it much easier and safer for the immigrants to this nation. 2.6 million immigrants came to the nation in the 1850's, and ~~by~~ three decades later, that number had swelled to 5.2 million. Two-thirds of these passed through Castle Garden, meaning millions of this nation's populace can trace their ancestry through that one location. Truly, it has left a lasting mark on US history, and deserves preservation.

Lastly, this building has left an imprint of positive ideals and legacy, that truly shows the significance of this building. While Ellis Island was notorious for sifting through and returning unwanted immigrants, Castle Garden served to benefit and aid these people. ITS officials provided a variety of services, including a fair money exchange, a method of purchasing train tickets, and an aid in locating jobs. As a result, while Ellis Island has a legacy

of selection and prejudice, Castle Garden has one of acceptance and charity. Also, Castle Garden served as an aid to the general public as well, further enhancing the positive ideals and goodwill it spread. The building had doctors who examined and treated passengers, helping to control the spread of infectious diseases, and officials who kept statistics that would be vital in later years. This building is looked upon with a sense of reverence and gratitude for the many services it has provided to the people who form the foundation of this nation. Congress finally recognized this in 1946, when Castle Garden was declared a national monument. This designation, and this legacy are important parts of U.S. culture, and cannot be lost.

While some may argue that replacing Castle Garden with a new building will serve in the public interest, it will do just the opposite. It will deprive the populace of the character and tradition an older building can possess and eliminate the legacy of this building as well. This building can serve a positive role due to its versatility, historical significance, and legacy. As Americans, we love to reference our past to promote ourselves and the ideals we spread. Yet, if we eliminate all of Old-World America, haven't we rid ourselves of those very ideals?

Anchor Level 6 – B

Quality	Commentary
Meaning	<p>The response: Reveals an in-depth analysis of the text, stating that <i>the versatility of Castle Garden, its historical significance, and the legacy and ideals it has imprinted on our culture make it a necessity to preserve this building</i>. The response makes insightful connections between information and ideas in the text and the assigned task (<i>The many purposes that this building has served demonstrates ... how it can be used in many ways; it has left a lasting mark on U.S. history, and deserves preservation; This designation, and this legacy ... cannot be lost</i>).</p>
Development	<p>Develops ideas clearly and fully, making effective use of a wide range of a relevant and specific details from the text to discuss Castle Garden’s past uses (<i>a military garrison, an entertainment center, an aquarium</i>), historical importance (<i>America’s first landing depot for immigrants</i>), and beneficial services (<i>provided a variety of services ... fair money exchange and helping to control the spread of infectious diseases</i>).</p>
Organization	<p>Maintains a clear and appropriate focus on the idea that Castle Garden <i>can serve a positive role due to its versatility, historical significance, and legacy</i>. The response exhibits a logical and coherent structure by establishing these three ideas in the introduction, elaborating on each in separate body paragraphs, and concluding by emphasizing that <i>while some may argue that replacing Castle Garden ... will serve in the public interest, it will do just the opposite</i>. Appropriate devices and transitions are skillfully used (<i>Next, in its most famous function and As a result ... Castle Garden has a legacy of acceptance and charity</i>).</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>Following this, it served as an aquarium for over half a century, until it became the ticket booth for Ellis Island it is today</i>), with a notable sense of voice and awareness of audience and purpose (<i>This, coupled with its prime, waterfront location, surely necessitates its preservation, and would allow the city to utilize the building however it chooses</i>). The response varies sentence structure and length to enhance meaning (<i>Yet, if we eliminate all of Old-World America, haven’t we rid ourselves of those very ideals?</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in punctuation (<i>structures, and; versatility, and; Two/thirds</i>).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in conventions.</p>	

In lower Manhattan on the water's edge lies a very historic building. Originally used as a military base, Castle Garden soon became the welcoming point for immigrants in the 1800's. Reporter Leslie Albrecht Huber describes the background and importance of this historical place. The ^{need for} presentation of Castle Garden is of top priority and importance.

During the war of 1812 against Britain, Castle Garden made its debut as a fortification. However, it ~~rapidly~~ drastically changed. It took the place of the many scattered docks immigrants came to New York at. ~~Castle Garden~~ Before Castle Garden, ~~was~~ new immigrants were taken advantage of. This took the appeal of a new life away and added confusion for all immigrants. With Castle Garden's outstanding services such as registering immigrants, exchanging money at a fair price, and helping them find jobs and homes, immigrants were very lucky to have this receiving station. Not only did immigrants benefit, but so did the surrounding community. Doctors tested for diseases so as not to spread sickness to the community. Unfortunately, due to problems such as too many immigrants and costly laws and procedures, Castle ^{Garden} ~~had~~ had to close its doors. "Results confirmed what everyone already knew. Castle Garden could

no longer effectively handle immigrants", said the US Treasury Department. After the last immigrants to come through Castle Garden had come on April 18, 1890, the country's first receiving station for immigrants shut down.

Following the closing of Castle Garden, the immigrants faced Ellis Island as a welcoming spot. Ellis Island was nothing in comparison to Castle Garden. It's main priority was to sift^{out} and send unwanted people away. In later years, Castle Garden became neglected and forgotten as Ellis Island had taken its place. After being an ~~aquarium~~ aquarium until 1941, there were many restoration efforts to preserve Castle Garden. In 1975, there were sporadic efforts to restore it to its original fortifications. However, to this day, Castle Garden isn't given the thanks that it deserves. After serving a major role in immigration in the 1800's, Castle Garden needs to be preserved as a historic building.

~~immigrants~~. To immigrants from the 1800's, Castle Garden was a legacy. Too many historic buildings are being destroyed or neglected, and it would be heartbreaking for Castle Garden to become ~~another~~ forgotten. If Castle Garden were to be preserved, it would become

Anchor Paper – Part A—Level 5 – A

a landmark and legacy of all those immigrants who crossed over into America through this building, Castle Garden, even though having not been used in decades, still remains a historical place.

Anchor Level 5 – A

Quality	Commentary
Meaning	The response: Conveys a thorough understanding of the text, stating that <i>the need for preservation of Castle Garden is of top priority and importance</i> . The response makes clear and explicit connections between information and ideas in the text and the assigned task (<i>Too many historic buildings are being destroyed or neglected, and it would be heartbreaking for Castle Garden to become forgotten</i>).
Development	Develops ideas clearly and consistently, using relevant and specific details from the text to explain Castle Garden's use <i>as a fortification</i> , an immigrant receiving station (<i>exchanging money at a fair price, and helping them find jobs</i>), the reasons for its closure (<i>could no longer effectively handle immigrants</i>), and its 20 th century history.
Organization	Maintains a clear and appropriate focus on the idea that <i>Castle Garden needs to be preserved as a historic building</i> . The response exhibits a logical sequence of ideas, chronologically moving from the early history of Castle Garden to its benefits as an immigration station and its subsequent closure in the late 1800's to its use as an aquarium until 1941, and concluding with a plea to preserve it. Appropriate transitions are used (<i>Following the closing of Castle Garden, However, To immigrants from the 1800's</i>).
Language Use	Uses language that is fluent and original, with evident awareness of audience and purpose (<i>If Castle Garden were to be preserved, it would become a landmark and legacy of all those immigrants who crossed over into America through this building</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>Not only did immigrants benefit, but so did the surrounding community</i>).
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in punctuation (<i>waters edge, it's debut, isnt</i>).
Conclusion: Overall, the response best fits the criteria for Level 5 in all qualities.	

My history class has been discussing the loss of historic buildings as cities modernize. As our studies as a class increase, I have learned much about Castle Garden, its role in history, and its current state. As a Congressional Representative, there ^{are many things} ~~is~~ you can do to support the preservation of Castle Garden.

The importance of preserving this national monument is very high. Castle Garden has great historical merit. Before Ellis Island, it was Castle Garden that served as a landing depot for immigrants entering the United States. Prior to even this, Castle Garden served as a fortress against ~~the~~ Britain during the War of 1812. While during this time its purpose was to keep people out, once it became a station for immigration, its purpose was to welcome people into the country. Castle Garden proved very beneficial to the immigrants as it provided such things as the exchange of currency along with assisting in finding adequate jobs for these newcomers.

Once ~~the~~ the number of immigrants coming into the U.S. doubled in the 1880s, the Federal Government realized Castle Garden could not handle ~~the~~ this large amount. After it processed its last immigrant in 1890, the Federal Government took the task over and closed Castle Garden. In due time, however, a popular aquarium opened in Castle Garden, only to be shut down in 1941. Five years later, the building was given national monument status by Congress.

Although Castle Garden has such a rich history, interest in the preservation of it is rare to come across. Throughout the decades, there has been limited restoration to this landmark site. In 1975, its original appearance as a fortress was ^{restored} ~~done~~ and in the 1990s, money was raised to revitalize Castle Garden. Its purpose since then, has ironically become ^{to serve as a} ~~a~~ ticket booth for Ellis Island.

Keeping the history of Castle Garden alive through preservation is quite important. Serving as a ticket booth, this history is obscured to all those who walk through it. Castle Garden is truly a project for

the future. Through preservation and upkeep of this historic landmark, it can once again be seen as an iconic image of immigration in the United States.

Anchor Level 5 – B

Quality	Commentary
Meaning	The response: Conveys a thorough understanding of the text, urging <i>support for the preservation of Castle Garden</i> . The response makes clear and explicit connections between information and ideas in the text and the assigned task (<i>Castle Garden has great historical merit</i>).
Development	Develops ideas clearly and consistently, using relevant and specific details from the text to describe Castle Garden <i>as a fortress and a station for immigration</i> , providing for <i>the exchange of currency along with assisting in finding adequate jobs</i> , its use as a <i>popular aquarium</i> , and its achievement of <i>national monument status</i> .
Organization	Maintains a clear and appropriate focus on the importance of <i>keeping the history of Castle Garden alive through preservation</i> . The response exhibits a logical sequence of ideas, first presenting the history of Castle Garden as <i>a fortress against Britain during the War of 1812</i> , then moving to its use as <i>a station for immigration</i> , its eventual closing by the government, its use during the 1900's and attempts to preserve it today. Appropriate transitions are used (<i>Prior to even this; In due time, however; Its purpose since then</i>).
Language Use	Uses language that is fluent and original, with evident awareness of audience and purpose (<i>As a Congressional Representative ... you can ... support the preservation of Castle Garden</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>In due time, however, a popular aquarium opened in Castle Garden, only to be shut down in 1941</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in punctuation (<i>currency along with; restored and; since then, has</i>) and grammar (<i>Representative, there are many things you and Serving as a ticket booth, this history</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions.	

Many Americans know the importance of Ellis Island and the Statue of Liberty to immigrants in the 1800's. However, many do not realize the historical importance of Ellis Island's ticket booth, Castle Garden.

Castle Garden was originally built in 1808 as a fort in Lower Manhattan, along the coast due to the fact that war was brewing between the United States and England. After the War of 1812, it was no longer needed. Therefore it became an entertainment center for a little over three decades. During this time ~~immigration~~ immigration increased. The immigrants' welcome however, often included thieves and dishonest men wanting to take advantage of their confused state. To try to prevent this and to provide services for immigrants, on August 3, 1855 Castle Garden became the first receiving station. Some of their services included exchanging money (fairly!), providing train tickets, helping them find a place to stay and a job, and examinations from doctors. Also more accurate records were taken by officials which has helped tremendously today. By the 1880's 5.2 million immigrants were coming to the U.S. every year. Of this number, 2 out of 3 had landed at Castle Garden. However, problems continued to increase, as well as the population. After a U.S. Treasury investigation, the government decided that Castle Garden could no longer handle the amount of immigrants it was taking in. Therefore, on April 18, 1890 ~~was~~ was the last day immigrants were received at Castle Garden. About 2 years later, Ellis Island was opened. Castle Garden

continued to be used to house a popular aquarium. After the aquarium closed, however, Castle Garden ~~on~~ just continued to deteriorate.

Castle Garden was declared a monument in 1946, and is now a ticket booth to Ellis Island. Restoration attempts have happened in the past, but have not been very successful since they had started at irregular intervals. Castle Garden should not rest in shambles with very few knowing its true significance to our nations history. I urge you to support the restoration of this place as soon as possible. Thank you for your time.

Anchor Level 5 – C

Quality	Commentary
	The response:
Meaning	Conveys a basic understanding of the text, stating that <i>many do not realize the historical importance of ... Castle Garden</i> . The response makes implicit connections between information and ideas in the text and the assigned task (<i>However, problems continued to increase as well as the population and Castle Garden was declared a monument in 1946, and is now a ticket booth to Ellis Island</i>).
Development	Develops ideas clearly and consistently, using relevant and specific details from the text to discuss the benefits of Castle Garden, why it was eventually replaced by Ellis Island (<i>Castle Garden could no longer handle the amount of immigrants it was taking in</i>), and its later uses (<i>popular aquarium, monument, ticket booth</i>).
Organization	Maintains a clear and appropriate focus on the historical importance of Castle Garden. The response exhibits a logical sequence of ideas, tracing the history of Castle Garden as a fort, an entertainment center, a receiving station, followed by its closure and subsequent use during the twentieth century. Appropriate transitions are used (<i>By the 1880's; However, problems; but have not ... since they had</i>).
Language Use	Uses language that is fluent and original, with evident awareness of audience and purpose (<i>I urge you to support the restoration of this place as soon as possible</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>Castle Garden should not rest in shambles with very few knowing its true significance to our nations history</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in punctuation (<i>Therefore it, welcome however, Also more, nations history</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in meaning and conventions.	

Since America was founded, it has been considered the land of freedom. Immigrants ~~were~~ fled their countries in search of better lives and opportunities, unattainable at home. In the 1800s, the immigrants entered the harbor in New York City and were not greeted well. To fix this issue, Castle Garden was converted into a ~~port~~ ~~port~~ landing ~~port~~ for the incomers. When the incomers were too much, Castle Garden shut down, and soon Ellis Island opened in January of 1892. The preservation of Castle Garden is very important for the public education.

Castle Garden was a very important location in American history. It is also one that is very unknown. Most people know about Ellis Island, with the welcoming of immigrants looking for the statue of Liberty. Castle Garden was originally used as an important military fort during the war of 1812.

~~At~~ At the time, thieves and opportunists took advantage of these frazzled newcomers as they landed. Castle Garden came to their rescue in the 1850's opening. They were treated fairly and given some assistance in looking for homes and jobs. Doctors examined passengers and complete statistics were kept. ~~Castle~~ ~~Garden~~ Castle Garden is an unknown part of history, and the public should become more educated about it. If it

is preserved, people can come explore it and get a feel of its rich history. The public can ~~can~~ become more aware of what came before Ellis Island. The restoration is vital to educate the public, and future generations.

Castle Garden is an important structure in history that has been forgotten. After new laws and restrictions made processing the millions of immigrants too costly, the treasury department stated that it could no longer effectively handle the number of incomers. They opened a new location, ~~on~~ on Jan 1, 1892 called Ellis Island. The ~~the~~ building, once known as Castle Garden, was turned into an aquarium. It did not last long before it closed. The building was left and began to fall apart.

~~The~~ Then in 1946, congress declared Castle Garden a national monument. Some restoration was attempted on it, but it was done at such random intervals that it didn't do very much. This ~~the~~ building should be restored as a prominent national monument, and brought back to its splendor it used to have. Now, since it is used as a ticket booth for Ellis Island, it should look good for the immigrants and visitors.

Castle Garden began as a fort, and then became an ~~a~~ important entry ~~place~~ for immigrants of the 1800s. The preservation is essential for the education of the public and the maintenance of a national monument.

Anchor Level 4 – A

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the text, explaining that <i>preservation of Castle Garden is very important for the public education</i> . The response makes implicit connections between information and ideas in the text and the assigned task (<i>Castle Garden was a very important location in American History</i>).
Development	Develops ideas clearly and consistently, using relevant and specific details from the text to explain how Castle Garden assisted immigrants in <i>looking for homes and jobs</i> , how it became a <i>ticket booth for Ellis Island</i> , and why it needs to <i>be restored as a prominent National monument</i> .
Organization	Maintains a clear and appropriate focus on why <i>the preservation of Castle Garden is essential for the education of the public</i> . The response exhibits a logical sequence of ideas, moving from a discussion of Castle Garden’s history and usefulness to its more recent incarnations. The response lacks internal consistency in paragraph 2, where it abruptly shifts from a mention of Castle Garden’s medical assistance to Castle Garden being <i>an unknown part of history</i> .
Language Use	Uses appropriate language, with some awareness of purpose (<i>the public should become more educated about it</i>). The response occasionally makes effective use of sentence structure (<i>Immigrants fled their countries in search of ... opportunities, unattainable at home</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in punctuation (<i>public, and and 1892 called</i>) and capitalization (<i>History, congress, National</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in development.	

Castle Garden was built in 1808. It was originally built to keep people out. After the War of 1812, Castle Garden was used as an entertainment station. As many years past, Castle Garden became the first immigrant receiving station in 1855. There are many more reasons as to why we support the preservation of Castle Garden.

One reason is because since it was the first immigrant receiving station, it should be a historical landmark. Many people do not recall Castle Garden, they only remember Ellis Island. Ellis Island was built 84 years after Castle Garden. Although Castle Garden's immigration station was not as successful as Ellis Island, Castle Garden went through a lot over those years. They had many problems from the beginning, but as time progressed the problems grew. Castle Garden had about 2.6 million immigrants in the 1850s. As time went on that number doubled to 5.2 million immigrants. Castle Garden became expensive and more time consuming.

Another reason why we should support the preservation of Castle Garden is because although they faced many difficult times they tried their hardest to not let Castle Garden end as an immigration station. Castle Garden could not handle all the immigrants passing through the clocks. On April 18, 1890, Castle Garden had their last immigrant. Castle Garden became an aquarium in the year 1941. 5 years later it was declared as a national monument. Later, in 1982 the opening of Ellis Island came. Although Castle Garden's aquarium did not work out there was still new hope for Castle Garden through the years. Many people tried

to raise money to revise Castle Garden in 1994. It still remains a project for the future. As of now Castle Garden is a ticket booth for Ellis Island.

Since Castle Garden is a National Monument it should be preserved. Just because it was not as successful as Ellis Island does not mean that Castle Garden is not just as important. It can be possibly even more important. If Castle Garden was not an immigration station than Ellis Island might have not even existed. People should still get to witness Castle Garden, even if right now it is a ticket booth, it can be so much more than that.

Anchor Level 4 – B

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the text, stating that <i>there are many more reasons as to why we support the preservation of Castle Garden</i> . The response makes implicit connections between information and ideas in the text and the assigned task (<i>If Castle Garden was not an immigration station than Ellis Island might have not even existed</i>).
Development	Develops some ideas more fully than others. The response uses specific and relevant details from the text to discuss the history of Castle Garden, including its problems as an immigration station, and its transformation into an aquarium and a ticket booth. The idea that Castle Garden was a <i>receiving station</i> is mentioned, but its services to immigrants are not developed.
Organization	Maintains a clear and appropriate focus on the idea that <i>Castle Garden ... should be preserved</i> . The response exhibits a chronological sequence in the introduction, and then presents reasons why Castle Garden should be preserved (<i>it was the first immigrant receiving station</i>), incorporating chronology into the discussion. Internal consistency is weakened by vague pronoun references (<i>They had many problems from the beginning, they faced many difficult times, they tried</i>).
Language Use	Uses appropriate language that is sometimes inexact (<i>entertainment station, past</i> for “passed,” <i>than</i> for “then”), with some awareness of audience and purpose (<i>Another reason why we should support the preservation of Castle Garden</i>). The response occasionally makes effective use of sentence structure and length (<i>Just because it was not as successful as Ellis Island ... just as important</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in punctuation (<i>Garden, they; times they; Monument it</i>) and grammar (<i>to not let</i> and <i>Castle Garden ... their</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

The preservation of Castle Garden is necessary, because it was an important new land mark for immigrants. At first buildings were used to keep people out, but then Castle Garden turned into something rememorable. Castle Garden became a place where newcomers welcomed themselves. There was a variety of services, such as money, train tickets, and it was a good place to stay and get a job. Castle Garden had doctors to examin passangers to make sure diseases were reduced, which made castle garden even more appealing. By the 1880's, the number of immigrants doubled to 5.2 million. $\frac{2}{3}$ rd's landed in castle Garden.

Castle Garden was no longer able to handle immigrants pouring in. January 1, 1892, ethnic backgrounds shifted. Castle Garden soon became just another role in New York City. Although it was a monument in 1946, it suddenly faded for distruction after the aquarium.

In 1994, battery conservency joined in order to raise money to reidolize Castle Garden. Unfortunately castle Garden only seemed to be good enough to serve as a ticket booth for Ellis Island. By 1975, restoration was slowly happening to castle Garden. Buildings were starting to restore.

Although Castle Garden does not seem to be necessary to ~~it~~ preserve, it certainly is. Castle Garden has a lot of meaning and hope from its newcomers. It was like a heaven on earth to those who started out with nothing. Many cities are starting to modernize, and there has been a loss of historic buildings, but Castle Garden should forever be recognized for the greatness it has brought many people.

Anchor Level 4 – C

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the text, explaining that <i>the preservation of Castle Garden is necessary</i> because of the assistance it gave to the immigrants. The response makes implicit connections between information and ideas in the text and the assigned task (<i>January 1, 1892, ethnic backgrounds shifted</i>).
Development	Develops some ideas more fully than others. The response uses specific and relevant details from the text to explain Castle Garden's <i>services</i> to the immigrants (<i>money, train tickets ... had doctors to examin passangers</i>) and why it was replaced by Ellis Island. Less developed is how and why Castle Garden was found insufficient.
Organization	Maintains an appropriate focus on why <i>Castle Garden should forever be reckognized</i> , moving from its importance to immigrants to efforts at <i>restoration</i> . The response lacks internal consistency in paragraph 2 with abrupt shifts in time and ideas (<i>Although it was a monument in 1946, it suddenly faded for distruction after the aquarium</i>).
Language Use	Relies on basic vocabulary that is sometimes imprecise (<i>newcomers welcomed themselves</i> and <i>Castle Garden soon became just another role</i>), with little awareness of audience or purpose. The response exhibits some attempt to vary sentence length for effect, but with uneven success (<i>There was a variety of services, such as money, train tickets, and it was a good place to stay and get a job</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>rememerable, conservency, reidolize</i>), punctuation (<i>At first buildings</i> and <i>Unfortunately Castle</i>), and grammar (<i>a variety of services, such as money</i> and <i>Buildings were starting to restore</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in language use.	

The importance to preserve Castle Garden is because it is considered a landmark. As cities modernize we should not lose the historic buildings we still have. I have read a reporter account by Leslie Albrecht Huber about the significance of Castle Garden.

"...largely remains a project for the future," says the account. We must keep our word and start focusing on this project. Castle Garden is where most immigrants received their only welcome. But its original purpose was to keep people out for military protection which changed in 1855.

This landing depot was time consuming. Over 2.6 million immigrants were processed in 1850 when it opened. In 1880, it doubled. 5.2 million people came to America and 2 out of 3 immigrants was sent through Castle Garden.

Castle Garden exchanged money, locate jobs and also had doctors for the immigrants. It helped reduce diseases in the community and complete important statistics.

After time the garden could not handle it anymore. So in 1890 April 18 the last immigrant had entered through Castle Garden. For half a century it was turned into an aquarium. The year 1946

it was considered a national monument.
 Today Castle Garden is used
 as a ticket booth for Ellis Island and
 is a symbol of new life. Therefore, hands
 should be lended to restore Castle Garden.

Anchor Level 3 – A

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the text (<i>preserve Castle Garden ... it is considered a landmark</i>). The response makes superficial connections between information and ideas in the text and the assigned task (<i>We must keep our word and start focusing on this project</i>).
Development	Develops ideas briefly, using some details from the text (<i>Over 2.6 million immigrants were processed, Castle Garden ... had doctors for the immigrants, Castle Garden is ... a ticket booth for Ellis Island</i>).
Organization	Maintains a clear and appropriate focus on the idea that <i>hands should be lended to restore Castle Garden</i> . The response exhibits a rudimentary structure through paragraphing, but includes some inconsistencies (<i>But its original purpose was to keep people out ... which changed in 1855</i>).
Language Use	Uses appropriate language, with some awareness of audience and purpose (<i>we should not lose the historic buildings we still have</i>). The response exhibits some attempt to vary sentence structure and length for effect, but with uneven success (“...largely remains a project for the future,” says <i>the account</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>significence, dieases, aquirium</i>), grammar (<i>The importance to preserve and exchanged ... locate</i>), and usage (<i>In 1880, it doubled; In 1890 April 18; The year 1946 it</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in organization and language use.	

Dear Congressional Representative,

I here by understand that there has been a history of loss historic buildings as cities modernize. I need your help in supporting the ~~the~~ preservation of Castle Garden.

The Castle Garden Benefited Benefits was limited to immigrants. It nearly had about 2.6 million immigrants that came from the U.S when Castle Garden opened in 1850. This was a place were most immigrants felt welcomed and when this came about the immigrants kept coming. The Statue of Liberty didn't come about until 1845 in New York City.

New laws and restrictions made processing the immigrants made time more consuming. The number of immigrants that came to Castle Garden from the U.S had rapidly increased. Last immigrants to enter the new world in April considered it a new place ~~in a~~ ~~at~~ and a landing depot. As forward on im asking you more clear follow Congressional representative I think Castle Garden has helped alot over the past years.

Anchor Level 3 – B

Quality	Commentary
Meaning	<p>The response: Conveys a basic understanding of the text (<i>there has been a ... loss of historic buildings as cities modernize</i>). The response makes a few superficial connections between information and ideas in the text and the assigned task (<i>The Castle Garden Benefits was limited to immigrants</i>).</p>
Development	Develops ideas briefly, using some details from the text to discuss the role of Castle Garden (<i>2.6 million immigrants, most immigrants felt welcomed, New laws and restrictions made processing the immigrants ... time ... consuming</i>).
Organization	Establishes, but fails to maintain an appropriate focus on the need to preserve Castle Garden. The response exhibits a rudimentary structure with an introduction, two body paragraphs of loosely connected ideas about immigration, and concludes with the statement that <i>Castle Garden has helped ... over the ... years</i> .
Language Use	Relies on basic vocabulary that is sometimes imprecise (<i>a history of loss historic buildings, were</i> for “where,” <i>follow</i> for “fellow”), with some awareness of audience and purpose (<i>dear ... Congressional represitative</i>). The response exhibits some attempt to vary structure and length for effect but with uneven success (<i>New laws and restrictions made processing the immigrants made time more consuming</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>intil</i> and <i>alot</i>), punctuation (<i>welcomed and im</i>), capitalization (<i>Benefits</i> and <i>Statue of liberty</i>), and usage (<i>immigrants ... came ... from the U.S</i> and <i>immigrants ... in April Consider</i>) that do not hinder comprehension.
<p>Conclusion: Overall, the response best fits the criteria for Level 3 in all qualities.</p>	

The Castle garden started as a fort for wars. It later became an entertainment center for three decades entertaining numbers of people. Then in 1855 it became the first receiving immigrants stations. ~~Before~~ Before Castle garden immigrants would have to worry about getting rob from Muggers that would be at the docks the immigrants would arrive at. It offered drastic improvements to immigrants. Assisted them in finding homes and landing jobs. ~~When~~ When it first started as many 2.6 million immigrants would Arrive, by the 1880's the number doubled to 5.2 million. As the years past more immigrants came and it began getting costly and there were many complaints of Abuse. The Castle couldn't handle all the immigrants so the government takeover and sent them to a new place. The Castle garden closed on April 18, 1890 for immigrants. In 1900's It became an Aquarium for the people for 4 decades and later closed on 1941. In 1946 the government labeled the Castle gardens as a national monuement, so it can't be torn down. Even the Battery Conservency revitalized it and turned it to a ticket booth for ellis island which opened in jan 1, 1892. Ellis Island another immigrant station, but wasn't as good a Castle garden used return home people they felt didn't belong here. All many good things came out of castle garden and people are still trying to improve it.

Anchor Level 3 – C

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the text (<i>Many good things came out of Castle garden and people are still trying to improve it</i>). The response makes superficial connections between information and ideas in the text and the assigned task (<i>Even the Battery Conservency revitalized it</i>).
Development	Develops ideas briefly, using some details from the text (<i>by the 1880's the number doubled to 5.2 million, The Castle couldn't handle all the immigrants, labeled ... a national monuement</i>).
Organization	Suggests a focus on the history of Castle Garden and suggests organization by listing loosely connected facts in chronological order.
Language Use	Relies on basic vocabulary (<i>that would be at the docks the immigrants would arrive at</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>Ellis Island another immigrant station, but wasn't as good a Castle garden used return home people they felt didn't belong here</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>tookover</i> and <i>aplace</i>), punctuation (<i>decades entertaining; immigrants stations; Arrive, by</i>), capitalization (<i>Castle garden, Muggers, Aquarium</i>), and usage (<i>rob from Muggers</i> and <i>opened in jan 1, 1892</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in organization.	

The CONGRESSIONAL REPRESENTATIVE DID NOT WANT TO KNOW ABOUT THE CASTLE GARDEN, BUT THEY DIDN'T KNOW THE CASTLE GARDEN HELP A LOT OF PEOPLE WHO CAME TO THIS COUNTRY ESPECIALLY IMMIGRANTS. ALSO THE CASTLE GARDEN TAKE THIS PEOPLE PEOPLE TO VISITED A LOT OF PLACES.

I am writing a letter to the Congressional Representative to keep the Castle Garden with the Castle Garden can help immigrants and not people or who came visited the Country to take them to visit the Statue of Liberty or another places. This also keep to check the immigrant people or who came visit, if come with sickness. To prevent the entry of the number of immigrants to the country. When they restore the Castle Garden, they started at irregular intervals.

THE CASTLE GARDEN HELP A LOT ~~TO THEM~~ PEOPLE IN EVERYTHING TAKE THE IN THAT TIME. AND THE CONGRESSIONAL REPRESENTATIVE DIDN'T NOT THAT. THAT'S WHY ~~AT THEM~~ DIDN'T WANT TO KEEP IT ANYMORE.

Anchor Level 2 – A

Quality	Commentary
Meaning	<p>The response: Conveys a confused and inaccurate understanding of the text, stating that <i>the Congressional Representative did not want to know about the Castle Garden</i>. The response alludes to the text but makes unclear connections to the assigned task (<i>With the Castle Garden can help immigrant people or who came visited the Country to take them to visit the Statue of Liberty or another places</i>).</p>
Development	<p>Is incomplete and largely undeveloped, hinting at ideas, but references to the text are vague (<i>Also the Castle Garden take this people to visited a lot of places</i>) and irrelevant (<i>When they restore the Castle Garden, they started at irregular intervals</i>).</p>
Organization	<p>Suggests a focus (<i>to keep the Castle Garden</i>) and suggests some organization through the use of paragraphing.</p>
Language Use	<p>Uses language that is imprecise and unsuitable for the audience and purpose (<i>And the Congrissional Represantative didn't not that</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>That's why them didn't want to keep it anymore</i>).</p>
Conventions	<p>Demonstrates a lack of control, exhibiting occasional errors in spelling (<i>represantative</i>) and frequent errors in grammar (<i>about the Castle Garden, Castel Garden help a lot, take this people, who came visited, another places, keep to check, if come with</i>) that make comprehension difficult.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.</p>	

Help Support the preservation of Castle Garden. There are many different reasons why Castle Garden should be preserved. One reason is it kept a purpose on keeping people out. ~~as~~ as stated ~~in~~ by ~~the~~ Leslie Albrecht Huber a reporter. In 1855 Castle Garden became an important role for the immigrant coming to U.S. as stated in Castle Garden by Leslie Albrecht Huber. These are some reasons why should ~~be~~ preserve Castle Garden.

Come help support and preserve Castle Garden. There are many examples why the people and the congressional representative can help preserve Castle Garden. One reason is that Castle Garden provide a variety of service to ~~the~~ immigrants coming to the U.S. Another reason is it offer chaotic importance to the immigrants and immigrants benefit weren't limited, as state by Leslie Albrecht Huber in Castle Garden.

Also Castle Garden is project for the future, as stated by Leslie Albrecht Huber. Over the year the ~~at~~ ethnic gradually shifting approaching to immigrants meaning different culture and race started immigrated to U.S. There are some examples why to preserve Castle Garden.

Anchor Level 2 – B

Quality	Commentary
Meaning	<p>The response: Conveys a confused understanding of the text (<i>One reason is it kept a purpose on keeping people out</i>). The response alludes to the text but makes unclear connections to the assigned task (<i>There are many example why the people and the congressional representative can help preserve Castle Garden</i>).</p>
Development	Is incomplete and largely undeveloped, hinting at ideas, but references to the text are vague (<i>Castle Garden provide a varity of service to immigrants and immigrants benefit weren't limited</i>).
Organization	Suggests a focus on <i>why to preserve castle Garden</i> but lacks organization between and within paragraphs (<i>Also Castle Garden is project for the future ... over the year the ethnic gradually shifting</i>).
Language Use	Uses language that is imprecise (<i>castle Garden became an Important role for the immigrant</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>Another reason is it offer drastic importance to the immigrants and immigrants benefit</i>).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>varity, importance, immigranted</i>), punctuation (<i>out. as stated; U.S. as stated; immigrants benefit; immigrants meaning</i>), and grammar (<i>many different reason why, Castle Garden provide, the ethnic gradually shifting</i>) that hinder comprehension.
<p>Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.</p>	

① Dear congress

We can destroy a new building it is easy but to destroy an ancient building it is hard they hold a lot of things like the way they make them the design, the story, the state that is inside the people how who did a lot of good things.

The castle garden built for a purpose it is to protect the military who protect the country everyday over time but the castle garden have another big mission it is for immigrant people who don't know the country, the life, the food, the people every thing is new to them and the big thing the language they can't speak English they will help them in every thing so changing what they do change every thing you now why because only between 2 years the first immigrant people are 2.6 million but after 2 year it became 5.2 million it shows you how they help people

So the castle garden should stay as it is immigrant need it the and people how don't have many house food that's why they came. ~~to~~ to get education good life and if they have what they need they will help their family

Anchor Level 2 – C

Quality	Commentary
Meaning	The response: Conveys a confused understanding of the text (<i>So the Castle Garden should stay as it is</i>). The response alludes to the text but makes unwarranted connections to the assigned task (<i>people now don't have many house food that's why they came</i>).
Development	Is incomplete and largely undeveloped, hinting at ideas, but references to the text are vague (<i>This will help them in every thing and after 2 year it became 5.2 million it show's you how they help people</i>) and unjustified (<i>but to distroy anisant building it is hard</i>).
Organization	Suggests an appropriate focus (<i>but the Castle Garden have anather big mision it is for imigrant people</i>) and suggests some chronological organization only in paragraph 2.
Language Use	Uses language that is imprecise and sometimes incoherent (<i>so changing what they do change every thing you now why because only between 2 years the first imigrant people are 2.6 milion</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>every thing is new to them and the big thing the languge they can't speak English</i>).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>distroy, disine, purpes, mision, languge</i>), punctuation (<i>building it, purpes it, mision it, people every thing, million it show's</i>), and grammar (<i>Castle Garden have and to get education</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat weaker in language use.	

Anchor Paper – Part A—Level 1 – A

Castle Garden is Very important. To support my argument about the specific, accurate, and relevant information is that the account is appropriate. Please support the preservation of ~~the~~ Garden Castle. The immigrants really need it. Thank you

Anchor Level 1 – A

Quality	Commentary
Meaning	The response: Provides no evidence of textual understanding beyond vague references to ideas found in the task.
Development	Is minimal, with no evidence of development.
Organization	Shows no focus or organization. The response consists of one paragraph of loosely related ideas.
Language Use	Is minimal. The response contains little original student language, making it difficult to evaluate.
Conventions	Is minimal and copied, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1 in all qualities.	

Anchor Paper – Part A—Level 1 – B

Castle Garden is very important to people. At one point it was a sign of a new life and freedom for many

Anchor Level 1 – B

Quality	Commentary
Meaning	The response: Provides no evidence of textual understanding beyond a reference to Castle Garden as <i>a sign of new life and freedom for Many</i> . The response makes no connections between information in the text and the assigned task.
Development	Is minimal with no evidence of development. The response is two sentences in length.
Organization	Shows no focus or organization.
Language Use	Is minimal, consisting of two sentences.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1 in all qualities.	

Part A — Practice Paper — A

Dear Congressional Representative,

This letter comes to you today with the subject of the restoration, and preservation of Castle Garden. Castle Garden was the first Emigrant Landing Depot, despite ~~the fact~~ ^{the fact} that most people think Ellis Island was. Castle Garden opened ~~on~~ on August 3, 1855, and provided ~~a~~ ^a countless number of help to the incoming, confused immigrants. These immigrants were pampered compared to what earlier immigrants had to go through. According to a report by Leslie Albrecht Huber, Castle Garden registered each immigrant, exchanged money at little cost, assisted them with finding places to stay, and finding jobs. Castle Garden also ~~helped~~ protected the American people by having the immigrants be checked by doctors before allowing them through the gates. This ~~act made sure~~ ^{act made sure} that the Americans would not be threatened by any foreign diseases. As the arrival of immigrants doubled between the 1850's and the 1880's from about 2.6 million to 5.2 million the quality of Castle Gardens work had to be changed ~~to~~ ^{to} provide service to the millions of new people arriving in America everyday. In order to cater to everyone's needs the ~~dedication that~~ ^{dedication that} Castle Garden put into their work changed as well as the cooperativeness of the incoming immigrants. The ~~growing number~~ growing number of abuse ~~that~~ that started occurring at Castle Garden, and the overload of new immigrants eventually led to the closing of Castle Garden in April of 1890, after 35 years of service. The closing of Castle Garden led to the opening of Ellis Island 12 years later on Jan 1, 1892. Since the number of immigrants coming into America was so large, Ellis Island could not have survived if it was run like Castle Garden. The station of Ellis

Part A — Practice Paper — A

Island was much ~~more~~ rougher ~~than~~ than that of Castle Garden.

Castle Garden provided happiness for millions of new Americans that passed through its gates. It should not be remembered as second best when compared to Ellis Island because that ~~is~~ is not true. It also should not be forgotten because it mattered to so many people, and made their dreams come true. It is ironic that Castle Garden is now a ticket booth for Ellis Island because Castle Garden should be a museum also. It was named a National Monument in 1946, it should be upheld to that standard, always.

Dear Congressman,

I am a student at ~~the~~ High School. In our history class we have been studying how, as cities modernize we lose historic buildings. One great example is the Castle Gardens.

Originally meant to be a fort to keep people out during war w/ Britain; Castle Gardens went on to open its doors to immigrants and help them start their lives here. From Aug. 3 1855 to April 18, 1890 Castle Gardens (located in lower Manhattan near the water's edge) set out to help newcomers by helping them to find jobs, and housing and even providing medical to prevent the spread of contagious diseases.

Today the Battery Conservancy along w/ ~~the~~ public partners are raising money to restore Castle Gardens and the area around it. Some projects for this slow restoration have already been completed. All we ask for is your support in the ~~restoration~~ preservation of this greatly historic building.

Dear Congressional Representative,

In our history there are many important buildings we use that eventually become nothing to us. Some of these buildings could still have important roles. For example, Castle Garden. ~~Castle Garden~~ Castle Garden was a place immigrants could not wait to see as their ships were reaching shore.

Most immigrants you hear about come from Ellis Island and wait on the deck to see a glimpse of the Statue of Liberty, to start a new life. In reality, Castle Garden came before Ellis Island and before the Statue of Liberty. At first, Castle Garden helped the military to keep people out of the United States. After the war against Britain in 1812, Castle Garden became an entertainment center. Then in 1855, Castle Garden became opening doors for immigrants, which was the most important role it ever had. The Board helped Castle Garden exchange the immigrants' money, find them homes and jobs, sold train tickets, and helped register immigrants. Castle Garden also checked immigrants for diseases so they did not spread to the Americas. In 1850, 2.2 million immigrants came to Castle Garden, and in 1880, immigrants increased to 5 million. ~~The cost and~~ This caused the cost and abuse to increase at Castle Garden. Castle Garden could not handle all the immigrants by

Part A — Practice Paper — C

themselves; the last immigrant at Castle Garden was April 18 1890. Ellis Island in 1946 became a national monument for immigrants.

Castle Garden was the first benefit for immigrants and became the ticket booth for Ellis Island.

you should support

Congressional representative, Castle Garden to be preservation. Castle Garden is a non forgettable historic landmark. Many people looked forward to coming to the Castle Garden.

In this letter Congressional representative Persuading preservation of Castel Garden. Congressional representative listening to report of Leslie Albrecht Huber about Castel Garden.

The statue of Liberty was not arrived until 1954. Many of immigrants did not see it. Immigrants was came through Castel Garden. In United State ^{there are} many ~~by~~ historic buildings but not talking care properly.

There are many historical places we had. ~~But~~ these were ~~not~~ ~~the~~ Castel Garden is one of them. Many immigrants came through Castel Garden. These Immigrants register off easily. Historical places is our ^{heritage} ~~capital~~. We went on vacations. We enjoy there. After the passing of time we were losing these buildings because over populated people or ignorance of staff. Castel Garden is one of them.

These historical place's ~~were~~ we were losing day by day. If government or staff did ^{not} paid attention on time we will lose all of them we had. ~~caste~~ So it is necessary to take step for Castel Garden too. Because ~~it~~ is first time when it was open in U.S. 2.5 million people were here then after that it ~~they~~ close it for some reason. When they open it again ~~as~~ instead of 2.5 million people ~~there~~ 5.2 million came through there.

These modern buildings taking place of our old heritages, because of population of people and increasing amount of immigrants.

Immigration has always been a big part of history for our country. As hundreds of thousands of people arrived each year, a receiving station was needed. Castle Garden was chosen for this. Previously a military fortification, after the war of 1812, it was transformed. By August of 1855, it became a receiving station for immigrants. This national monument must be preserved, and protected from the danger of time.

When Castle Garden opened for business, it brought about new opportunities for immigrants. Before, they landed on random docks in New York, where they were often greeted by thieves or other people who wanted to take advantage of the newcomers. With Castle Garden, immigration became much less dangerous. Officials at Castle Garden did things to help immigrants after they arrived, such as selling them train tickets, providing hotels for them to stay at, exchanging their money, and even helping them find jobs. Not only that, but the existence of Castle Garden benefitted the public. By having doctors do medical exams, they effectively reduced the number of diseases entering the country. It also helped keep better statistics on the number of immigrants entering, which was especially useful when ~~the~~ the Open Door Policy came into effect. Unfortunately, the heyday of Castle Garden did not last forever.

The yearly number of immigrants was 5.2 million at one point. This was difficult enough for Castle Garden to handle. Then, more and more laws were created limiting immigration. These laws made processing

immigrants much more costly and tiresome. It was finally decided that a new place for receiving immigrants was needed, and Castle Garden closed on April 18th 1890. On January 1st 1892, Ellis Island opened, and was run by Federal officials. These people made it their top priority to find the immigrants that they thought didn't belong, and send them home. As for Castle Garden, it was still visited by people, because it housed a popular aquarium, but in 1941, the aquarium closed. In 1946 Congress declared Castle Garden a national monument. Despite this, it was still neglected and forgotten.

Castle Garden needs to be preserved and protected. In 1975 it was restored to how it looked as a military fortification. The Battery Conservation raised money to bring back Castle Garden to its old purpose. ~~This monument is an important piece of history. This monument must not be forgotten.~~ Ironically, Castle Garden serves as a ticket booth to Ellis Island to this very day. ~~May~~

Castle Garden must never be forgotten. It is an important piece of U.S. history. Even though it will age by time, it can still be preserved to protect it. Who knows, maybe someday it will be restored to its former glory, as the receiving center for immigrants.

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 4

Conclusion: Overall, the response best fits the criteria for Level 4 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 5

Conclusion: Overall, the response best fits the criteria for Level 5 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>Meaning: the extent to which the response exhibits sound understanding, and interpretation, and analysis of the task and text(s)</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>Development: the extent to which ideas are elaborated using specific and relevant evidence from the document(s)</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>Organization: the extent to which the response exhibits direction, shape, and coherence</p>	<p>-maintain a clear and appropriate focus -exhibit a logical and coherent structure through skillful use of appropriate devices and transitions</p>	<p>-maintain a clear and appropriate focus -exhibit a logical sequence of ideas but may lack internal consistency</p>	<p>-maintain a clear and appropriate focus -exhibit a logical sequence of ideas but may lack internal consistency</p>	<p>-establish, but fail to maintain, an appropriate focus -exhibit a rudimentary structure but may include some inconsistencies or irrelevancies</p>	<p>-lack an appropriate focus but suggest some organization, or suggest a focus but lack organization</p>	<p>-show no focus or organization</p>
<p>Language Use: the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety</p>	<p>-are stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice and awareness of audience and purpose -vary structure and length of sentences to enhance meaning</p>	<p>-use language that is fluent and original, with evident awareness of audience and purpose -vary structure and length of sentences to control rhythm and pacing</p>	<p>-use appropriate language, with some awareness of audience and purpose -occasionally make effective use of sentence structure or length</p>	<p>-rely on basic vocabulary, with little awareness of audience or purpose -exhibit some attempt to vary sentence structure or length for effect, but with uneven success</p>	<p>-use language that is imprecise or unsuitable for the audience or purpose -reveal little awareness of how to use sentences to achieve an effect</p>	<p>-are minimal -use language that is predominantly incoherent, inappropriate, or copied directly from the text</p>
<p>Conventions: the extent to which the response exhibits conventional spelling, punctuation, capitalization, grammar, and usage</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.

Anchor Paper – Part B — Level 6 – A

Did you know, that the US spends more than 140 billion dollars yearly to fix negative effects caused by people introducing invasive species into the environment? ^(S. McGrath) People have been introducing these alien species into environments that cannot support these species' niches. Many people bring these species into the US without even realizing they are doing it. Businesses such as shipping, farming, and aquaculture have all paved the way for people to expose these foreign species into environments.

Aquaculture, which includes shipping, commerce, and fishing, introduced ~~the~~ ^a species of mollusk called the zebra Mussel into the US. People who were shipping their goods across Lake St. Clair had no idea they were transporting these fresh water pests. Upon the mussel's arrival into the Great Lakes, they began to clog intake pipes, rudders, and utilities with their overwhelming tendency to congregate themselves in massive clumps. This creates a negative impact on the environment because the US now has to spend millions of dollars to rid the waters of these mussels, instead of putting the money toward more "go green" programs. In 1991, Sea Lampreys were also introduced into the Great Lakes ^(S. McGrath) by shipping and commerce conducted by ordinary citizens. These Lamprey consumes lake trout as its primary source of food. ^(chart) By consuming trout, the Lamprey caused the lake trout population to drastically dwindle, so much that the US has spent \$12 million to try and restore them. Then, because there is such a small population of trout, the environment suffers. Other species, who also depended on the lake trout as food, died out because they have nothing to sustain them. By people introducing these native species, they drastically alter the environment, sending it on a downward spiral.

While accidental introductions of foreign species cannot

always be prevented, there are also people who intentionally introduce alien species into the environment. These intentional introductions often occur because people want improved game hunting, improved rangeland productivity, and increased agriculture. For example, in Australia, a grass that was native to the Caribbean was introduced to the Australian pastures. While it increased productivity, it caused major allergic reactions to livestock and humans. It also had the potential to displace native species and reduce nutrient content like crested wheatgrass did in Canada. In the US, the Asian & gypsy moth was intentionally introduced. They caused huge losses in the US's United States population of trees. That is hurting the environment in a cataclysmic way because trees naturally provide oxygen and help reduce pollutants in the air. So, along with these accidental introductions of these native species, these intentional ones also have a catastrophic effect on our environment.

As David Lodge once said, "Invasives aren't like other forms of pollution. They don't stop spreading when you stop releasing them" and, therefore, can continue harming the environment long after their introduction. When these new species are let loose, they create a potential risk to send our environment into chaos. Whether it is killing trees, taking away soil nutrients, or killing off other species of animals, they all pose a great threat. The introduction of alien species not only negatively affects the environment but, in turn, affects the whole world.

Anchor Level 6 – A

Quality	Commentary
Meaning	<p>The response: Reveals an in-depth analysis of the documents, stating that <i>the US spends more than 140 billion dollars yearly to fix negative effects caused by people introducing invasive species into the environment</i>. The response makes insightful connections between information and ideas in the documents and the assigned task (<i>When these new species are let loose, they create a potential risk to send our environment into chaos</i>).</p>
Development	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific details from the documents to support a discussion of the negative effects of invasive species (<i>Upon the mussels' arrival ... they began to clog intake pipes, rudders, and utilities and the Asian gypsy moth caused huge losses in the United State's population of trees</i>).</p>
Organization	<p>Maintains a clear and appropriate focus on the destruction caused by invasive species (<i>Whether it is killing trees, taking away soil nutrients, or killing off other species of animals, they all pose a great threat</i>). The response exhibits a logical and coherent structure, presenting information about the negative effects of invasive species and the millions of dollars being spent to try to get these situations under control. Skillful use of appropriate devices and transitions is evident (<i>Did you know and By consuming trout</i>).</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>niches and overwhelming tendency to congregate</i>), with a notable sense of voice and awareness of audience and purpose (<i>these ... alter the environment, sending it on a downward spiral</i>). The response varies structure and length of sentences to enhance meaning (<i>So, along with these accidental introductions of native species, these intentional ones also have a catastrophic effect on our environment</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in punctuation (<i>specie's niches and United State's population</i>) and grammar (<i>to try and restore, died out because they have, gypsy moth ... They</i>) only when using sophisticated language.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in conventions.</p>	

People have had a huge impact on the environment, causing many ecological problems. Invasive species are a growing stress that humans have put upon the environment. The introduction of invasive species has caused and continues ~~to cause many~~ to aid in the "blender effect"; that is, invasive species.

The introduction of invasive species by humans is sometimes ^{done} intentionally, but most of the time is ~~done~~ ~~purposefully~~ purposely enacted. Many species have been introduced transported to be used as pets. Both the Burmese python and the red-eared slider turtle have been transported and sold as pets, which are then discarded when people find out that ~~they do~~ reptiles do not make great pets. In India during World War II, the mile-a-minute weed was planted for camouflage during the war. However, this weed now overruns forests and crops all over southern Asia. The brown tree snake is another invasive species that was inadvertently transported ~~by ships~~ on military equipment in World War II. ~~Perhaps the most~~ Many species are released into the environment for the sole purpose of fishing, hunting, or crop production, whether intentionally or inadvertently, the introduction of invasive species in ecosystems all over the world has caused major damage to ^{not only} native species, but human life as well.

The impacts on native species by invasive

species has been catastrophic. In Guam, the brown tree snake has been the cause of the elimination of 8 out of the 11 native forest birds. Not only have these snakes hurt native species, but they have affected human life as well. Many people have to make trips to the emergency room as a result of snake bites, and over 2,000 electrical outages have resulted from the brown tree snake's climbing abilities. Another species that has had an effect on human life is the water hyacinth, which clogs waterways and infrastructures. It also reduces light and oxygen, and causes changes in water chemistry, which has a negative effect on the lives of native species. A similar problem is caused by the zebra mussels, which have invaded the Great Lakes. They have clogged pipes from factories causing lights to dim, ships' rudders to jam, and businesses to close. A lot of money is lost to invasive species, totaling over 140 billion in the United States alone.

All of these problems are results of ~~the~~ intervention of human human intervention in the environment. Humans have sped up the "geological rate" of species migration which has led to the destruction of many ecosystems and their native species.

Anchor Level 6 – B

Quality	Commentary
Meaning	<p>The response: Reveals an in-depth analysis of the documents by addressing the <i>huge impact</i> that invasive species are having <i>upon the environment</i>. The response makes insightful connections between information and ideas in the documents and the assigned task (<i>All of these problems are results of human intervention in the environment</i>).</p>
Development	<p>Develops ideas clearly and consistently, using relevant and specific details from the documents to explain the many negative effects of invasive species (<i>weed now overruns forests and crops</i> and <i>brown tree snake ... cause of the elimination of 8 out of the 11 native forest birds</i>) and their huge price tag (<i>over 140 billion in the United States alone</i>).</p>
Organization	<p>Maintains a clear and appropriate focus on the destruction from invasive species (<i>Humans have sped up the “geological rate” of species migration ... destruction of many ecosystems and their native species</i>). The response exhibits a logical and coherent structure, first presenting species introduced intentionally (<i>transported to be used as pets</i>) and inadvertently (<i>transported on military equipment in World War II</i>), followed by their severe effects (<i>snake bites and changes in water chemistry</i>). Appropriate devices and transitions are skillfully used (<i>The brown tree snake is another and Not only have these snakes hurt native species ... but they</i>).</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>pets ... discarded and climbing abilities</i>), with a notable sense of voice and awareness of audience and purpose (<i>The impact on native species by invasive species has been catastrophic</i>). The response varies structure and length of sentences to enhance meaning (<i>A similar problem is caused by the zebra mussels, which have invaded the Great Lakes</i>).</p>
Conventions	<p>Demonstrates control of the conventions with essentially no errors, even with sophisticated language.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in development.</p>	

Both intentionally and unintentionally, the introduction of foreign species of flora and fauna have caused significant ecological damage to almost every ecosystem on the planet. People transport foreign species for a number of reasons including for pet use, and for agricultural/horticultural usage. People inadvertently introduce new species through ballast water ~~(scientifically sea)~~ (seawater taken in or let out of a ship to improve its stability), ship/boat general movement and trading products. Negative effects of all of the above results include fall of trade, limitation of resources, less ecological diversity, and financial debt.

The Burmese ~~python~~ python is a good example of introducing foreign species as pets with unintentional consequences. The pythons used to be imported to Florida from Asia for the pet trade. However, when owners began to become tired of the snake, it ended up being dumped in the Everglades. The snakes being very adaptable survived, and reproduced tremendously, altering the relationships between previous species of that ecosystem.

In agroecosystems, crops, livestock, and horticulture are intentionally ~~and~~ introduced and have caused pest infestations and diseases. For example, the Asian gypsy moth and nun moth ~~caused~~ ^{will cause} nearly \$58 billion in tree damages in the next 50 years in the US. Financially, Florida alone spend \$60 million every year to control invasive plants. In total, the US spends more than \$140 billion on battling the negative effects of invasive species.

~~Unintentionally~~, through ballast water, the Leidy's comb jelly led to the fall of the anchovy fishing industry of

the black sea. Besides financial ruin, this example illustrates the less quantifiable effects of the introduction of invasive species. Wilson says, "In removing natural barriers to species movements, we're changing the very nature of wild places..." ^{"When"} "We decrease ecological diversity, ~~and~~ eventually all we will have left instead of golden turtles is a common brown cat."

In freshwater, EarthTrends states ~~canada and the~~ ~~world's~~ "water hyacinth [...], has spread through rivers and lakes on every continent except Europe. It clogs waterways and infrastructure, reduces light and oxygen in freshwater system [...]" In the future, many analysts predict a shortage of natural resources. To help reduce this, we must control the spread of invasive species.

Although there might be some benefits from introducing foreign species, there ~~are~~ is an overwhelmingly large amount of negative consequences, such as the simplification of flora/fauna and financial ruin, that negate this. The human race as a whole should take more responsibility to help protect the planet's fragile ecosystem.

Anchor Level 5 – A

Quality	Commentary
Meaning	<p>The response:</p> <p>Conveys a thorough understanding of the documents, stating that <i>the introduction of foreign species of flora and fauna have caused signifant ecological damage to almost every ecosystem on the planet.</i> The response makes clear and explicit connections between information and ideas in the documents and the assigned task (<i>Although there might be some benefits from introducing foreign species ... an overwhelmingly large amount of negative consequences</i>).</p>
Development	<p>Develops ideas clearly and consistently, using relevant and specific details from the documents to highlight the reasons <i>people transport foreign species (pet use, and for agricultural/hortlcultural usage)</i> and the accidental introduction of foreign species, both of which result in negative <i>unintentional consequences</i>.</p>
Organization	<p>Maintains a clear and appropriate focus on the fact that <i>we must control the spread of invasive species</i>. The response exhibits a logical sequence of ideas by establishing that invasive species are introduced <i>both intentionally and unintentionally</i> and then explaining how various species such as Burmese pythons, Asian gypsy and nun moths, Leidy’s comb jelly, and Water hyacinth are <i>altering the relationships between previous species and causing financial ruin</i>.</p>
Language Use	<p>Uses language that is fluent and original, with evident awareness of audience purpose (<i>When we decrease ecological diversity ... all we will have left</i>). The response varies the structure and length of sentences to control rhythm and pacing (<i>Negative effects of all of the above results include fall of trade ... and financial debt</i>).</p>
Conventions	<p>Demonstrates control of conventions, exhibiting occasional errors in punctuation (<i>adaptable survived, places ...</i>”, <i>left instead ... golden turtles is</i>) only when using sophisticated language.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5 in all qualities.</p>	

Across the globe, a phenomena is spreading. The idea of introducing foreign species has grown world-wide, and even though some foreign species are helpful to their environment, ~~many~~ ^{most} of them ~~are~~ deteriorate the stability and health of ecosystems and environments everywhere.

These ^{harmful} species, also known as "invasive species", have ~~many~~ ~~a~~ diversity of negative effects on their environment. ~~For example~~ ^{These} invasives could be plants or animals, and their effects differ ^{some are introduced with intention}. For example, zebra mussels, natives of the Black Sea, ~~travelled~~ ^{arrived} in Lake St.

Clair in Ontario. These small mollusks are known to clump together and clog pipes, and disrupt the rudders of ships passing through. They, in a larger perspective, can close down businesses due to their harmful behavior. They have cost the U.S. and Canada approximately 140 million dollars a year. ~~The~~ combination of these problems can be devastating ~~to~~ people of the area and people that associate with businesses near there. Another example is the Asian gypsy moth and the nun moth have been estimated to cost the United States about \$35 to \$58 billion in the loss of trees, according to a chart created by ~~Earth~~ ^{Earth}trends 2001 World Resources Institute. The tree losses ~~at~~ ^{have an impact on} the ecosystem, as well; the loss of the trees means the loss of other species' homes, habitats, food, and protection. This negative action can cause major instability ~~in~~ the local ecosystem and harm other species there. ~~Both~~

Some invasives were introduced intentionally, and they had adverse effects on their ecosystems. A destructive weed, ~~known~~ ^{known} as Mikania micrantha, originated in Central and South America. It was purposely planted in India ~~during~~ ^{during} World War II to disguise airfields. This aggressive weed has now enemy

Anchor Paper – Part B — Level 5 – B

crops and forests in ~~South~~ southern Asia, which is negative for the economy and for their food supply. Another ~~example~~ example is the Burmese python. This python was introduced in Florida for pet trading from Asia, but they didn't make such great pets. That caused many people to place them in the Everglades, where they ~~was~~ reproduced. Burmese pythons adaptable to basically any climate, and they found their own food sources to survive. These invasives both were introduced with innocent intention, but had devastating results.

Clearly, the concept of introducing foreign species to new habitats and countries can be detrimental to the ecosystem and environment to which they are introduced.

Anchor Level 5 – B

Quality	Commentary
Meaning	The response: Conveys a thorough understanding of the documents, stating that <i>even though some foreign species are helpful to their environment, most of them deteriorate the stability and health of ecosystems and environments everywhere</i> . The response makes clear and explicit connections between information and ideas in the documents and the assigned tasks (<i>Some invasives were introduced intentionally, and they had adverse effects on their ecosystems</i>).
Development	Develops ideas clearly and consistently, using relevant and specific details from the documents to discuss <i>a diversity of negative effects on their environment (mollusks are known to ... clog pipes, and disrupt the rudders of ships)</i> .
Organization	Maintains a clear and appropriate focus on the idea that the introduction of <i>foreign species to new habitats and countries can be detrimental to the ecosystem and environment</i> . The response exhibits a logical sequence of ideas, moving from a discussion of species that <i>are introduced unintentionally (zebra mussels, natives of the Black Sea, arrived in Lake St. Clair in Ontario)</i> to species that were <i>introduced intentionally (A destructive weed ... was purposely planted in India)</i> . Appropriate transitions are used (<i>These harmful species, Another example, Clearly</i>).
Language Use	Uses language that is fluent and original (<i>They, in a larger perspective, can close down businesses due to their harmful behavior</i>), with evident awareness of audience and purpose (<i>These invasives both were introduced with innocent intention, but had devastating results</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>The tree losses have an impact on the ecosystem, as well; the loss of the trees means the loss of other species' homes, habitats, food, and protection</i>).
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>accociate</i> and <i>unstability</i>) only when using sophisticated language.
Conclusion: Overall, the response best fits the criteria for Level 5 in all qualities.	

Every year thousands of alien species are introduced to countries throughout the world. Sometimes these species are beneficial, but mostly they are harmful. The species that have a negative impact on their new ecosystems are called invasive species.

Invasive species are transported around the world in many ways including shipping, agriculture, hunting, manufacturing and more. When they arrive in their new environments they find that they have no natural predators to limit their population. Also, they are very adaptable, so it is easy for them to find food. For example the text, in lines 20-28, tells about the Brown tree snake. It was a native of Australia and New Guinea that was transported to Guam in ballast water on board a World War II vessel and then accidentally released on the island. Since there were no natural predators to it; the venomous snake reproduced exponentially and killed 8 of 11 of Guam's native forest species.

Another example of an invasive species from the text is the zebra mussel. It came to Lake St. Clair in Ontario on the hulls of ships from the Black Sea. It multiplied fast and spread through the Great Lakes. It clogged pipelines, which led to lighting problems in factories and cities, business closings, and more.

Invasive species have cost the United States approximately 145 million dollars. Within the next

few years, America and other nations will be paying even larger sums for this cause. Australia has already put together a "clean list" which is a list of the species allowed to enter the country. Species not on the list are banned and are not allowed to enter.

Some alien species are deliberately brought into new environments where they become invasive and harmful. For example, in the chart, the intentional introductions in the grassland ecosystem were for game hunting. Supposedly it improved rangeland productivity and agriculture. But, the species called parthenium in Australia caused allergic reactions in livestock and humans. Also, the crested wheat grass introduced in Canada invaded crops and reduced the nutrient content and organic matter in the soil.

All of these examples are legitimate reasons to not import alien species. They are an extreme detriment to the world and cost countries massive amounts of money. All of these situations can be avoided by stopping the introduction of invasive species into countries they are not native to. It is extremely beneficial to the future of our environment and ecosystems.

Anchor Level 5 – C

Quality	Commentary
Meaning	The response: Conveys a thorough understanding of the documents, stating that <i>these species are sometimes beneficial, but mostly they are harmful</i> . The response makes clear and explicit connections between information and ideas in the documents and the assigned task (<i>When they arrive in their new environments ... they have no natural predators</i>).
Development	Develops ideas clearly and consistently, using relevant and specific details from the documents to discuss <i>species that have a negative impact on their new ecosystems</i> such as the brown tree snake that has killed 8 out of 11 of Guam's native forest species and the crested wheat grass introduced in Canada.
Organization	Maintains a clear and appropriate focus on invasive species and their negative effects (<i>They are an extreme detriment to the world</i>). The response exhibits a logical sequence of ideas moving from <i>thousands of alien species ... introduced to countries</i> to those that <i>were accidentally released</i> such as brown tree snakes and zebra mussels, to the <i>intentional introductions</i> , such as <i>parthenium in Australia</i> . Appropriate transitions are used (<i>Another example, Some alien species, All of these examples</i>).
Language Use	Uses appropriate language, with some awareness of audience and purpose (<i>All of these situations can be avoided by stopping the introduction of invasive species</i>). The response occasionally makes effective use of sentence structure and length (<i>It is extremely beneficial to the future of our environment and ecosystems</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>through, predators, exponentially, legitiment</i>), punctuation (<i>to it; the venomous snake</i>), and capitalization (<i>Brown tree snake and World War II Vessel</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in language use and conventions.	

Throughout the years more and more animal species have been added to different cultures. Some of these invasive species have been brought to these cultures on purpose and some by accident. And many of these species have been wrecking havoc upon the new areas in which they have been brought.

One such species is the mile-a-minute weed or *Mikania micrantha*. It gets its name because of its ability to grow and spread very rapidly. This weed was originally from central and south america but it was brought to India during WWI to be used as camouflage. Today the mile-a-minute weed has grown out of control and has taken over ~~the~~ much of Southern Asia. The weed is smothering forests and crops and is causing a lot of trouble and destruction. And *Mikania micrantha* is not the only invasive species that is causing problems.

Another such invasive species is the Asian gypsy moth and the nun moth. These species have been brought to the U.S. from other parts of the world and have been destroying our trees. It is estimated that within the next 50 years these moths will cost the U.S. 35 to 58 billion dollars in tree losses. Even though moths don't seem very important and aren't paid much attention to doesn't mean that they cannot cause serious problems.

Many species including weeds and moths have been brought to different cultures and environments. Some of which don't cause many problems but many of which do and can create serious damage and completely destroy an environment. Even though many of these species have been transported around by

Anchor Paper – Part B — Level 4 – A

accident doesn't make it ok. The world has to be more careful about transporting species to unnative lands. And if we don't become more careful there will be serious consequences.

Anchor Level 4 – A

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the documents (<i>many of these species have been wrecking havoc upon the new areas in which they have been brought</i>). The response makes implicit connections between information and ideas in the documents and the assigned task (<i>Even though moths don't seem very important ... doesn't mean that they cannot cause serious problems</i>).
Development	Develops some ideas more fully than others. The response uses specific and relevant details from the documents to discuss <i>the mile-a-minute weed ... originally ... brought to India during WWI</i> . The discussion of the Asian gypsy moth and the nun moth is less developed.
Organization	Maintains a clear and appropriate focus on how many species <i>can create serious damage and ... destroy an environment</i> . The response exhibits a logical sequence of ideas, first addressing Mikania Micranthe (<i>the weed is smothering forrests and crops</i>), followed by the gypsy moth (<i>have been destroying our trees</i>), concluding with a summary and a warning of <i>serious consequences</i> . The response uses appropriate transitions (<i>One such species, Micrantha is not the only invasive species, Even though</i>).
Language Use	Uses appropriate language, with some awareness of audience and purpose (<i>The world has to be more careful about transporting species to unnative lands</i>). The response occasionally makes effective use of sentence structure and length (<i>It gets its name because of its ability to grow and spread very rapidly</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>camoflouge</i> and <i>payed</i>) and frequent errors in punctuation (<i>years more, america but, dont, problems but, careful there</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in organization.	

Invasive species are erupting great stir and problems within our environments and ecosystems. In close to every region around the world, animals and plants are being placed intentionally and unintentionally into regions where either they or the region itself aren't able to adapt to such a change. These invasive species are being introduced towards environments and ecosystems in a vast amount of ~~ways~~ ways. Thus causing a vast amount of negative impacts.

For example, Burmese pythons are imported into territories of Florida or Asia on the intention of the pet trade. Unfortunately, they ~~and~~ ~~sp~~ pythons end up in the Everglades, due to ~~the~~ people who don't believe they make such good pets after all. In addition, another invasive species due to the pet trade is the slider turtle, which has been shipped all over the world. Spreading across Asia and southern Europe, the slider turtle is laying waste upon native frogs, mollusks, and birds.

However, not all of these species are brought intentionally. As ~~stated~~ ~~stated~~ mentioned by S. McGrath, brown tree snakes boarded military equipment after World War Two, and "disembarked on the island of Guam." McGrath writes of ~~the~~ how these venomous snakes have "multiplied exponentially," reaching densities up to 13,000^a per square mile. They have also caused over 2,000 electrical outages, along with the "wipe out" of 8 of Guam's 11 native bird species.

In a chart titled, "Losses Due to Invasive Species",

other sources and impacts of these sources ~~are~~ found ~~in~~ different ecosystems are mentioned. For example, according to the chart, a typical source of invasive species has been their intentional introduction to farming. Along with fish stocking, game hunting, aquaculture, and other intentions, these introductions are proved to be greatly detrimental towards these luxurious ecosystems. For instance, one impact on South African forest ecosystems by invasive trees and plants will be increased water consumption. This consumption of about 3.3 billion cubic meters of water annually, will force South Africa to spend around \$900 million dollars in the next 20 years.

Invasive species are causing great loss towards the ~~regions~~ ^{economy}, the ecosystems, and the regions of many parts of the world. Due to most of the world's lack of heed towards their actions, their consequences will continue. Fortunately, hope still exists within these bounds. As long as the world decides to open their eyes and notice what's going on around them, nature will survive.

Anchor Level 4 – B

Quality	Commentary
Meaning	<p>The response: Conveys a basic understanding of the documents, stating that animals and <i>plants are being placed ... into regions where either they or the region cannot adapt</i>. The response makes implicit connections between information and ideas in the documents and the assigned task (<i>These invasive species are being introduced in eco systems ... causing a vast amount of negative impacts</i>).</p>
Development	<p>Develops some ideas more fully than others. The response uses specific and relevant details from the documents to discuss the brown tree snake (<i>They have caused over 2,000 electrical outages</i>). The Burmese python’s negative impact is less developed.</p>
Organization	<p>Maintains a clear and appropriate focus on <i>invasive species ... causing great loss towards the economy, the ecosystems, and the regions of many parts of the world</i>. The response exhibits a logical sequence of ideas, first addressing animals brought in for <i>the pet trade</i>, followed by the damage tree snakes and slider turtles have caused, to how invasive plants have affected <i>South African forest ecosystems</i>. The response uses appropriate transitions (<i>For example, However, Along with fish stocking</i>).</p>
Language Use	<p>Uses appropriate language, with some awareness of audience and purpose (<i>according to the chart, a typical source of invasive species has been their intentional introduction to farming</i>). The response occasionally makes effective use of sentence structure and length (<i>Fortunately, hope still exists within these bounds</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>erupting, envirements, it’s self</i>) and punctuation (<i>ways. Thus and good pets after all</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in organization.</p>	

Have you ever wondered why some of our favorite animals are near extinction? Well we as a people play a key role in that statistic. Many of our lifestyles influence the outcome of some animals' lives. We play a major role on our environment which can lead to negative results. If we don't change our habits many different species will be no longer present. In the process we introduce new species that can be harmful to some and beneficial to others.

Every animal has their own habitat in which they fit in perfectly. They are able to live, reproduce and grow respectively. However when we disrupt that homeostasis life for them will never be the same. People ship plants and animals all over the world to make a profit by taking that species out of their native habitat. For example: "Burmese pythons are imported to Florida from Asia for the pet trade and end up being dumped in the Everglades." As you can see these pythons are being used. Fortunately for the pythons they are able to live in most habitats. In fact the habitat they were in allowed them to grow "exponentially." They also increase the amount of emergency visits due to their venomous bites. The introduction of this species to Florida was clearly un-natural to the city and resulted in causing a tremendous amount of damage.

Invasive species are generally not welcomed in countries outside of their native. They cause destruction and devastation. In South Africa the spread of exotic tree species consumed "about 3.3 billion cubic meters of water annually." This exotic tree species would cost the South African country \$900 million in the next 20 years to control.

In Australia intentional introductions for game hunting, improved rangeland productivity and agriculture had a devastating impact. In Australia a grass called Parthenium invaded their grasslands and caused allergic reactions in both humans and animals.

Anchor Paper – Part B — Level 4 – C

Overall when something foreign is introduced to a country it can have a devastating impact. Sometime we are blinded into believing that these methods are necessary. Some may be but there is always another way of doing a specific task. What we are doing is harming the land we live in. We are also inflicting harm to the species that may come in contact with our technologies. Based on this information controlling these species costs a lot of money. As you can see something needs to be changed if we want to help the environment.

Anchor Level 4 – C

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the documents by stating that <i>we play a major role on our environment which can lead to negative results</i> . The response makes implicit connections between information and ideas in the documents and the assigned task (<i>In the process we introduce new species that can be harmful to some and beneficial to others</i>).
Development	Develops some ideas more fully than others. The response uses specific and relevant details from the documents to explain <i>the spread of exotic tree species</i> from South Africa and its excessive consumption of water. The discussion of the python is less accurately developed, including incorrect information about the brown tree snake.
Organization	Maintains a clear and appropriate focus on the idea that <i>when something foreign is introduced to a country it can have a devastating impact</i> . The response exhibits a logical sequence of ideas, first establishing the idea that <i>people ship plants and animals all over the world</i> removing them from their natural habitat, followed by examples of invasive species that cause <i>destruction and devastation</i> and the extreme cost to countries trying to get control of them. The conclusion contains internal inconsistency (<i>Sometimes we are blinded into believing that these methods are necessary</i>).
Language Use	Uses appropriate language, with some awareness of audience and purpose (<i>What we are doing is harming the land we live in</i>). The response occasionally makes effective use of sentence structure length (<i>Have you ever wondered why some of our favorite animals are near extinction?</i>). Some material is copied from the text.
Conventions	Demonstrates partial control, exhibiting frequent errors in punctuation (<i>we as a people play, animals lives, habits many, grow respectively, information controlling</i>) and occasional errors in agreement (<i>animal has their and They ... reproduces</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

Everyday, species are introduced into new environments. This sometimes is by accident, but others intentionally. This can be good if these species are supposed to be introduced into the environment, but costly situations can occur if harmful species are introduced.

The Burmese python, for some, seem to be an excellent pet. The person orders one and it is shipped to their house. The person then keeps it for a year or two then realizes that this might not be such a good pet after all. So, instead of killing their pet they decide to ~~do~~^{do} the humane thing ~~to do~~ and let it go in the everglades where other snakes are and it will live a happy life. Well this is not such a wise thing to do because now there is a foreign snake in an already developed habitat. The python will live a long life and that is the problem. It will adapt because it has a very good ability to do so and will live out its life, which will be quite long. ~~But~~ The other problem with this is that other people have done it, so there are many of these pythons living together. Before long, these pythons will find each other and will breed, introducing a new species into a place there not supposed to be.

Another example of ~~extremes~~ invasive species, which also happens to be a snake, is the brown tree snake. This spread to Guam not ~~by~~ by careless individuals who wanted exotic pets, but by WWII airplanes. When the planes landed on the Island of

Guam the snakes got off but forgot to get back on. The brown tree snake thrived having no natural predators in Guam. The snake breed incredibly fast meaning a lot of food was needed. This came in the form of wiping out eight of the eleven forest birds in Guam. Also, this snake's venom is toxic, causing numerous hospital visits. And if this snake could not do any more harm, it, being the brown tree snake, nests in trees and also power lines, causing thousands of power outages. ~~These snakes~~ Invasive species are problematic from almost every standpoint. They cost millions, even billions of dollars a year to be controlled. Business can be hurt, native species ^{become} endangered and people can be physically harmed. Invasive species need to be ~~dealt~~ dealt with so the species that are supposed to be there do not disappear.

Anchor Level 3 – A

Quality	Commentary
Meaning	<p>The response:</p> <p>Conveys a basic understanding of the document (<i>This can be good if these species are supposed to be introduced into the environment but costly situations can occur if harmful species are introduced</i>). The response makes implicit connections between information and ideas in the document and the assigned task, showing that invasive species <i>cost millions, even billions of dollars a year to be controlled</i>.</p>
Development	<p>Develops some ideas more fully than others. The response uses specific and relevant details from the document to discuss the many problems invasive species have caused (<i>numerous hospital visits and damaged power lines, causing thousands of power outages</i>). The expense caused by these invasive species is less developed. There is no reference to the chart.</p>
Organization	<p>Maintains a clear and appropriate focus on the problems caused by invasive species (<i>Invasive species are problematic from almost every standpoint</i>). The response exhibits a logical sequence of ideas, first presenting information about the Burmese python (<i>The python will live a long life and that is the problem</i>), then about the brown tree snake (<i>thrived having no natural predators in Guam</i>), and concluding with a reiteration of the harm done by invasive species. Transitions are appropriately used (<i>The other problem, Before long, Another example</i>).</p>
Language Use	<p>Uses appropriate language, with some awareness of audience and purpose (<i>Everyday, species are introduced into new environments</i>). The response occasionally makes effective use of sentence structure and length (<i>It will adapt because it has a very good ability to do so and will live out its life, which will be quite long</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>relizes, incredibly, indangered</i>), punctuation (<i>pet they; Well this; hurt, native</i>), grammar (<i>python ... seem and person ... their</i>), and capitalization (<i>everglades and Island</i>) that do not hinder comprehension.</p>
<p>Conclusion: Although the response fits the criteria for Levels 4 and 5, it remains at Level 3 because it addresses only one text.</p>	

"Some call it the "blender effect" others "a giant biology experiment with no one in charge" says S. McGrath in his story. What he means by this is humans are introducing invasive species into the environment and nobody is doing anything about it to control it. These introductions of these invasive species have had a negative impact on the environment.

In the first text I read it talked about ~~the~~ all the invasive species there are. A negative invasive ~~species~~ species is the Burmese python. It comes Asia and was used as pets but people ~~would~~ would just get tired of them so the owners would drop them off into the everglades. This was negative because it started ruining the habitat. An aquatic form of invasive species ~~was~~ the zebra mussels. They came from ~~lake Ontario~~ the Black sea and showed up in lake Ontario in 1988. They are negative because they form into big clumps and block ~~the~~ pipes.

In the chart it shows us what invasive species is in each habitat. In the Fresh water Canada and the United States have spent 198 million since 1991 to control sea lampreys which have invaded the Great lakes

Anchor Paper – Part B — Level 3 – B

plus \$12 million attempting to restore lake trout, one of the freshwater fish the sea lamprey eats. In the Grasslands ~~the~~ a grass native to the Caribbean called *Parthenium* invades pastures as well as cropland and causes allergic reactions in livestock and humans.

In conclusion these invasive species have a huge impact on our environment and something should be done to contain them.

Anchor Level 3 – B

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the documents (<i>These introductions of these invasive species have had a negative impact on the environment</i>). The response makes few connections between information and ideas in the documents and the assigned task (<i>This was negative because it started ruining the habitat</i>).
Development	Develops ideas briefly, using some details from the documents (<i>zebra mussels form into big clumps and block pipes and the United States have spent \$8 million since 1991 to control sea lampreys</i>).
Organization	Establishes an appropriate focus (<i>invasive species have a huge impact on our environment</i>). The response exhibits a rudimentary structure with an introduction, a paragraph combining information on the <i>Burmese python</i> and the <i>zebra mussels</i> , followed by listed information copied from the chart, and ending with a one-sentence conclusion (<i>these invasive species have a huge impact ... something should be done to contain them</i>).
Language Use	Relies on basic vocabulary, with little awareness of audience and purpose (<i>humans are introducing invasive species ... nobody is doing anything about it to controll it</i>). The response exhibits some attempt to vary sentence structure and length for effect, but with uneven success (<i>It comes Asia and was used as pets but people ... would drop them off into the everglades</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>controll</i> and <i>sence</i>), punctuation (<i>charge "" says and I read it</i>), capitalization (<i>lake Ontario</i>), and grammar (<i>It ... as pets and United States have</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.	

They are many ~~thing~~ species being introduced into different environments everyday. But this absolutely doesn't mean that they belong in the ecosystem. Which is having a negative impact on many countries around the world and all the different types of environments. So they had set up some organizations to try to prevent these things from happening but that doesn't really help.

Two major ecosystems that are being affected are the Forest and freshwater. In the freshwater is the Zebra Mussels introduced to the great lakes. They are destroying the lake and costing over 50 million dollars a year to maintain the lakes for safe use. The Zebra mussels are a good example of a species that doesn't belong where they are. In the forest there are exotic trees that are taking over which come from forest plantations. So people are also screwing up the ecosystem.

Take pride in your country and stop ruining your ecosystems. One day everything could be gone and we take it for granted. Stop introducing foreign species into the system that don't belong. Every type of environment has special needs just like every person. So if you're ruining the ecosystem you are ruining

Anchor Paper – Part B — Level 3 – C

your own life in a way also. But
 there's no way to prevent it but ways to slow it
 down. So help out your ecosystem and
 possibly yourself.

Anchor Level 3 – C

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the documents, indicating that <i>they are many species being introduced into different environments everyday</i> . The response makes few connections between information and ideas in the documents and the assigned task (<i>they ... have a negative impact on many countries around the world</i>).
Development	Develops ideas briefly, using some details from the documents to explain the negative effects of invasive species (<i>They are destroying the lake and costing over 50 million dollars a year to maintain the lakes for safe use</i>). There is a brief reference to the chart (<i>Forest and freshwater</i>).
Organization	Suggests a focus on the negative effects of invasive species (<i>Two major ecosystems that are being effected</i>). The response suggests an organization by introducing the idea that species are <i>being introduced into different environments</i> , followed by a paragraph of loosely connected ideas (<i>Zebra Muscles are a good example and exotic trees that are taking over</i>), and concluding with a personal commentary.
Language Use	Relies on basic vocabulary, with little awareness of audience or purpose (<i>Take pride in your country and stop ruining your ecosystems</i>). The response exhibits some attempt to vary sentence structure and length for effect, but with uneven success (<i>In th forest there are exotic trees that are taking over which came from forest plantations</i>).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>enviroments, orginizations, Muscles, granet</i>), punctuation (<i>happening but, forest there, needs just</i>), capitalization (<i>Forest and great lakes</i>), and agreement (<i>types of enviroment and is the Zedra Muscles</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in organization and conventions.	

People have a huge impact on the environment. Over the years people have introduced invasive species into the environment and ~~this~~ this has had a negative impact on the environment. As a result plant and animal were brought to new location and cause damage to the environment.

People have introduced invasive species into environment. All around the world animal and plant had evolved because they are being raise in an environment where they don't belong. ^{Being raise in} a different environment cause ^{animal} to move from their home ~~and~~ ~~force~~ ~~them~~ ~~to~~ ~~accept~~ it.

Invasive species have an negative impact on the environment. Couple year ago the zebra mussel clump into pipes from utilities and factories because they like to attach themselves to a hard surface. These zebra mussel cause businesses to closed down and the United States and Canada lose 140 million dollar a year to the mussels.

People have introduced invasive species into the environment and how this has a negative impact on the environment. Animal and plants have effect human and even closed down businesses. ^{Only} ~~the~~ time can tell how these animal will effect our kind.

Anchor Level 2 –A

Quality	Commentary
Meaning	<p>The response: Conveys a basic understanding of the document, stating that invasive species have <i>had a negative impact on the environment</i>. The response makes superficial connections between information and ideas in the document and the assigned task (<i>As a result plant and animal were brought to new location and cause damage to the environment</i>).</p>
Development	<p>Is largely undeveloped, hinting at ideas, but references to the document are vague (<i>Couple year ago the zebra mussel clump into pipes from utilities and factories because they like to attach themselves to hard surface</i>). The response makes no reference to the chart.</p>
Organization	<p>Establishes an appropriate focus (<i>People have introduced invasive species ... how this has a negative impact on the environment</i>). The response exhibits a rudimentary structure consisting of four loosely constructed paragraphs about plants and animals being <i>move from their home</i> and the great expense (<i>lose 140 million dollar a year to the mussels</i>) caused by these invasive species.</p>
Language Use	<p>Uses language that is imprecise (<i>Only time can tell how these animal will effect our kind</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>All around the world animal and plant had evolved because they are being raise in an environment where they don't belong</i>).</p>
Conventions	<p>Demonstrates a lack of control, exhibiting frequent errors in punctuation (<i>over the years people, result plant, down and</i>), subject-verb agreement (<i>animal ... their</i> and <i>Couple year ago</i>), and numerous tense shifts (<i>brought ... and cause, evolved because they are, year ago ... clump</i>) that make comprehension difficult.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in meaning and organization.</p>	

Some people don't know about invasive species,
 Some Countries like them, some don't, that's why
 you should stay away from it

People have found the new invasive species
 to be incredible, some people use it as a pet, some
 use it for food, and the rest use it for ~~other stuff~~ ^{other stuff}. Many
 animals like the python, the Red-eared slider turtle, and Zedra
 mussels are all being taken out of their homes. Countries
 spend 50 + 175 million dollars on invasive species to
 get food and other stuff.

The invasive species lives in 5 different
 areas, a agroecosystem, Coastal, forests, freshwater, and grassland
 they all are doing some thing bad to the environment
 and that is why we are getting rid of them
 In Conclusion the invasive Species should be
 destroyed and ~~terminated~~ terminated from this planet.

Anchor Level 2 – B

Quality	Commentary
	The response:
Meaning	Conveys a confused understanding of the documents (<i>The invasive species lives in 5 different areas</i>). The response alludes to the documents but makes unclear connections to the task (<i>they all are doing some thing bad to the environment and that is why we are getting rid of them</i>).
Development	Is largely undeveloped, hinting at ideas but references to the documents are vague and unjustified (<i>Countries Spend 50 + 175 million dollars on invasive species to get food and other stuff</i>). Reference to the chart is vague, limited to a copied list of ecosystems.
Organization	Suggests a focus (<i>Some people don't know about invasive species</i>) but lacks organization. The response mixes loosely connected ideas in the same paragraph (<i>invasive species ... incredible ... use it as a pet ... for food ... for other stuff</i>).
Language Use	Relies on basic vocabulary, with little awareness of audience and purpose (<i>the invasive Species should be destroyed and terminated from this planet</i>). The response exhibits some attempt to vary sentence structure and length for effect, but with uneven success (<i>Some Countries like them, some don't, that's why you should stay away from it</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>incredible, Zedra, agroecosystem</i>), punctuation (<i>don't, that's</i> and <i>environment and</i>), capitalization (<i>Countries</i> and <i>People</i>), and grammar (<i>like them ... from it</i> and <i>invasive species ... People use it</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use and conventions.	

Anchor Paper – Part B — Level 2 – C

People have introduced invasive species into the environment and how ~~they~~^{they} have a negative impact on the environment. They're impacts in the U.S with the environment such as the States ~~and~~ Florida coming from Asia. Plants and animals ~~are~~^{are} taking an advantage now because, of the people not caring as much as they should.

Pythons are being dumped in the everglades by people not wanting them as pets anymore. Now they're long-lived and not so fussy and they find one another breeding more.

Other species such as the turtle, going across to the Mississippi and then from Europe are native frogs, mollusks and even some birds for food all over the world.

Snakes are ~~dangerous~~^{Sometime} dangerous well known as Burmese python they're reaching up to 13,000 a square mile.

If you get a bite from it you could most likely go to the emergency room visit. The climbing of the snakes have ~~caused~~ to 2,000 electrical outages.

Bird species have been wiped out.

Anchor Level 2 – C

Quality	Commentary
Meaning	The response: Conveys a confused understanding of the document (<i>People have introduced invasive species into the environment and how they have a negative impact on the environment</i>). The response alludes to the document, but makes unclear connections to the assigned task (<i>Plants and animals are taking an advantage now because, of the people not caring as much as they should</i>).
Development	Is largely undeveloped, hinting at ideas, but references to the document are vague (<i>Snakes are Sometime dangerous well known as Burmese python they're reaching up to 13,000 a square mile</i>). The response makes no reference to the chart.
Organization	Suggests a focus on the negative impact that invasive species are having on the environment but lacks organization. The response mixes loosely connected ideas in the same paragraph (<i>Pythons are being dumped and Other Species such as the turtle</i>).
Language Use	Uses language that is imprecise (<i>They're</i> for "their" and <i>Sometime</i> for "sometimes"). The response reveals little awareness of how to use sentences to achieve an effect (<i>Other Species such as the turtle going across to the Mississippi and then from Europe are native frogs, mollusks and even Some birds for food all over the world</i>).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>environment, emergency, outages</i>), punctuation (<i>because, of; fussy and; python they're</i>), and random use of capitalization that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.	

Anchor Paper – Part B — Level 1 – A

Introducing invasive species into the environment, has more negative effects and impacts on the environment. Countries are now fighting to solve these problems connected with invasive species and spending a lot of money every year.

Anchor Level 1 – A

Quality	Commentary
Meaning	The response: Provides minimal evidence of understanding. The response makes no connections between the information in the documents and the assigned task.
Development	Is minimal, with no evidence of development.
Organization	Suggests a focus on the <i>negative effects and impacts</i> that <i>invasive species</i> have on <i>the environment</i> , but lacks organization.
Language Use	Is minimal. The response consists of two sentences, one of which is copied from the task.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in organization.	

Today the people of the world are exposing different species to different environments, causing a negative effect on their population. Not knowing we are doing this the population on many ~~the~~ exotic invasive species are rapidly declining. After looking through a chart and reading a text, I was able to come up with several facts and statements providing my information True.

Anchor Level 1 – B

Quality	Commentary
	The response:
Meaning	Provides minimal evidence of understanding. The response makes no connections between information in the documents and the assigned task.
Development	Is minimal, with no evidence of development.
Organization	Suggests a focus on <i>different species</i> introduced into <i>different environments</i> , causing a negative effect on the <i>population</i> but lacks organization.
Language Use	Is minimal, consisting of only three sentences.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in organization.	

The introduction of invasive species into the environment has had a huge negative impact on the environment. These invasives cause much damage to their new but not correct habitats. These damages cost countries/regions millions to even billions of dollars. Many people transport these invasives as to distribute as pets to people in other countries, but instead of helping the other country, they are hurting them instead.

Many of these invasive species cause much damage to their "new" homes. For example the red-eared slider-turtle, native to the Mississippi Basin, has been shipped all over the world.

This turtle is being spread across Asia and southern Europe, devouring native frogs, mollusks, and even birds (text). This example shows just how bad these invasive species are.

They basically kill off other species that are native to they land they are now in.

These invasive species are often transported as pets. Another example, of the Burmese python. They are first transported to for the pet trade from Asia to Florida put end up being dumped in the Everglades by people who realized that they don't make such great pets. These pythons eventually find one another and breed since they are very adaptable. (text)

Another huge problem with these invasive

species is the cost they have on the places they invade. For example The Asian gypsy moth and nun moth are said to cost the United States \$35 - \$58 billion dollars in tree losses ~~(text)~~ (chart)

These invasives can cause humans and other species allergies, displace native species, and reduce nutrient content and organic matter in soil. They cause much to much harm and need to be stopped.

People have introduced ~~these~~ these plants and animals by either it having to do with them being pets or plants covering forests. The negative impact it has is that they over take or destroy other things which make it much harder to keep it from over taking over or every thing. Like WWII they used that mile-a-minute weed which now spreads over a lot of their forests and are killing animals. It is also making people spend millions to billions of dollars to prevent this stuff but it just keeps coming back. So that is why I think it is a bad idea to bring other things into other countries that do not belong.

Invasive species let into a new environment can be somewhat helpful, but most of the time invasive species can be destructive.

Unfortunately some invasive species cause inconvenience on the land and in the sea, many more costing billions of dollars to get rid of. These all include reptiles, insects and even wild plants that have found their way to foreign countries to destroy all that is there.

Initially some invasive species were brought here for trade or protective reasons such as the Burmese python and mile a minute weed. In the beginning it was okay because it was beneficial for us but in the long run it turned to be a disaster. Pythons breded amongs each other and the plants spread to Eastern Asia, there was no controlling it anymore. These invasive species were unstepable.

While the python and the weed do not cost any money to be removed, other insects and plants caused governments from all around the world to spend billions of dollars to have them removed. For example, in the Text it is said "New York, New Jersey, Illinois and federal government spent \$175 millions battling the tree-killing Asian long horned beetle." also, Florida spent millions ridding + controlling invasive plants. The English also spent billions trying to get rid of invasive species. Species such as the Zebra mussel and the brown tree snake have caused mayhem on land and in water.

According to the Chart invaise plants also cause extreme allergies, invaise insects eat helpful plants and sea lampreys have eaten all the trout.

These factors worsen finical and agricultural life. Although there is one benifical invasive species found in the text; Japanese oysters and clams have

boomed the world's economic income surprising well. These oysters + clams have caused no unfortunate events. ~~an~~ only wealth. This shows not all invasive species are bad and can sometimes be welcome to other countries rather than being restricted to their native land.

In conclusion, many invasive species have caused major damage world wide. They have caused financial + economical complications. But ~~at here area~~ it has been discovered that not all invasive species are bad, some can be beneficial to the economy. people world wide should be careful with what they handle with because sometimes it can be either a positive or negative effect.

The human race has affected the environment in many negative ways. Along with habitat destruction, invasive species are very harmful to the environment. In the world today there are many different species turning up somewhere different to where they belong who have been transported by humans accidentally or intentionally. There are many different aspects of these invasive species that are harmful.

What does the invasive species do to our environment you ask? Well for one thing let's take a look at the Burmese pythons who were a native of New Guinea and Australia which ended up in Guam. These pythons living in a land of honey and milk have grown enormously big and have caused 8 out of 11 of Guam's native forest species to be wiped out. These Burmese pythons have also caused problems for residents such as emergency room visits and electrical outages. Zebra mussels have also had an impact on the United States. The black sea natives have ~~blocked~~ choked pipes from utilities and factories which have even closed businesses.

Not only are invasive species harmful, they are also expensive to control. The state of Florida spends 50 million dollars yearly to control invasive species. ~~England~~ Businesses in England were cost nearly four billion dollars after the 2001 hoof and mouth disease outbreak. ~~It~~ It has even been predicted that South Africa would need to spend about 900 million within the next 20 years.

to control invasive trees and plants that consume 3.3 billion cubic meters of water yearly.

The United States has spent 8 million since 1991 to control the sea lamprey invasion of the Great Lakes.

Countries such as the United States and Canada have been harmed by invasive species. In the U.S. native fir and hemlocks have been threatened by insects such as the adelgid. Canadians have had reductions in nutrient content and organic matter in the soil due to crested wheatgrass from Asia.

I urge you, readers, to prevent the continuance of invasive species. Doing nothing is even worse than bringing them in. If we don't stop now or do something to help, invasive species will just keep spreading.

Part B — Practice Paper — E

Have you ever ~~been walking~~ ^{walked} outside and ~~realized~~ noticed a plant or animal that you have never seen before? This organism may ~~be~~ have been an invasive species, or a species that lives in areas far from their natural habitat. The introduction of these alien species occurs from intentional or unintentional human action. Ecosystems have very balanced habitats, and when a ~~species~~ invasive species is introduced and thrives, the effects can be quite damaging.

~~with no natural predators~~ But how do these species travel from their natural habitats ~~to~~ across the world ~~to~~ and settle in new ones? Many are transported intentionally by humans. According to S. Mc Grath, Asian Carp ~~are~~ ^{are} brought to the United States by aquaculturists ~~that~~ ^{who} raise fish in enclosed ponds. The carp escape ~~to~~ into the Mississippi River. Other invasive species ~~are~~ are transported unintentionally. For example, insect pests are ~~traded~~ carried on traded goods such as ~~the~~ forest products. As a result, native ~~the~~ trees ~~are~~ are threatened. In the eastern United States, fir trees are threatened by tiny aphid-like insects.

The effects of invasive species are very damaging to humans. The venomous brown tree snake, which was brought to Guam from Australia accidentally on ~~air~~ cargo ships have multiplied exponentially and

their bites have injured many humans in the area. Similarly, the ~~Ballet~~ zebra mussel, introduced from the Black Sea to Lake Ontario in 1988, have increased in number in some areas to 70,000 per square foot. Pipes in the area became clogged with mussels affecting utilities and businesses. About 140 million dollars has been lost to the mussels. It is estimated that the United States spends 140 billion a year on invasive species expenses.

Today, very little is being done to ~~hand~~ stop the influx of invasive species. Invasive species are highly profitable to industries such as aquaculture and little is done to regulate them. The National Invasive Species Council is vastly underfunded. To protect our environment is a self-interest of all humans. Only by taking immediate action can we prevent the continuation of invasive species.

Practice Paper A–Score Level 4

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

Practice Paper B–Score Level 2

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

Practice Paper C–Score Level 3

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

Practice Paper D–Score Level 4

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

Practice Paper E–Score Level 5

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

Submitting Teacher Evaluations of the Test to the Department

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

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