

# SESSION ONE

# FOR TEACHERS ONLY

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

## ENGLISH

Wednesday, August 18, 2010 — 8:30 to 11:30 a.m., only

# E

### SCORING KEY AND RATING GUIDE

#### Mechanics of Rating

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

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

#### Scoring of Multiple-Choice Questions

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

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

## Rating of Essays

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

*Introduction to the task—*

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

*Introduction to the rubric and anchor papers—*

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

*Practice scoring individually—*

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

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

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

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

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

Only 13 months after Gaddi Vasquez became director of the Peace Corps in 2001, he was convinced that he had been given "the best job in D.C." The Peace Corps, a non-profit organization designed to improve understanding between America and other nations, provides a variety of aid to foreign countries in an attempt to improve the economic, social, and physical health of their inhabitants. Vasquez's comment was a reflection upon both the nobility of the organization's mission and the rewarding feelings experienced by its volunteers; the Peace Corps allows ordinary Americans who are willing to serve to improve the state of the world.

The Peace Corps employs virtually no restrictions in its recruitment of volunteers. Men and women of all ages serve within its ranks, and there are even a few disabled members who have taken special effort to join. In addition, Peace Corps volunteers have all agreed to temporarily relinquish the lives of comfort they lead in America for a 2-year journey overseas, all for the sole purpose of helping others. These journeys may take them anywhere from dense jungles to sandy deserts, and they are expected to adapt to the same work, food, and language as the inhabitants of wherever they are sent. Despite the difficulty of this mission, however, there have been times when over 800 Americans have volunteered their services to the Peace Corps within the span of only 2 months. Their astonishing dedication does not go unnoticed; in 2001 alone, 20 countries were already requesting the services of Peace Corps volunteers.

Peace Corps volunteers have a hugely positive influence on the countries in which they operate. Over 2000 of them, for example, have worked to advance education and prevent the spread of HIV in territories where such services were desperately needed. Others have worked to provide medical assistance and create sanitation facilities in disease-ridden areas, drastically reducing the death rate of their inhabitants. Some volunteers are even praised as heroes in countries to which they make notable improvements; Eric Pacific, for example, was recognized as the man who brought hope

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**Anchor Paper – Part A—Level 6 – A**

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to hundreds of Armenians through the power of the radio station he established in their chaotic country.

Just as Gaddi Vasquez claimed, the Peace Corps offers its volunteers a rewarding experience that simultaneously improves the state of the world. Those who are willing to ~~make~~ sacrifice their own luxuries for the sake of others will be able to help the organization ~~to~~ achieve its noble goal, and should definitely consider the Peace Corps as a possible career goal.

**Anchor Level 6 – A**

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Reveals an in-depth analysis of the text, stating that <i>the Peace Corps ... designed to improve understanding between America and other nations, provides ... aid to foreign countries ... to improve the economic, social, and physical health of their inhabitants</i> . The response makes insightful connections between information and ideas in the text and the assigned task ( <i>the Peace Corps allows ordinary Americans who are willing to serve to improve the state of the world</i> ).
<b>Development</b>	Develops ideas clearly and fully, making effective use of a wide range of relevant and specific details from the text to discuss the Peace Corps' <i>mission</i> , its expectations for recruits ( <i>Peace Corps volunteers have all agreed to temporarily relinquish the lives of comfort they lead in America ... for the sole purpose of helping others</i> ), and its <i>positive influence</i> ( <i>they have worked to advance education and prevent the spread of HIV</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus on the Peace Corps' <i>organization</i> and its efforts to <i>achieve its noble goal</i> . The response exhibits a logical and coherent structure, first establishing Vasquez's positive job assessment and goals of the Peace Corps, then presenting supporting information about Peace Corps members and their influential activities, and reinforcing Vasquez's introductory statement in the conclusion. Appropriate devices and transitions are skillfully used ( <i>Only 13 months after, all for the sole purpose, Just as Gaddi Vasquez claimed</i> ).
<b>Language Use</b>	Is stylistically sophisticated, using language that is precise and engaging ( <i>Their astonishing dedication does not go unnoticed and the man who brought hope to hundreds ... through the power of the radio station he established in their chaotic country</i> ), with a notable sense of voice and awareness of audience and purpose ( <i>Those who are willing ... should definitely consider the Peace Corps as a possible career goal</i> ). The response varies structure and length of sentences to enhance meaning ( <i>Some volunteers ... make notable improvements; Eric Pacific, for example, was recognized as the man who brought hope to hundreds of Armenians</i> ).
<b>Conventions</b>	Demonstrates control of the conventions with essentially no errors, even with sophisticated language.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 6 in all qualities.	

The Peace Corps organization is a federal agency that was started during the administration of President John F. Kennedy. During his presidency, global awareness of poverty and distress in developing countries inspired him to reach out to young American people for help. The Peace Corps was created to make a difference in the lives of people who unfortunately are not given the same opportunities that American people are given, as well as to "enrich the lives and experiences of American citizens."

Peace Corps volunteers are faced with very challenging tasks. They volunteer to give up the "comforts of American life" as Gaddi Vasquez, the director of the Peace Corps, stated in a 2002 speech, "in order to change the lives of people they have never met or heard of. The volunteers dedicate an entire two years to helping people in faraway lands. Despite the challenges, hundreds of Americans start their Peace Corps service every year. Regardless of age, gender, race, religion, or political affiliation, these people, driven by their desire to help others go where "nobody else wants to go".

Peace Corps volunteers provide a variety of services for the people of these foreign lands. One couple, Sam and Noella Blanc, decided to leave behind their jobs and considerable wealth in New Orleans to bring education and opportunity to people in Romania. The effects of Peace Corps volunteers on the people that they help are long-lasting. One man, Eric Pacific, helped to bring about change to Armenia through communication and education. Other volunteers have brought web-design

programs and computer technology to remote areas in countries such as Senegal and Botswana, to broaden the market for the domestic goods of people all over the country. In addition, sanitation and health education ~~will~~ continuously provide to reduce the amount of HIV/AIDS related deaths in children as well as the severity and occurrence of pandemic diseases that continuously attack the <sup>very</sup> young and the very old.

As Gaddi Vasquez has said, the mission of the Peace Corps is to "put a face on America." Peace Corps volunteers extend the freedom and opportunities that are synonymous with the United States to people in countries that are significantly unfortunate.

The dedication, passion, and will that goes along with volunteering with the ~~Peace Corps~~ Peace Corps can be found all across America.

~~The~~ The goodwill of Peace Corps volunteers will continuously permeate the wall of destitution that surrounds developing nations and bring about the ~~much~~ heavily desired change that everyone wants and desires.

**Anchor Level 6 – B**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b></p> <p>Reveals an in-depth analysis of the text, stating that <i>the Peace Corps was created to make a difference in the lives of people ... not given the ... opportunities that American people are given.</i> The response makes insightful connections between information and ideas in the text and the assigned task (<i>Peace Corps volunteers extend the freedom and opportunities that are synonymous with the United States to people in countries that are significantly unfortunate</i>).</p>
<b>Development</b>	<p>Develops ideas clearly and consistently. The response uses relevant and specific details from the text to discuss the <i>challenging tasks</i> volunteers face (<i>give up ... “comforts,” dedicate ... two years, go where “nobody else wants to go”</i>) and the <i>variety of services</i> volunteers provide (<i>volunteers have brought web-design programs and computer technology to remote areas and sanitation and health education ... reduce the amount of HIV/AIDS related deaths in children as well as the severity and occurrence of pandemic diseases</i>).</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on <i>the mission of the Peace Corps</i>. The response exhibits a logical and coherent structure, beginning with the history and purpose of the Peace Corps, then presenting information to characterize its volunteers and their activities, finally reiterating the goals and results of the Peace Corps mission. Appropriate devices and transitions are skillfully used (<i>Regardless of age ... these people; One man, Eric Pacific; as well as</i>).</p>
<b>Language Use</b>	<p>Uses language that is fluent and original (<i>The goodwill of Peace Corps volunteers will continuously permeate the wall of destitution that surrounds developing nations</i>), with evident awareness of audience and purpose. The response varies structure and length of sentences to control rhythm and pacing (<i>Peace Corps volunteers are faced with very challenging tasks</i>).</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions with essentially no errors, even with sophisticated language.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in development and language use.</p>	



Recently, I had the opportunity to hear Mr. Gaddi Vasquez speak about the Peace Corps and its volunteers. These volunteers to the Peace Corps are dedicated and courageous individuals. Through their hard work they have had a large influence on the foreign countries they visit.

President Kennedy stated in 1961, "Life will not be easy in the Peace Corps." This is very true. The individuals that volunteer are willing to give two years of their lives to live in conditions they have never before been exposed to. These individuals come from young, middle aged and old age groups, as well as couples and people with disabilities. They go where no one else would want to go, for example, the jungles of Latin America and Mongolia. They have to give up the personal conveniences provided to them here in the United States and go to countries that are radically different. Mr. Vasquez stated that the Peace Corps is the only federal agency that promotes understanding and bridges gaps between our nation and people of the world. We are thus bringing hope to people because they have the chance to improve their economic and social standing with the help of our Peace Corps and its volunteers.

Every individual in the Peace Corps has influenced the foreign countries he/she is located in, in one way or another. These people have created sanitation facilities which help to eradicate diseases that would have otherwise killed the natives in these countries. Over two thousand people are now educating these foreign countries about the spread and prevention of HIV/AIDS. The volunteers have also helped create information and communication technologies so these countries' products can be sold worldwide. Some examples of individuals who have made a difference, as stated by Mr. Vasquez, are Eric Pacific and a sixty-four year old volunteer from New York. Eric Pacific helped start a radio and television station to provide education and basic

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**Anchor Paper – Part A—Level 5 – A**

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information to people of a community susceptible to earthquakes and wars. He was able to change the level of public awareness for that community forever. The sixty-four year old from New York helped women on an island off the coast of Senegal create a website that helped the women sell their products from the island, thus changing their lives.

This shows that the Peace Corps and its volunteers are very dedicated in their work. They have greatly influenced the people from the countries they have visited and possibly changed their lives forever.

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**Anchor Level 5 – A**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	The response: Conveys a thorough understanding of the text ( <i>Through their hard work they have had a large influence on the foreign countries they visit</i> ). The response makes clear and explicit connections between information and ideas in the text and the assigned task ( <i>These people have created sanitation facilities and helped create information and communication technologies</i> ).
<b>Development</b>	Develops ideas clearly and consistently, using relevant and specific details from the text to discuss the Peace Corps volunteers and their influence ( <i>individuals that volunteer are willing to give two years of their lives and Over two thousand people are now educating these foreign countries about the spread and prevention of HIV/AIDS</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus on the benefits of <i>the Peace Corps and its volunteers</i> . The response exhibits a logical sequence of ideas, first describing the volunteers ( <i>dedicated and courageous and have to give up the personal conveniences</i> ), then addressing their influence ( <i>Eric Pacific helped start a radio and television station and helped women on an island off the coast of Senegal create a website</i> ). Devices and transitions are appropriate ( <i>These individuals, also helped, Some examples</i> ).
<b>Language Use</b>	Uses language that is fluent, with evident awareness of audience and purpose ( <i>He was able to change the level of public awareness for that community forever</i> ). The response varies structure and length of sentences to control rhythm and pacing ( <i>This is very true</i> ).
<b>Conventions</b>	Demonstrates control of the conventions, exhibiting occasional errors in spelling ( <i>eridicate and susceptible</i> ) only when using sophisticated language.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 5 in all qualities.	

For years, Peace Corps volunteers have been transforming the conditions and lifestyles of foreign countries. Communicating with others on a "people to people" level, "courageous American volunteers have worked to improve economic and social conditions by introducing new ways to market products and expanding means of communication. Those who volunteer for the Peace Corps work hard to enrich the lives of both others and themselves.

Peace Corps volunteers include younger, middle aged, and older adults. For two years, they take on the task of "making the world a better place" and "putting a face on America". Their main goals are to improve education all over the world and to prevent the spread of HIV AIDs. Through dedication to their job and a willingness to assimilate to foreign cultures, volunteers meet a great deal of success in achieving these goals. One memorable volunteer, Eric Pacific, was able to broaden awareness of worldwide issues and news ~~to~~ in foreign countries by implementing television and radio broadcasting for their communities. Such a creation was immensely helpful to those devastated countries with no education about life beyond their communities. Exposing foreign countries to simple technology has changed their lifestyle in a most positive way. Communities have acquired a better education and a better sense of the world just by using it.

Another way in which Peace Corps volunteers have helped to enrich lives in foreign countries is through marketing. Volunteers have introduced artisans and small business persons to online websites to advertise and sell their products. In doing this, their business has the ability to spread beyond their communities and across the world. These people also gain

a better understanding of the global economy and profit much more from their work. Volunteers open up foreign countries to the world outside of their community which they may otherwise never have a chance to see. They go "where nobody else wants to go" in order to advance the world as a whole.

Each volunteer for the Peace Corps is truly driven to help others. They must accept, as John F. Kennedy once said, that "life in the Peace Corps will not be easy." They must also accept that in volunteering their time they are required to live alongside citizens of the nation to which they travel, eating their food and living the way they live. Though volunteers may not lead a life of luxury during their serving period, however, they will be rewarded in a different way. The experience is "rich and satisfying for every American" because they ~~will~~ have the opportunity to bring to man "that decent way of life which is the foundation of freedom and condition of peace."

**Anchor Level 5 – B**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Conveys a thorough understanding of the text, stating that <i>those who volunteer for the Peace Corps work hard to enrich the lives of both others and themselves</i> . The response makes clear and explicit connections between information and ideas in the text and the assigned task ( <i>Their main goals are to improve education ... and to prevent the spread of HIV AIDS</i> ).
<b>Development</b>	Develops ideas clearly and consistently, using relevant and specific details from the text to discuss the work of Peace Corps volunteers ( <i>Eric Pacific, was able to broaden awareness ... by implementing television and radio broadcasting and volunteers have introduced ... online websites</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus on the work of the Peace Corps ( <i>Each volunteer ... is truly driven to help others</i> ). The response exhibits a logical sequence of ideas, first establishing that Peace Corps volunteers <i>improve economic and social conditions</i> , then presenting information on the impact of <i>simple technology and marketing</i> , to show how <i>people ... gain a better understanding of the global economy and profit ... from their work</i> . Transitions are appropriate ( <i>One memorable volunteer, Such a creation, Another way</i> ).
<b>Language Use</b>	Uses language that is fluent and original, with evident awareness of audience and purpose ( <i>For years, Peace Corps volunteers have been transforming the conditions and lifestyles of foreign countries</i> ). The response varies structure and length of sentences to control rhythm and pacing ( <i>Through dedication to their job and a willingness to assimilate to foreign cultures, volunteers meet a great deal of success in achieving these goals</i> ).
<b>Conventions</b>	Demonstrates control of the conventions, exhibiting occasional errors in agreement ( <i>their business and their community</i> ).
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 5 in all qualities.	

A foreign leader once said "The Peace Corps goes where nobody else wants to". The Peace Corps is a Federal agency created by President John F. Kennedy in the early 1960's. The Peace Corps is a program in which Americans volunteer their time and knowledge to benefit a less fortunate nation abroad. The Peace Corps is a volunteerism in which a person of any age signs up for two years to live among another type of people and to go about a complete different way of life.

The Peace Corps takes passionate driven Americans to some of the most remote and impoverished nations around the world. These volunteers must live as the people do and communicate with them through foreign languages. The duty of many Peace Corps advocates is to promote education around the globe. Other duties are to spread the awareness of HIV/AIDS in Africa, and to help control the spread of many other diseases. All kinds of people sign up to be a part of the Peace Corps. One man, Eric Pacific helped create a radio and television broadcasting company in one of the most remote nations in the world. People such as him bring the world to its feet.

The Peace Corps has gained so much attention internationally, that forty countries have pending requests for the aid of the Peace Corps. There foreign leaders believe that the Peace Corps promotes help, awareness, education and experience not only for Americans, but those from foreign nations as well. The influence of this

agency can be felt all around the world. They even help nations from an economic standpoint. One man helped a group of women from the Islands of Senegal create a website in which they could sell the products they have made by hand. President Kennedy saw this as an unbelievable experience for young, middle and old age Americans to go help and be apart of something bigger than themselves around the world.

The Peace Corps is for people who have a true passion for humanitarianism and helping others gain control of his or her life. The volunteers can leave a nation, not only changing their outlook on life, but changing an entire community, and improving the lives of people who live under harsh circumstances. The Peace Corps is said to "Bridge the Gap" between the United States and many foreign lands who truly need the help from a nation that is more than welcome to aid them in as many ways as possible.

**Anchor Level 5 – C**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b>            Conveys a thorough understanding of the text (<i>The Peace Corps is a program in which Americans volunteer their time and knowledge to benefit a less fortunate nation</i>). The response makes clear and explicit connections between information and ideas in the text and the assigned task (<i>The influence of this agency can be felt all around the world and The Peace Corps is for people who have a true passion for humanitarianism</i>).</p>
<b>Development</b>	Develops ideas clearly and consistently, using relevant and specific details from the text to illustrate the positive impact of Peace Corps volunteers ( <i>Eric Pacific helped create a radio and television broadcasting company and One man helped a group of women from the Islands of Senegal create a website</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus on how Peace Corps volunteers can change <i>an entire community, and improve the lives of people</i> . The response exhibits a logical sequence of ideas, presenting information on the volunteers ( <i>live as the people do</i> ) and their positive influence ( <i>spread the awareness of HIV/AIDS in Africa and help nations from an economic standpoint</i> ). The response uses appropriate devices and transitions ( <i>These volunteers, Other duties, All kinds</i> ).
<b>Language Use</b>	Uses language that is fluent and original, with evident awareness of audience and purpose ( <i>The duty of many Peace Corps advocates is to promote education around the globe</i> ). The response varies structure and length of sentences to control rhythm and pacing ( <i>The Peace Corps has gained so much attention internationally, that twenty countries have pending requests for the aid of the Peace Corps there</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in punctuation ( <i>said “The Peace and man, Eric Pacific helped</i> ) and grammar ( <i>A complete different, others gain control of his or her life, and lands who</i> ) that do not hinder comprehension.
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions.</p>	



The Peace Corps has provided many Americans with the satisfaction of helping others while putting a face to America. With two years of volunteer service, an American can leave a positive impact on almost any region in the world.

Many countries throughout the world have benefited from the aid of the Peace Corps. Countries such as Mongolia, Romania, Botswana, Peru, and ~~and~~ many others ~~at~~ have received help from Peace Corps volunteers with projects such as marketing products through the internet, improving communication technologies, developing sanitation facilities, and education programs.

Volunteering in the Peace Corps not only benefits the recipients of assistance, but ~~or~~ the volunteer work also rewards those who choose to dedicate themselves to serve in the Peace Corps. John F. Kennedy once said that life in the Peace Corps is not easy, but that working on the same level with those that are in need will be satisfying and will ultimately spread peace throughout the world.

Although the Peace Corps has been in existence for decades, there is still a lot of potential for expansion. With almost 20 countries requesting for Peace Corps programs and approximately 800 Americans ~~to~~ becoming members of the Peace Corps every two months, the Peace Corps has the potential to help even more people throughout the world and bring hope to others while giving America a positive image.

**Anchor Level 4 – A**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b></p> <p>Conveys a thorough understanding of the text by stating that <i>the Peace Corps has provided many Americans with the satisfaction of helping others while putting a face to America</i>. The response makes clear and explicit connections between information and ideas in the text and the assigned task (<i>Many countries throughout the world would have benefited and John F. Kennedy once said that life in the Peace Corps is not easy</i>).</p>
<b>Development</b>	<p>Develops some ideas more fully than others. The response uses specific and relevant details from the text to explain the work of the Peace Corps (<i>Countries such as Mongolia ... Peru ... have received help ... with projects such as marketing products through the internet ... and education programs</i>). The idea that Peace Corps volunteers find the job <i>satisfying</i> is less developed.</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on the <i>Peace Corps</i> and its potential to give <i>America a positive image</i>. The response exhibits a logical sequence of ideas, first introducing the idea that the Peace Corps offers the satisfying experience of helping others in <i>almost any region in the world</i>, then moving to the variety of countries and projects in which the Peace Corp volunteers engage. The introduction of the Peace Corps' <i>potential for expansion</i> in the conclusion, with the unjustified statement that <i>approximately 800 Americans become members ... every two months</i>, weakens internal consistency.</p>
<b>Language Use</b>	<p>Uses appropriate language, with some awareness of audience and purpose (<i>With two years of volunteer service, an American can leave a positive impact</i>). The response occasionally makes effective use of sentence structure and length (<i>Volunteering in the Peace Corps not only benefits the recipients of assistance, but ... also rewards those who choose to dedicate themselves</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>volunteer, recipients, ultimatley</i>) and usage (<i>face to America</i> and <i>requesting for</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in meaning.</p>	

Throughout life we all make a dedication and commit ourselves to something at a certain point or time. The ultimate dedication is something that not only helps yourself grow as an individual but also helps others grow as people.

The United States Peace Corps does just that. When Gaddi Vasquez took over as the "conductor" of the Peace Corps, he didn't fully understand the power and influence that he had just inherited. Many people in Washington D.C would confront Vasquez and tell him that "he had just gotten the best job in Washington." The Peace Corps is mostly a volunteer organization which sends young middle aged Americans (some are married) to countries who are less fortunate than the United States.

The Corps sends its staff anywhere from the Dense Jungles of Latin America, to the Sand Dunes of Egypt and all the way to Mongolia. Even though to you it may seem like the Peace Corps is just a vacation, the group's main goal is to "Put a Face on America." In the last 2 months more than 800 Americans have been sent overseas to countries the Corps haven't been for the past 20 years like Swaziland and Peru. In 2003 the group is adding new places for their work including Albania, Chad, and Fiji. The Corps has such a lasting effect on the people they encounter that the owner of a radio station says that Eric Pacific, a Peace Corp ~~who~~ helped him build the radio station and get it running. The owner wanted to place a statue of him in front of their studio.

The Peace Corps helps disadvantaged countries become more in touch with the US. They bridge the gap between our nation and others. It makes us share a common task and ~~great~~ shows countries a way of life based on freedom.

## Anchor Level 4 – B

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b></p> <p>Conveys a basic understanding of the text by stating that <i>the ultimate dedication ... not only helps yourself grow as an individual but also helps others grow as people</i>. The response makes implicit connections between information and ideas in the text and the assigned task (<i>The United States Peace Corps does just that and the groups main goal is to “Put a face on America”</i>).</p>
<b>Development</b>	<p>Develops some ideas more fully than others. The response uses specific and relevant details from the text to describe the Peace Corps’ leadership (Gaddi Vasquez), membership (<i>volunteer ... Americans</i>), and mission (<i>The Corps sends ... staff ... from the Dense Jungles ... to Mongolia ... in order to have a lasting effect on the people they encounter</i>). The specific work performed by the Corps is less developed, limited to one example (<i>Eric Pacific</i>).</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on <i>the Peace Corps</i> and how it <i>helps disadvantaged countries ... bridge the gap between our nation and others</i>. The response exhibits a logical sequence of ideas, first presenting information about the make-up of the Corps, then moving to an example of its influence. Internal consistency is weakened by presenting the idea of self-growth only in the introduction, and by a lack of transitions (<i>best job in Washington.” The Peace Corps is mostly a volunteer organization</i>).</p>
<b>Language Use</b>	<p>Uses appropriate language, with some awareness of audience and purpose (<i>we all make a dedication and commit ourselves to something</i>). The response occasionally makes effective use of sentence structure (<i>When Gaddi Vasquez took over ... the Peace Corps, he didn’t fully understand the power and influence that he had just inherited</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in punctuation (<i>not only ... but also, its’ staff, groups ... goal</i>), capitalization (<i>Dense Jungles</i> and <i>Sand Dunes</i>), and grammar (<i>helps yourself grow</i> and <i>the Corps haven’t</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 4 in all qualities.</p>	

When we hear or think about third world countries we always feel bad that they are less fortunate than us. Unfortunately we cannot help every single country at once, but the Peace Corps can and make a big difference in their country. They help people and the world become a better place.

One person has sacrificed his time into helping out underdeveloped countries. His name is Gaddi Vasquez. President George W. Bush elected him as President of the Peace Corps. People told him he had the best job in Washington, D.C. They were all correct, in the past 13 years that Gaddi has been involved with the Peace Corps he has never met such courageous and brave women like he ~~was~~ met in the Peace Corps.

These volunteers in the Peace Corps are trained men and women who dedicate their lives to making a difference in other parts of the world. They show courage because they go where no one else wants to go.

The volunteers of the Peace Corps serve to protect foreign countries from any dangers and help them out medically. Two members of the Peace Corps are a married couple, Sam and Noela Blanc from New Orleans. They are serving as a couple in Romania and are very dedicated people. The Peace Corps is the only Federal Agency and it brings hope to people with economic problems.

There are more than 20 countries that are anxious to hear from the Peace Corps. Another volunteer is, Eric Pacific helped the Armenians

implement plans for communication systems. The Peace Corps has many programs which include public awareness, sanitation facilities, advance education and educate people to prevent themselves from getting HIV (AIDS). The men and women who dedicate their lives must change their ways of living. They need to speak the same language, eat the same food and just fully adapt themselves to the environment.

Some volunteers from New York helped women from Senegal sell their products using websites. Each year more than 800 Americans commend their ~~winners~~ service as volunteers. ~~Former~~ President Kennedy's words ring louder than ever before when he ~~say~~ said the Peace Corps give countries freedom and condition of peace.

### Anchor Level 4 – C

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b></p> <p>Conveys a basic understanding of the text by stating that Peace Corps volunteers <i>help people and the world become a better place</i>. The response makes implicit connections between information and ideas in the text and the assigned task (volunteers <i>show courage because they go where no one else wants to go</i>).</p>
<b>Development</b>	<p>Develops some ideas more fully than others, using specific and relevant details from the text to describe the volunteers (<i>trained men and women who dedicate their lives to making a difference in other parts of the world and Sam and Noela Blanc ... serving ... in Romania</i>) and provides some specific examples of their accomplishments (<i>sanitation facilities and education of people to prevent themselves from getting HIV(AIDS)</i>). The response refers to <i>third world countries</i> that are <i>anxious to hear from the Peace Corps</i> but names few of the foreign countries mentioned in the text.</p>
<b>Organization</b>	<p>Establishes, but fails to maintain, an appropriate focus on the Peace Corps. The response exhibits a rudimentary structure, with an introduction followed by body paragraphs about Gaddi Vasquez, the volunteers, and their contributions, but is inconsistent in the third paragraph (<i>volunteers ... protect foreign countries from any dangers and The Peace Corps is the only Federal Agency</i>), and concludes with the introduction of a new idea (<i>women from Senegal</i>).</p>
<b>Language Use</b>	<p>Uses appropriate language that is sometimes inexact (<i>commend</i> for “commence” and <i>never</i> for “ever”), with some awareness of audience and purpose (<i>When we hear or think about third world countries we always feel bad</i>). The response occasionally makes effective use of sentence structure and length (<i>They need to speak the same language, eat the same food and just fully adapt themselves to the environment</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in punctuation (<i>When we hear ... about third world countries we always; all correct, in the; Peace Corps he has</i>) and usage (<i>sacrificed his time into helping and give countries freedom and condition of peace</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in organization.</p>	

Many people join the peace corps. They can be young or old. The peace corps is volunteer work. The people in peace corps go where nobody wants to go.

The peace corps is a very good way to give back to your country. The volunteers are courageous, whether they're young or old, maybe even they still go. Many of them who come back may have a physical disability but that doesn't stop them from doing anything. The peace corps train both men and women who volunteer. Volunteers serve from dense jungles ~~to~~ in Africa to Mongolia. There are Americans willing to serve.

Peace corps volunteers helped the women on an island near Senegal use computers to help advertise the merchandise. Eric Pacific came back and help somebody start a radio ~~station~~ <sup>station</sup>. Then started a TV station. These stations provide information for ~~in~~ countries if there is earthquakes ~~or~~ or other disasters coming. There are over 80 countries pending for peace corps programs. In 2002 peace corp volunteers return to Peru after 27 years. In 2003 they are leaving again. Over 2000 peace corps volunteers share ~~education~~ education and prevention for AIDS. They are also starting a sanitation ~~to~~ facility where children are ~~being~~ <sup>dying</sup> ~~from~~ from disease.

Even though going into the peace corps could be dangerous men and women still go. You could help the country if you join the peace corps.



**Anchor Level 3 – A**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b>            Conveys a basic understanding of the text by stating that <i>the peace corps is volunteer work</i> and that members <i>are Americans willing to serve</i>. The response makes superficial connections between information and ideas in the text and the assigned task (<i>Many of them who came back may have a physical disability but that doesn't stop them from doing anything</i>).</p>
<b>Development</b>	Develops ideas briefly, using some details from the text ( <i>volunteers helped the women on an island near senegal, In 2002 peace corp volunteers return to peru after 27 years, starting a sanitation facility</i> ).
<b>Organization</b>	Establishes an appropriate focus on Peace Corps volunteers. The response exhibits a rudimentary structure, offering brief introductory and concluding paragraphs and two body paragraphs, but is inconsistent in paragraph 3, shifting discussion among several loosely related ideas.
<b>Language Use</b>	Uses appropriate language, with some awareness of audience and purpose ( <i>You could help the country</i> ). The response occasionally makes effective use of sentence structure and length ( <i>Even though going into the Peace corps could be dangerous men and women still go</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in punctuation ( <i>couple they still go, In 2002 peace corp, dangerous men and women</i> ) and grammar ( <i>came back and help and there is earthquakes</i> ) that do not hinder comprehension.
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in language use and conventions.</p>	

Listening to Gaddi Vasquez speech about peace corps kinda of educated me a little bit more on the whole concept of Peace Corps. When you sign up for peace Corps you sign up for a duration of 2 years. Peace Corps has an influence on everyone, American Peace Corps has an influence on foreign countries as well as young Americans. Peace Corp volunteers are young, middle age and sometimes even couples. Volunteers are training men and women in many difficult parts of the country, the volunteers are mostly young. In 2003 the Peace Corp volunteers ~~learned~~ entered different countries one of them was Fiji. They had a couple Sam and Nevela that both served as a couple in Romania. One time Peace Corps had 800 Americans go over seas within two months. Over 2000 Peace Corp volunteers help educate people on HIV and Aids, and they also help prevent HIV and Aids. In 1961 President Kennedy stated that the peace Corps will not be easy that men and women get treated the same. They get the same training and have to eat the same food that the country (which ever one they are in) and speak the same language. So if you are thinking about doing any volunteer work

**Anchor Paper – Part A—Level 3 – B**

I would suggest that you volunteer for the American Peace Corps. Not only just to work but because it would really be a great opportunity for some or sometimes mostly All Americans.

**Anchor Level 3 – B**

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a basic understanding of the text by stating that the <i>American Peace Corps</i> has an influence on foreign countries as well as young Americans. The response makes few connections between information and ideas in the text and the assigned task ( <i>Sam and Neuela ... a couple in Romania, Over 2,000 Peace Corp Volunteers Help educate people on H.I.V and Aids, have to eat the same food</i> ).
<b>Development</b>	Develops ideas briefly, using some details from the text ( <i>Gaddi Vasquez speech, a duration of 2 years, President Kenned stated</i> ).
<b>Organization</b>	Establishes an appropriate focus on <i>the American Peace Corps</i> . The response exhibits a rudimentary structure of one paragraph that moves from an introduction, to loosely related facts about the Peace Corps, to a conclusion, containing some inconsistencies ( <i>training ... in many difficult Parts of the country and men and women get treated the same</i> ).
<b>Language Use</b>	Relies on basic vocabulary that is sometimes imprecise ( <i>Kind of educated me</i> ), with little awareness of audience or purpose. The response exhibits some attempt to vary sentence structure and length for effect, but with uneven success ( <i>Not only just to work but because it would really be a great opportunity for some or sometimes mostly All americans</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in punctuation ( <i>Vasquez speech; influence on everyone, American; countries one of them; In 1961 President</i> ) and use of random capitalization that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.	

In this essay i will use specific accurate and relevant information from the notes i got from the peace group. Speech also i will organize my ideas and use a tone and level appropriate language. I will describe the Peace Corps volunteers and their influence in foreign countries.

Peace Corps volunteers has big influence in foreign countries, as said in the speech " over 800 members from The Peace Corps travel over seas. also this man name Eric Pacific is a Peace Corp volunteer. this man and other peace Corps Members helped set up a well created radio broadcast and tv programs so the peace corps can sent out a message and try to - get people to join and help their cause of spreading peace all over the world. Peace Corps volunteers/member's strive and work hard so over sea - countries can have peace, people all over the world can have peace also Peace Corps held children and adults strive for better education. also the volunteers help prevent hiv, aids from spreading also the Peace Corps volunteers will go where w one wants to go. the Peace Core is the only federal government that helps, care/and understand

In This essay i described accurate information Also told my audience what they needed to know about Peace Corps volunteers and their influence in Foreign Countries.

### Anchor Level 3 – C

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a basic understanding of the text ( <i>Peace Corps volunteers has big influence in foreign countries</i> ). The response makes few connections between information and ideas in the text and the assigned task ( <i>Peace Corps volunteers/members strive and work hard so oversea-countries can have peace</i> ).
<b>Development</b>	Develops ideas briefly, using some details from the text ( <i>peace Corps Members helped set up a well created radio broadcast and tv programs and the volunteers help prevent hiv, aids from spreading</i> ).
<b>Organization</b>	Establishes a focus on the <i>big influence</i> of the Peace Corps and its <i>members who travel over seas</i> . The response exhibits a rudimentary structure, including an introduction, one body paragraph, and a conclusion. Ideas between and within paragraphs are unconnected, adding to the inconsistencies.
<b>Language Use</b>	Relies on basic vocabulary, with some awareness of audience and purpose ( <i>I will describe</i> ). The response exhibits some attempt to vary sentence structure and length for effect, but with uneven success ( <i>also Peace corps held children and adults strive for better education</i> ).
<b>Conventions</b>	Demonstrates emerging control, exhibiting occasional errors in spelling ( <i>over seas</i> and <i>brodcast</i> ), punctuation ( <i>speech also i will; countries as said; peace/, people; peace also Peace corps</i> ), grammar ( <i>volunteers has</i> and <i>can sent out</i> ), and random use of punctuation and capitalization that hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 3 in all qualities.	

The Peace Corps was created to help disable people over the age of 65. Volunteers are people who travel overseas to help people, most of them were young people. In July 2001 President George Bush help created this he thought it would help ~~middle~~ middle age people. This also provided many opportunities such as education that 20 countries requested Peace Corps to be nationwide. ~~so~~ ~~in~~ in over 2 months Peace Corps was nation wide to help people ~~whether~~ whether if it's something to do with law. President John F. Kennedy stated that life in Peace Corps was not created to help people.

Also, in the Peace Corps Industries open many opportunities for many people across the world. In 2003 Peace Corps coupled in Romania and it also helped provide for elderly people and volunteers have helped people who needed help.

Anchor Level 2 – A

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a confused and inaccurate understanding of the text ( <i>The Peace Corps was created to help disable people over the age of 65 and Kenedy stated that life in Peace Corps was not created to help people</i> ). The response alludes to the text but makes unclear connections to the assigned task ( <i>Peace Corps to be nationwide</i> ).
<b>Development</b>	Is incomplete and largely undeveloped, hinting at ideas, but references to the text are repetitive ( <i>travel overseas to help people, help middle age people, nation wide to help people, have helped people</i> ) and unjustified ( <i>President George Bush help created this and something to do with law</i> ).
<b>Organization</b>	Suggests a focus on <i>volunteers ... who travel overseas to help people</i> but lacks organization.
<b>Language Use</b>	Uses language that is imprecise for the audience and purpose ( <i>disable people and coupled in Romania</i> ). The response reveals little awareness of how to use sentences to achieve an effect ( <i>This also provided many opportunities ... 20 countries requested Peace Corps to be nationwide</i> ).
<b>Conventions</b>	Demonstrates emerging control, exhibiting occasional errors in punctuation ( <i>help people, most of them; In July 2001 President; created this he thought</i> ) that hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions.	

How could the Peace Corp help me out? IN many way it can help with political or social problems or mainly if someone needs help.

IN many Reason the narrator said you get to travel. The narrator went to Mongolia to help out their. They help with war fair problems to not let of war start. They help of woman fix her computer so she could send of I-mail to her relatives.

Secondly people in the Peace Core are determined and will solve problems. They are trying to make the world of better place. Some people stay in it for years because they love the job alot. They go where others will no go. 20 countries Chosed to have Peace Workers to come to there country.

INconclusion is it worth it be of Peace worker. I say yes because it helps the world with any problem and the people like the super hero when I was growing up watching. They help the world stay stable, calm, and peaceful. They go everywhere different countries and places. IS this of good job Yes. This will benefit you future and make you happy. I find this of great career be of role model not just for the people but for the world.

**Anchor Level 2 – B**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Conveys a confused understanding of the text ( <i>it can help with Political or Social problems or mainly if Someone needs help</i> ). The response alludes to the text but makes unclear connections to the assigned task ( <i>They help With War fair Problems and Some People Stay in it for Years</i> ).
<b>Development</b>	Is incomplete and largely undeveloped, hinting at ideas, but references to the text are irrelevant ( <i>People like the super hero</i> ) and repetitive ( <i>help me out?, to mongulia to help out, They help of woman, They help the world</i> ).
<b>Organization</b>	Suggests a focus on the <i>Peace Corps</i> and suggests organization with paragraphing and the use of transitions ( <i>Secondly</i> and <i>Inconclusion</i> ).
<b>Language Use</b>	Uses language that is imprecise for the audience and purpose ( <i>their</i> for “there,” <i>In Many Reason, to not let of war start, others will no go, staple</i> for “stable”). The response reveals little awareness of how to use sentences to achieve an effect ( <i>I find this of great career be of role model</i> ).
<b>Conventions</b>	Demonstrates a lack of control, exhibiting frequent errors in spelling ( <i>promblems, whent, chosed, Peacefull</i> ), punctuation ( <i>Peace worker I say yes, everywhere different, of good Job</i> ), random capitalization, and use of the preposition <i>of</i> for “a.”
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2 in all qualities.	



This is ALL About the peace core and what they do to help ~~other~~ <sup>other civilization</sup>.  
~~We~~ want you to join the peace core so you can experience and enjoy the other cultures. It is also an state option to help other culcher to rebuild and quer ~~people~~.

One example is that the Fun + Experience. You go and enjoy the new kinds of ~~an~~ a environment to be in. Also the Fun is that you get to get to tast New foods and clothes.

Second example is the work. Your job is to help and give to the people of a new ~~at~~ home. Also that ~~at~~ you have to speak and eat there Foods.

In con clushen thats all about the peac core

Anchor Level 2 – C

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Conveys a confused understanding of the text ( <i>Fun + Experience. You go and enjoy the new kinds of a envieroment to be in</i> ). The response alludes to the text but makes unclear and unwarranted connections to the assigned task ( <i>It also an state opition and you get to get to tast New foods and clothes</i> ).
<b>Development</b>	Is incomplete and largely undeveloped, hinting at ideas, but references to the text are vague ( <i>what they do to help other civilization and your job is to help and give to the people of a new home</i> ).
<b>Organization</b>	Lacks an appropriate focus but suggests some organization by including transitional language ( <i>One example, Second example, In con clushen</i> ).
<b>Language Use</b>	Uses language that is imprecise for the audience and purpose ( <i>core</i> for “Corps,” <i>wont</i> for “want,” <i>there</i> for “their”). The response reveals little awareness of how to use sentences to achieve an effect ( <i>Also that you have to speak and eat there Foods</i> ).
<b>Conventions</b>	Demonstrates a lack of control, exhibiting frequent errors in spelling ( <i>cultures, culcher, envieroment, conclushon</i> ), punctuation ( <i>In con clushen thats all about the peac core</i> ), and random capitalization that make comprehension difficult.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2 in all qualities.	

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**Anchor Paper – Part A—Level 1 – A**

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In my opinion there should be more peace corps around the world, we need more volunteers for the peace corps.

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**Anchor Level 1 – A**

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Provides minimal evidence of textual understanding, making only vague brief references to the Peace Corps ( <i>there should be more Peace Corps around and we need more volunteers for the Peace Corps</i> ). The response makes no connections between information in the text and the assigned task.
<b>Development</b>	Is minimal, with no evidence of development.
<b>Organization</b>	Suggests a focus on the need for the Peace Corps volunteers but lacks organization.
<b>Language Use</b>	Is minimal, consisting of only two sentences.
<b>Conventions</b>	Is minimal, making assessment of conventions unreliable.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in organization.	

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**Anchor Paper – Part A—Level 1 – B**

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Looking for the world to change, even if it means sending people to different countries like 3<sup>rd</sup> world countries or one of the worst countries in the world. Us as Americans are looking for a change for a better place.

**Anchor Level 1 – B**

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Provides no evidence of textual understanding. The response makes no connections between information in the text and the assigned task, offering only a personal response.
<b>Development</b>	Is minimal, with no evidence of development.
<b>Organization</b>	Shows no focus or organization.
<b>Language Use</b>	Is minimal.
<b>Conventions</b>	Is minimal, making assessment of conventions unreliable.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 1 in all qualities.	

The Peace Corps go where nobody else wants to go. American volunteers dedicate two years to go overseas, making the world a better place. Peace Corps volunteers have a huge influence in foreign countries.

Gaddi Vasquez was nominated by George Bush in 2001, to be leader of the Peace Corps, the best job in Washington D.C. This job is one of the most rewarding jobs anyone could have. In just two short years, the volunteers go from the Sand Dunes, to Latin America, and even to Mongolia, to help artisans and business men and women create websites to sell their goods and merchandise. The main goal of the Peace Corps is to "put ~~on~~ a face on America", by making the world a better place. Community leaders from New Orleans, Sam and Noella, had a very successful law career and wanted to give back. They are now serving in Romania with the Peace Corps. Anyone can get involved in giving back, it just takes dedication.

Today, over 800 Americans are willing to serve overseas. ~~At the~~ The Peace Corps is the only federal agency that exists to bridge the gap between our nation and other countries. By volunteering in these foreign nations, we are bringing hope to many worthy people. Eric Pacific, a Peace Corps volunteer, started a radio station in a country that

has endured many earthquakes. The radio signals are very important, and has changed the level of public awareness forever.

The volunteers who have gone overseas have also helped by working to advance education and prevention of HIV and AIDS. They have also cleaned sanitation facilities to try and help prevent illnesses.

If you do not feel comfortably going overseas, you can volunteer right in your own community. You can help provide local community service, by giving an opportunity for people to market their stuff for the first time.

In 1961, President ~~John F. Kennedy~~<sup>Kennedy</sup> stated, in so many words, "Life won't be easy, men and women will need to do work... the life will be rich and satisfying for anyone volunteering...". Anyone can get involved, whether it be in Mongolia, Peru, Fiji, or even right in your local community. The volunteers who go overseas all share a common task of bringing peace and freedom to their life.

Peace Corps Volunteers are passion driven. They improve understanding of the United States. Peace Corps members are dedicated. The duration of being a member is ~~at~~ 2 years.

Being a member of Peace Corps will not be easy. Young, old, middle-aged men and women participate. ~~Even~~ Even ~~disabled~~ disabled people help. ~~Members~~ Members go to over 20 countries to help out. ~~the~~

Peace Corps ~~members~~ volunteers helped women near Senegal use computer networks to advertise their merchandise. These volunteers are good will ambassadors. They aren't afraid of taking chances.

Courage is a word that could be used to describe a Peace Corp volunteer. They go where no one else goes. They are dedicated and committed. They are expected to work. They help artisans and ~~help~~ help with sanitation facilities. Eric Pacific helped Armenians implement plans for communication systems. They help many countries ~~and~~ outside of America.

As you can see being a Peace Corp volunteer takes a lot of work and commitment. If you think you have what it takes ~~to~~ join.

~~The~~ All around the world there are countries in need of help both economically and socially. The United States Peace Corps, ~~was~~ headed by Gaddi Vasquez, has hundreds of volunteers ready to bring aid to ~~over~~ many countries. These volunteers work to improve the lives of many communities and strengthen the relations between foreign nations and the United States.

The United States Peace Corps sends hundreds of volunteers, both young and old, to various countries and regions around the globe. Some of these countries include Mongolia, Albania, Chad, and Fiji, along with ~~more~~ over 20 other countries with still pending requests. Peace Corps Volunteers dedicate 2 years of passion and determined work to help these nations grow and develop. They help bridge the gap between the level of economic and social standing of the US and that of other nation. These volunteer must live the same lives as the natives, including following the same diet, sleeping in the same home, and enduring the ~~the~~ day to day lifestyle that differs greatly from the ones they have in America. The Peace Corps works to bring new technology and education to these nations in need. Volunteers educate both children and adults about the dangers of HIV and the value of proper sanitation facilities and habits. Through this spread of knowledge the Peace Corps hopes to prevent and eliminate many child-killing diseases.

Different volunteers are used for different things. One Volunteer, Eric Pacific, helped create and develop a radio station in one community that was frequently hit by earthquakes. This radio station raised public awareness and was also used for public education broadcasts. Some Volunteers are sent in to aid a nation economically rather than socially. ~~For~~ On an island of the coast of Senegal one ~~that~~ volunteer helped the island women create a website so that they could sell their products <sup>to people</sup> ~~in nations~~ other than the ones on their island.

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Part A — Practice Paper – C

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Both of these volunteers are just a small example of the Peace Corps has achieved. Peace Corps Volunteers are sent to places that are way out of the comfort zone of most Americans. The work is hard and serious, but in the end each volunteer walks away with an enriching experience.



I'm a youth that wants to help my local youth group to put together a newsletter. In July 2001 President George W. Bush nominated a director to join the Peace Corps. 13 months while Bush was in the job he helped American volunteers and middle aged couples also people with disabilities joined. This corps helped to train women and men in 2002 ~~peoples~~. They had traveled to Peru. During this time 1,000 lives was lost. Artists helped to stop the disease and help children start an education for them and the families. They also wanted to prevent the chances of HIV. In there last 2 months there was 800 new volunteers that worked on providing merchandise. The men and women were being trained. The groups included American volunteers, middle age couples, and even people with disabilities. The woman was being taught to design websites that was called the Sempit.

The peace corps is a good way to help ~~little~~ communities in small places. These places are much less fortunate than the United States. So the peace corps send people from the U.S. to these countries to help improve these communities. They influence these places in great ways. What they do, how they help ~~on~~ when they go ~~and~~ how they act are great qualities of the peace corps.

The peace corps ~~is~~ <sup>is</sup> made up of americans that want to volunteer. They help out people in poorer less fortunate regions of the world. People any age join the Peace corps, as long as they want to help. A term for them is two years. They do not get paid to do this its to help the human race. As Genl. Vasquez said "The peace corps put a face on America!" When he says that he means they are making the us look better to them through their kind acts. They help out in places like africa, south america, and parts of Asia.

The peace corps workers help many people in many ways. one way they help is they give people education for free. This helps the people get a little more ahead than what they could do before. They bring technology to places like this. One way the peace corps has done this is by advancing education on HIV to help keep HIV down. Also they have built for educational broadcasting to help give people news. Another important thing they have done is built sanitation facilities to keep people from getting sick.

As peace corps volunteers they are expected to help others. They do this in many ways. They build up businesses for people. They go to difficult places where others don't like going and help the needy people. They help places like South America, Mongolia, and Fiji. The people in these places like the peace corps a lot, because they help.

The peace corps is a great organization, as president Kennedy said. They help in many ways. This helps poor people. The peace corps works everywhere, even in your own community.

**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, although it is somewhat stronger in conventions.

**Practice Paper C–Score Level 5**

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

**Practice Paper D–Score Level 2**

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

**Practice Paper E–Score Level 4**

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

**SESSION ONE – PART B – SCORING RUBRIC  
READING AND WRITING FOR INFORMATION AND UNDERSTANDING**

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

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

After a long day of romping around in the soft, white powdery snow, curling up in front of the fireplace seems more of a luxury than ever. Often in cold weather, humans feel cold and seek ways to warm their bodies up. This sensation of feeling cold is largely influenced by a concept known as windchill, which is "the relative cooling power (or heat removal) of the human body with various combinations of wind speed and low temperatures" (text). Windchill is most widely used to ensure public safety by measuring conditions and using that data to evaluate what it really feels like outside. Windchill reading can help advise a person on how to appropriately protect his/her body from the cold outside (text). Windchill, if not properly managed by a person, has potentially harmful effects on the body, including frostbite, hypothermia, and all the symptoms associated with them.

Exposure to cold weather often leaves people with "Jack Frost nipping at their noses." This phenomena, known as frostbite, is one adverse affect of windchill. Frostbite causes discoloration and/or stinging or burning of the skin as well as numbness. In extreme cases, frostbite can even result in amputation of affected limbs (T. and J. O'Toole). There's good news, however. Frostbite is relatively easy to protect against. By covering up skin exposed to the air and environment, one can reduce the effects of windchill on

the body and prevent frostbite.

Another chilling effect of windchill is hypothermia. Hypothermia is "the rapid cooling of the body's inner core to below normal temperature of  $98.6^{\circ}\text{F}$  (T. and J. O'Toole). Depending on the degree of severity, hypothermia can cause a range of symptoms – from goosebumps and shivering to irregular heartbeat, irrational behavior, and even death (table). Hypothermia often results from wearing wet clothing, and being exposed to low temperatures and high winds, which both significantly decrease the windchill factor. Hypothermia has many adverse effects, and must be carefully protected against when one decides to venture outdoors in cold weather conditions.

Outdoor activities must be carefully planned to prevent the risks of windchill. Windchill increases as temperature decreases and wind strengthens, meaning the body is unable to retain as much heat. Windchill has a cooling effect upon the body, which is unfavorable when enduring wintery conditions (T. and J. O'Toole). As seen in the National Weather Service's "Wind Chill Chart," the higher the wind speed and lower the temperature, the lower the windchill reading. At its lowest, windchill can produce frostbite in just 5 minutes. To prevent the adverse effects of windchill, there are several precautions one can take. First, dress in layers of loose-fitting,

lightweight, warm clothing. Second, wear warm mittens instead of gloves to retain as much heat in more windchill-susceptible limbs, such as hands and fingers. Third, cover up exposed skin and body parts and do not settle for ~~enduring~~ wet clothing (T. and J. O'Toole). By upholding this advice, the effects of windchill can be inhibited before taking any serious toll on the body.

Do not sacrifice the fun and beauty of the winter wonderland outside. Simply protect the body from windchill by covering up and making sure not to ignore the sensations of "coldness" when going outdoors. The measurements of windchill are simply the combined effects of air temperature and wind speed to lend an idea of how cold one may perceive outdoor conditions to be. Though windchill can have severe and negative effects, proper precautions and protections can be utilized to minimize symptoms, such as frostbite and hypothermia, and ensure a fun-filled and safe day of excursions before nestling in front of the fire for the night.



**Anchor Level 6 – A**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b></p> <p>Reveals an in-depth analysis of the documents, stating that a <i>windchill reading can help advise a person ... to appropriately protect his/her body from the cold</i>. The response makes insightful connections between information and ideas in the documents and the assigned task (<i>Windchill, if not properly managed ... frostbite, hypothermia, and all the symptoms associated with them</i>).</p>
<b>Development</b>	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific details from the documents to discuss windchill (<i>Frostbite is relatively easy to protect against and hypothermia can cause a range of symptoms</i>), its effects (<i>Frostbite causes discoloration and/or stinging or burning of the skin as well as numbness</i>), and ways to minimize these effects (<i>wear warm mittens instead of gloves to retain as much heat in more windchill-susceptible limbs</i>).</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on the idea that <i>though windchill can have severe and negative effects, proper precautions and protections can be utilized to minimize symptoms</i>. The response exhibits a logical and coherent structure, first explaining windchill, then stressing its <i>potentially harmful effects on the body</i>, and concluding with the reminder to <i>simply protect the body from windchill by covering up</i>. Skillful use of appropriate devices and transitions is evident (<i>There's good news, however; Another chilling effect; Depending on the degree of severity</i>).</p>
<b>Language Use</b>	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>After a long day of romping around in the soft, white, powdery snow, curling up in front of the fireplace seems more of a luxury than ever</i>), with a notable sense of voice and awareness of audience and purpose (<i>Do not sacrifice the fun and beauty of the winter wonderland outside</i>). The response varies structure and length of sentences to enhance meaning (<i>By covering up skin exposed to the air and environment, one can reduce the affects of windchill on the body and prevent frostbite</i>).</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions with essentially no errors, even with sophisticated language.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 6 in all qualities.</p>	

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

Nature is a force to be reckoned with. Often we find ourselves at the mercy of various conditions of our environment. Windchill, despite its rather innocuous name, can be a very dangerous situation if one does not understand what it is.

In measuring 'cold' there are two factors: temperature and the miles per hour that the wind blows. Rarely, during the winter, does it ever feel merely 10°F. All of a sudden there is a movement in the air, and any exposed skin gets hit with the brute force of sometimes suffocating wind. It sends a chill through your body, hence the name. The first people to measure 'wind chill' were two explorers of Antarctica; Paul A. Siple and Charles F. Passel.<sup>(O'Toole)</sup> Essentially, wind chill is just the added cold that comes from moving air. So, all the winter sports run the risk of increasing the wind chill. During the summer the concept of wind chill is a welcomed phenomenon. But during the winter months, ~~the~~ wind chill can develop into very serious health problems.

Mother, it seems, always knows best. The endless demands, the countless chidings, the quiet scoldings, all just to get you to wear a sweater and zipper up. During the cold, harsh winter months, it is suggested by more than just your mother to (please) wear a sufficient amount of insulation. Pad until you can no longer move and then add a scarf. In this way it can be assured that not an atom of skin will be exposed to this perilous wind chill. However, when a nose is left unattended or a finger is overlooked, you are putting yourself in considerable risk. Frostbite is something that everyone is at least minimally aware of. But all of us (hopefully) are endowed with the good sense to come inside to the warmth when we can no longer feel our hands and face. For those unfortunate enough to lack that, or who are stuck in a ~~stagnant~~ situation where an escape to warmth is impossible, frostbite does become a very real danger. What begins as just pink skin slowly is replaced ~~at~~ from underneath by ice crystals. In the worst cases an amputation is necessary, for the ice has ~~has~~ compromised the entire extremity. Hypothermia is also a danger in winter. For the most part, one's body should remain at a temperature of 98.6°F. <sup>(O'Toole)</sup> When the internal core of a body decreases dramatically,

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

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that is hypothermia. In a mild case of it, shivering can occur and hands become numb and unable to perform tasks. In a most extreme case, the body temperature drops almost 20°F (to a temperature of 78°F), and various things can occur (from pulmonary edema to death) ([www.princeton.edu](http://www.princeton.edu)). There are ways to stave off these results of cold weather.

Aside from ~~doing everything~~ taking every precaution your mother tells you to take, there are other ways to make sure that no body part of yours will ever be in need of an amputation. At the beginning stages of frostbite (when the skin is merely pink), just by using the parts of your body that are showing symptoms, you can avoid the advance of frostbite. Flexing your hands and feet or even rubbing parts of your body down circulate blood and heat up the body. To avoid hypothermia, don't go outside in the cold with wet clothing or hair.

It is important to be aware of weather conditions such as wind chill so that you can take precautions to not potentially harm your health come harsh weather. Be safe out there. ~~time~~

**Anchor Level 6 – B**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b> Reveals an in-depth analysis of the documents, noting that <i>windchill ... can be a very dangerous situation if one does not understand what it is</i> and that <i>there are ways to stave off these results of cold weather</i>. The response makes insightful connections between information and ideas in the documents and the assigned task (<i>during the winter months, wind chill can develop into very serious health problems and just by using the parts of your body that are showing symptoms, you can avoid the advance of frostbite</i>).</p>
<b>Development</b>	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific details from the documents to explain windchill (<i>In measuring ‘cold’ there are two factors: temperature and the miles per hour that the wind blows</i>), its dangers (<i>frostbite does become a very real danger and When the internal core of a body decreases dramatically, that is hypothermia</i>), and how to minimize its effects (<i>Put until you can no longer move ... and then add a scarf</i>).</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on the effects of windchill (<i>It is important to be aware of weather conditions such as wind chill so that you can take precautions to not potentially harm your health come harsh weather</i>). The response exhibits a logical and coherent structure, first presenting <i>factors</i> related to windchill, then identifying the dangers of frostbite and hypothermia, and concluding with steps that can be taken to protect oneself. Transitional devices are skillfully used (<i>Essentially, wind chill is just; During the cold, harsh winter months; In this way it can be assured that</i>).</p>
<b>Language Use</b>	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>Nature is a force to be reckoned with and Mother, it seems, always knows best</i>), with a notable sense of voice and awareness of audience and purpose (<i>Be safe out there</i>). The response varies structure and length of sentences to enhance meaning (<i>It sends a chill through your body, hence the name</i>).</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions, exhibiting occasional errors in grammar (<i>can occur ... hands become and Flexing ... or even rubbing ... circulate blood ... heal up</i>) only when using sophisticated language.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in conventions.</p>	

Have you ever walked outside in winter and wondered what makes you feel so cold? Wind chill is one factor that causes you to feel this. This removal of heat from the body can cause a decrease in body temperature and make you really feel the outside conditions.

Wind chill is a term used to describe the removal of heat from the body based on different combinations of temperature and wind speed. In order to find the wind chill factor, an index, created by the National Weather Service, is used to calculate the freezing of water at five feet above ground. This can determine the amount of wind chill in the outside weather conditions. Wind chill is determined in order to protect the public from its effects. Exposed skin increases a body's heat loss when it comes in contact with the wind chill. Wind chill is a weather hazard that should be taken into account before going outside during winter.

Wind chill can create devastating consequences to the body. One of these is frost bite. This severe tissue damage is caused by over exposure to extreme cold. When frost bite sets in, the skin

will turn from a bright pink to white and gray also bringing burning, stinging and numbness. As it begins to spread, frost bite requires immediate medical attention. According to the wind chill chart, frost bite occurrence increases as wind speed increases and temperature decreases. To minimize the effects of this, cover all parts of the body in extreme cold. If the areas are already infected with frost bite, flex the area as much as possible. Also keep the area as warm as possible. Taking wind chill factor into account will decrease chances of frost bite.

Another consequence of wind chill is hypothermia. By rapidly decreasing the temperature of the body's core, hypothermia is caused. Symptoms of this are violent shivering, slurred speech, exhaustion, and impaired judgement. As the severity of hypothermia increases, the effects become more and more drastic and, in the worst cases, lead to death. In order to prevent becoming hypothermic, one should avoid wet clothing, becoming involved in drugs, which lower the body's resistance to cold, low temperatures and brisk winds. If it is necessary to go outside in bad conditions, layers of

Clothing should be worn. This should minimize the chances of hypothermia. Wind chill can cause major medical problems. Taking the weather seriously will help avoid these problems and provide a better experience in the winter months.

Anchor Level 5 – A

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a thorough understanding of the documents, noting that <i>wind chill is determined in order to protect the public from its effects</i> . The response makes clear and explicit connections between information and ideas in the documents and the assigned task ( <i>Wind chill is ... different combinations of temperature and wind speed and wearing layers of clothing ... should minimize ... hypothermia</i> ).
<b>Development</b>	Develops ideas clearly and consistently, using relevant and specific details from the documents to explain windchill ( <i>In order to find the wind chill factor, an index, ... is used</i> ) and to discuss the ways to minimize its dangerous effects ( <i>cover all parts of the body and avoid wet clothing</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus on the idea that <i>wind chill can cause major medical problems</i> which can be avoided by <i>taking the weather seriously</i> . The response exhibits a logical sequence of ideas, first defining windchill and its calculation and then using separate paragraphs to present the causes and means of minimizing frostbite ( <i>flex the area, keep the area ... warm</i> ) and hypothermia ( <i>avoid ... drugs ... low temperatures and brisk winds</i> ), concluding with direct advice for the audience. Transitions are appropriately used ( <i>As it begins to spread, Another consequence, In order to prevent</i> ).
<b>Language Use</b>	Uses language that is fluent, with evident awareness of audience and purpose ( <i>Have you ever ... wondered what makes you feel so cold?</i> ). The response varies structure and length of sentences to control rhythm and pacing ( <i>Wind chill can create devastating consequences to the body. One of these is frost bite</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>over exposure, occurance, experiance</i> ) and punctuation ( <i>gray also; Also keep; drugs, which</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions.	

Windchill can be a very helpful as well as harmful environmental factor. Depending on the temperature, windchill could be a cooling relief or a deadly force. When trying to protect oneself against such a dangerous chilling breeze, there are certain precautions to take and signs one can look for.

During the summer, or any hot day, windchill can bring a nice refreshing feeling. This is because air movement evaporates moisture from exposed skin. When moisture is evaporated, the temperature decreases and the body feels colder. This explains why fans are often used in the heat.

Unfortunately, there is also a more dangerous side to windchill. If subjected to extreme weather conditions, the chilling effect can cause someone to experience harmful changes in their body such as frostbite or hypothermia.

Frostbite is a form of damage done to tissue which is caused by an exposure to intense cold. Since windchill temperatures can drop below  $25^{\circ}\text{F}$ , it is very possible for a person to get frostbite. When trying to determine if one has frostbite, look for burning or stinging sensations in parts affected by the wind such as cheeks and fingers. Another possible result of wind chill is hypothermia, which involves the temperature of the body's inner core dropping below a normal temperature of  $98.6^{\circ}\text{F}$ . Common symptoms of hypothermia include drowsiness, violent shivering, slurred speech, impaired judgement, exhaustion, and disorientation.

Also, smoking, drinking, or taking prescription drugs can increase the chances of getting hypothermia or frostbite by dulling one's sensitivity to the circumstances.



Now that you are aware of the dangers of windchill, it is important to learn several ways to prepare and protect yourself. When dealing with potential frostbite, it is essential to get medical attention as soon as possible. Although help may not be readily available, one can still attempt to save the affected areas such as fingers by placing them in warmer areas like the armpits, between the thighs, or the mouth. It is also a good idea to try and flex and affected muscles ~~if~~ if possible to keep blood flowing. If proper attention is not given to a frostbite victim, they may experience gangrene, severe infection or even amputation! Be aware that it is very easy to be frostbitten. The wind chill chart shows that if the temperature is below  $-33^{\circ}\text{F}$  and the windspeed is at least 55 mph, frostbite can occur in only ten minutes!

The other big danger of windchill called hypothermia can also be prevented by proper protection. If one is going to expose one's body to low temperatures and wind chill, wearing appropriate clothes can decrease the chances of hypothermia setting in. Be sure to wear several layers of warm, loose-fitting clothing which can be easily removed if it gets too wet and cold. Remember that mittens offer better protection for the hands and fingers than gloves. Watch out for the signs of any stage of hypothermia. The "How to Assess if someone is Hypothermic" table provides examples of symptoms for mild, moderate and severe hypothermia.

Mild hypothermia may only cause shivering or goosebumps, while moderate level hypothermia causes muscle incoordination and difficulty speaking. On the more dangerous level, severe hypothermia can cause erratic heartbeats or unconsciousness.

Anchor Paper – Part B—Level 5 – B

So be sure to bundle up and watch for these signs!

Although windchill may sometime be refreshing, it can also be quite harmful. Exposing one's self to cold temperatures and windchill can cause frostbite or even hypothermia. It is important to take the proper precautions and remember to watch for and symptoms of either dangerous effect.

Anchor Level 5 – B

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Conveys a thorough understanding of the documents, stating that, while windchill can be <i>harmful</i> , <i>there are certain precautions to take and signs one can look for</i> . The response makes clear and explicit connections between information and ideas in the documents and assigned task ( <i>the chilling effect can cause ... frostbite or hypothermia and hypothermia can also be prevented by proper protection</i> ).
<b>Development</b>	Develops ideas clearly and consistently. The response uses relevant and specific details from the documents to explain windchill, its <i>dangerous side</i> ( <i>Since windchill temperatures can drop below 25°F, it very possible for a person to get frostbite and hypothermia ... involves the temperature of the body's inner core dropping</i> ), and ways to minimize these dangers ( <i>placing them in warmer areas and flex ... affected muscles</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus on the fact that because windchill can be <i>quite harmful ... It is important to take the proper precautions</i> . The response exhibits a logical sequence of ideas, first presenting information about the causes of windchill, then describing its effects ( <i>Frost bite is a form of damage done to tissue and symptoms of hypothermia</i> ), followed by actions that can be taken to <i>prepare and protect yourself</i> . Transitions are used appropriately ( <i>This is because, Another possible result, Although help may not be readily available</i> ).
<b>Language Use</b>	Uses language that is fluent and original ( <i>Windchill could be a cooling relief or a deadly force</i> ), with evident awareness of audience and purpose ( <i>So be sure to bundle up and watch for these signs!</i> ). The response varies structure and length of sentences to control rhythm and pacing ( <i>If one is going to expose one's body to low temperatures and wind chill, wearing appropriate clothes can decrease the chances of hypothermia setting in</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>thihghs</i> and <i>hearbeats</i> ), punctuation ( <i>wind such as cheeks</i> and <i>areas such as fingers by</i> ), and grammar ( <i>someone ... their body</i> and <i>victim, they</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions.	

Windchill is a weather condition that can be very dangerous to humans if they are unaware of the effects it can have on them. Paul A. Siple describes the term windchill as ~~being~~ the cooling of the human body with the influence of wind speed and low temperatures. Throughout the years, explorers and scientists have developed methods to determine the wind chill factor.

The windchill factor is very important because it allows people to understand that it is colder outside than what it seems to be. By knowing and understanding the consequences of windchill, people are able to protect themselves against conditions such as frostbite and hypothermia. Frostbite is tissue damage that is caused by exposure in freezing temperature. It usually occurs when the wind chill falls below  $25^{\circ}\text{F}$ . The time ~~thm~~ on how quickly frostbite can occur can happen is anywhere ~~\*~~ between five and thirty minutes. The colder the temperature and the faster the wind speed, the time it takes to develop frostbite will decrease dramatically. When frostbite occurs, it means that parts of the body are beginning to freeze and it is very important to get medical help. Without immediate treatment, gangrene, severe infection, or possible amputation will occur.

Besides frostbite, hypothermia is another condition caused by windchill. Hypothermia is the cooling of the body's inner core to below its normal temperature. Hypothermia takes place when someone is in the cold in wet clothing, in ~~severe~~ low temperatures or in severe winds. ~~The~~ Temperatures do not have to drop below freezing for hypothermia to occur. It can be mild, moderate, or even severe. Mild hypothermia takes place when the temperature drops below  $97^{\circ}$ . This only causes a cold sensation and shivering / goosebumps

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

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to occur. Moderate hypothermia is a more serious and causes serious muscle/speech problems, violent shaking and some signs of depression. Severe hypothermia takes place when the temperature drops below 90°F. This causes incoherent behavior, heart irregularities, and sometimes even death.

With the low temperatures during winter, it is important for people to be aware of the wind chill. Scientists have developed wind chill charts for our reference on those cold days so we can be aware of how to properly dress. For people who enjoy winter sports and activities, this is very crucial. It is important to be safe and remain healthy when we are participating in these events. Besides being aware of ~~the~~ your surroundings, it is important to ~~dress~~ take the next step and dress appropriately, taking both the weather and the wind speed into consideration. It is suggested that you wear "loose-fitting, lightweight clothes. These should be warm and worn in layers"

By wearing the proper clothing, according to the weather, you will be able to minimize the danger that the windchill has on your health. You also can stay healthy and prevent the pain and discomfort of getting frostbite and hypothermia! Also, by knowing what causes frostbite and hypothermia, you are able to protect yourself from the elements. For example by knowing that hypothermia can be caused by wearing wet clothing in cold weather, you are able to make sure that does not happen. By being aware, you ~~a~~ can minimize your exposure to these dangerous conditions.

### Anchor Level 5 – C

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b></p> <p>Conveys a thorough understanding of the documents, stating that <i>windchill is a weather condition that can be very dangerous</i> and that <i>by knowing and understanding the consequences ... people are able to protect themselves</i>. The response makes clear and explicit connections between information and ideas in the documents and the assigned task (<i>The colder the temperature and the faster the wind speed, the time ... will decrease dramatically</i> and <i>Besides being aware ... dress appropriately</i>).</p>
<b>Development</b>	<p>Develops ideas clearly and consistently, using relevant and specific details from the documents to explain windchill (<i>the cooling of the human body with the influence of wind speed and low temperatures</i>) and to discuss the ways to minimize its dangers (<i>When frostbite occurs ... get medical help and wear "loose-fitting, lightweight clothes ... in layers"</i>).</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on <i>being aware to minimize your exposure to these dangerous conditions</i> caused by windchill. The response exhibits a logical sequence of ideas, first presenting information about why <i>the windchill factor is very important</i>, then moving to its effects (<i>Frostbite is tissue damage and hypothermia is the cooling of the body's inner core</i>), and concluding with a reminder that <i>by wearing the proper clothing ... you will be able to minimize the danger that the windchill has on your health</i>), but failure to identify <i>temperature drops</i> with a person's body core temperature weakens internal consistency.</p>
<b>Language Use</b>	<p>Uses language that is fluent and original, with evident awareness of audience and purpose (<i>Scientists have developed wind chill charts for our reference on those cold days so we can be aware of how to properly dress</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>It can be mild, moderate, or even severe</i>).</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>thirthy</i> and <i>incoherant</i>), grammar (<i>takes places</i>), and vague pronoun references (<i>Temperatures ... It</i>) only when using sophisticated language.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in organization.</p>	

The effects windchill has on the body can be very harmful. Depending on how long you stay outside, how cold it is, and what clothing you are wearing, ~~if you are not properly dressed~~ you could become sick with hypothermia, or frost bite, both very painful. However there are ways to prevent these dangerous effects.

The National Weather Service calculates the windchill factor with an "index" placed 5 feet above ground (the average height of a human). Informing people of the windchill is important to keep a consistent measure to ensure public safety, so people dress appropriately. It is also possible to create your own windchill factor by skiing, snowmobiling, or running. Becoming cold like this has adverse effects on the body.

When the air temperature decreases and the air temperature increases frostbite occurs. The intense cold causes tissue damage and irritates the skin. Usually fingers are the first to get frostbite. This could be prevented by sticking them in your mouth, upper thighs or in your armpits.

Another result of high windchill is hypothermia. When the body reaches a temperature under 98.6 degrees F. hypothermia is in alert. Symptoms involve, violent shivering, slurred speech, drowsiness,

Anchor Paper – Part B — Level 4 – A

exhaustion, disorientation and impaired judgment. Hypothermia usually occurs when people are chilled by wet clothing, low temperature, or brisk winds.

It is important to be aware of the wind chill factor in the wintertime. When going outside make sure your wearing appropriate clothing according to the weather. Cover your face and wear mittens to protect your fingers.

If you take proper precautions you will be prepared when the wind comes your way!

Anchor Level 4 – A

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a basic understanding of the documents ( <i>The effects windchill has on the body can be very harmful and However there are ways to prevent these dangerous effects</i> ). The response makes implicit connections between information and ideas in the documents and the assigned task ( <i>Becoming cold like this has adverse effects on the body and hypothermia is in alert</i> ).
<b>Development</b>	Develops some ideas more fully than others. The response uses specific and relevant details from the documents to discuss frostbite ( <i>The intense cold causes tissue damage</i> ) and hypothermia ( <i>Symptoms involve, violent shivering ... impaired judgement</i> ) and how to minimize the effects of each. The paragraph explaining windchill is less developed, and incorrectly defines windchill ( <i>The National Weather Service calculates the windchill factor with an "index" placed 5 feet above ground</i> ) and the cause of frostbite ( <i>When the Air temperature decreases and air temperature increases</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus on why <i>it is important to be aware of the wind chill factor</i> . The response exhibits a logical sequence of ideas, first explaining windchill, then addressing the negative effects of frostbite and hypothermia, and concluding with suggestions to avoid each. Appropriate transitions are used ( <i>It is also possible, Usually, Another result</i> ).
<b>Language Use</b>	Uses appropriate language, with some awareness of audience and purpose ( <i>When going outside make sure your wearing appropriate clothing according to the weather</i> ). The response occasionally makes use of effective sentence structure ( <i>If you take proper precautions, you will be prepared when the wind comes your way!</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>consistant, saftey, appropriatley</i> ), punctuation ( <i>hypothermia, or; However there; temperature increases frostbite</i> ), and capitalization ( <i>Air and Upper</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in organization.	

One who enjoys winter sports knows that it is not difficult to become cold. However, the causes aren't always as clear. Wind Chill is a commonly used term describing the relative cooling power of the body with various combinations of wind speed and low temperatures. Wind Chill may have adverse effects upon the body.

In measuring wind chill one combines air temperature and wind speed to figure out what temperature it feels like outside. During the summer windchill can be used to achieve a more comfortable condition. The use of fans is a common way to bring down body temperature. However during the winter wind chill may cause great discomfort and, if exposure is prolonged and untreated, possibly death.

Hypothermia and Frostbite are two common conditions of exposure to wind chill. Frostbite will usually start as discomfort in appendages such as fingers and toes. If this goes untreated it could result in gangrene, severe infection, and the possibility of amputation. Hypothermia is the drop from normal temperature of the body's core. This may cause mild to severe shivering, drowsiness, disorientation, and in extreme causes an irregular heart beat.

For one who participates in winter sports it is important to prevent exposure to wind chill, for often times these sports will increase wind chill. A skier, for example will experience increased wind chill. A person who is facing possible exposure to wind chill should expose as little skin as possible. One should also dress in layers, that way



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

they may remove a layer if they are too hot, in order to prevent perspiration, which will bring the body temperature down.

Though wind chill has the potential to cause discomfort during the winter, it is no reason to hide away indoors ~~and~~. So long as proper precautions are taken there is no reason that a windy winter day can't be enjoyed building a snow man, skiing, or any other winter fun. One simply has to be prepared for the elements.

**Anchor Level 4 – B**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Conveys a basic understanding of the documents, stating <i>wind Chill may have adverse effects upon the body</i>. The response makes implicit connections between information and ideas in the documents and the assigned task (<i>wind chill may cause great discomfort and, if exposure is prolonged and untreated. Possibaly death</i>).</p>
<b>Development</b>	<p>The response develops some ideas more fully than others. The response uses specific and relevant details from the documents to describe frostbite and hypothermia (<i>Frost bite will usualy start as discomfort and This may cause ... shivering, drowsiness ... irregular heart beat</i>) and how to prevent both (<i>A person who is faceing possible exposure to wind chill should expose as little skin as possible</i>). The discussion of wind chill is less developed.</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on windchill and ways to minimize its dangerous effects (<i>So long as proper procautions are taken there is no reason that a windy winter day cant be enjoyed</i>). The response exhibits a logical sequence of ideas, first presenting information about windchill and its adverse effects, followed by ways to avoid these effects, and concluding with the idea that <i>one simply has to be prepared for the elements</i>. The discussion in the second paragraph lacks internal consistency by failing to maintain the initial focus on windchill.</p>
<b>Language Use</b>	<p>Uses appropriate language, with some awareness of audience and purpose (<i>For one who participates in winter sports it is important to prevent exposure</i>). The response occasionally makes effective use of sentence structure and length (<i>However, the causes aren't always as clear</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>combinds, fore often, experence</i>), punctuation (<i>winter wind, untreated it, example will</i>), and grammar (<i>One ... they and building ... skiing, or any other</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 4 in all qualities.</p>	

Besides low temperatures, windchill has a big effect on a person feeling "cold". Recently, the National Weather Service updated their index based on readings at a height of five feet above ground. In 1939, Atlantic explorer Paul A. Siple "coined" the term "wind chill." He described it as the relative cooling power of the human body.

For public safety, wind chill formula is provided to ensure a consistent measure. The wind chill is basically combining the air temperature with the wind speed. Therefore, if the temperature is low and the wind is strong, the skin temperature decreases. Depending on clothing, health + metabolism and movement of a person affects how cold a person feels.

If becoming cold goes to the extremes, there can be many harmful effects.

Two of these harmful effects are frostbite and hypothermia. Frostbite causes ~~the~~ a burning and stinging sensation to the affected area. Frostbite is actually parts of the body beginning to freeze. If it is not taken care of immediately, the consequences may be bad.

These including "gangrene, severe infection, and possibly amputation. ~~Amputation~~

~~The~~ In order to be aware of the windchill and severity + chance of frostbite, it would be wise to look at the wind chill chart. Always keep warm especially exposed areas of skin.

On the other hand, hypothermia can become very severe. This is caused by the rapid decrease in the core body temperature of  $98.6^{\circ}\text{F}$ . Symptoms include "violent shivering, slurred speech, exhaustion, drowsiness, disorientation + impaired judgement" ~~etc.~~

Looking at the table, you can see the severity + symptoms of hypothermia. Once your inner core body temperature reaches below  $80^{\circ}$  it may be deadly. In order to minimize these dangerous effects of windchill, it is substantial that a person must take complete awareness of the physical surroundings + conditions before going out for the day. This includes proper attire, protection + knowing your limits. With being aware of these conditions + how to be prepared can most certainly lower your chances at risking these dangerous effects of windchill.

**Anchor Level 4 – C**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b>            Conveys a basic understanding of the documents (<i>Besides low temperatures, windchill has a big effect on a person feeling “cold”</i>). The response makes implicit connections between information and ideas in the documents and the assigned task (<i>If becoming cold goes to the extremes, there can be many harmful effects</i>).</p>
<b>Development</b>	<p>Develops some ideas more fully than others. The response uses specific and relevant details to discuss windchill (<i>basically combining the air temperature with the wind speed</i>) and the effects of frostbite (<i>burning and stinging sensation</i>) and hypothermia (<i>“violent shivering ... impaired judgement”</i>). The discussion of ways to minimize the dangerous effects of windchill is less developed.</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on <i>these dangerous effects of windchill</i>, first presenting information about windchill, followed by two paragraphs addressing the <i>two ... harmful effects of frostbite and hypothermia</i>, and concluding with suggestions on how to avoid these effects. A lack of internal consistency exists as a result of the shifting of ideas (<i>Recently ... In 1939 and human body ... for public safety</i>) without the use of transitions.</p>
<b>Language Use</b>	<p>Uses appropriate language that is sometimes inexact (+ for “and” and <i>it is substantial that a person must take complete awareness</i>), with some awareness of audience and purpose (<i>In order to be aware of the windchill and severity ... it would be wise to look at the Wind Chill Chart</i>). The response occasionally makes effective use of sentence structure and length (<i>On the other hand, hypothermia can become very severe</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in punctuation (<i>“coined the term “windchill”, judgement” Looking, 80° it</i>), grammar (<i>person feeling and service updated their</i>), and usage (<i>includes proper attire, protection + knowing; with being aware; at risking</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 4 in all qualities.</p>	

One of today's most environmental concerns is windchill. The measurement of windchill is important because if windchill is too high. This can cause major health problems.

In an excerpt written by T. and J. O'Toole they explain that windchill is simply "a combination of air temperature and wind speed to come up with a temperature reading, the lower the windchill factor, windchill pertains to all warm-blooded species. Windchill was first founded by in 1939 by Charles F. Passel, and Paul A. Siple.

Though in some weather windchill does not have a serious health consequence in the summer it has a huge health issue in the winter.

~~One major health issue is.~~ One major health issue is. Frostbite. Frostbite occurs when the windchill temperature falls below 25 degrees F. A result of this would be a mild case of stinging burning, or in the more serious case amputations could occur.

Another result of windchill is hypothermia. Hypothermia occurs when your body temperature falls below 98.6. Result of hypothermia could be exhaustion, impaired judgement if not treated it could be fatal.

It is very important to be aware of the windchill factor. There are several ways to protect and minimize the effects of windchill such as; checking the windchill factor before

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

leaving the house. Be aware of the weather conditions you should wear loose fitting clothing no cotton nothing that will keep you wet and damp. Being aware of wind chill before leaving the house is a sure way to keep you out of danger.

**Anchor Level 3 – A**

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a basic understanding of the documents ( <i>one of today's most environmental concerns is windchill</i> ). The response makes few connections between information and ideas in the documents and the assigned task ( <i>if windchill is too high. This can cause major health problems</i> ).
<b>Development</b>	Develops ideas briefly, using some details from the documents ( <i>Frost bite occurs, hypotherm occurs, wear ... nothing that will keep you wet</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus on the dangers of windchill ( <i>It is very important to be aware of the windchill factor</i> ). The response exhibits a logical sequence of ideas, first explaining windchill, then presenting two brief paragraphs on the dangers of frostbite and hypothermia, and concluding with ways to protect and minimize the effects. Internal inconsistency is evident in paragraph 2, shifting discussion from a definition of windchill to the fact that <i>wind chill was first founded in 1939 by Charles F. Passel and Paul A Siple</i> .
<b>Language Use</b>	Relies on basic vocabulary, 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>Though in some weather wind chill dose not have a serious health concequece in the summer it has a huge health issue in the winter</i> ).
<b>Conventions</b>	Demonstrates emerging control, exhibiting occasional errors in spelling ( <i>exerpt, tempature, resut</i> ), punctuation ( <i>J. O'Toole they, species wind chill, treated it</i> ), and capitalization ( <i>hypotherm and Checking</i> ) that hinder comprehension.
<b>Conclusion:</b> Overall, the response fits the criteria for Level 3, although it is somewhat stronger in organization.	

Wind chill is a very dangerous affect of weather. It may seem very nice on a hot summer day when your all heated up. However, on a cold winter day it may not be as pleasant. It could be what some might call killer.

Wind chill is a very important factor on weather and how it "feels" outside. Now your weather station might tell you it's seventy degrees outside but with a big windchill it can feel much colder. Windchill affects the temperature you feel when the wind touches ones skin. Windchill is not all fun and games however or even a joke. Windchill is actually quite the opposite it is a very important matter that needs to be addressed.

Windchill is very dangerous when it gets to be cold weather. Also, as temperature drops windchill just becomes more and more dangerous. Windchill causes a frostbite a lot of the time during the winter. "Frostbite is tissue damage by exposure to intense cold," this can cause many problems. This causes numbness, parts of your body to freeze, and makes it so toes and fingers are considered impaired. When frost bite occurs the best thing to do is keep as warm as physically possible. Some consequences of this are infections and amputation. This sometimes may cause death if frostbite is not treated properly.

Windchill can cause many problems for lots of people in cold climates. It may seem nice in the summer or for warmer regions. However, for colder regions or winter times it's not good at all.

**Anchor Level 3 – B**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Conveys a basic understanding of the documents stating that <i>windchill is a very dangeours affect of weather</i> . The response makes superficial connections between information and ideas in the documents and the assigned task ( <i>on a cold winter day it may not be as pleaseant</i> ).
<b>Development</b>	Develops ideas briefly, using some details from the documents ( <i>Windchill affects the temperature you feel when the wind touches ones skin</i> and <i>“Frostbite ... causes numbness ... toes and fingers ... impared</i> ). The dangers of hypothermia are never mentioned.
<b>Organization</b>	Establishes an appropriate focus on the fact that <i>windchill can cause many problems for lots of people in cold climates</i> . The response exhibits a rudimentary structure, offering a brief introduction followed by two body paragraphs, and ending with a brief conclusion.
<b>Language Use</b>	Relies on basic vocabulary, 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>It could be what some might call killer</i> ).
<b>Conventions</b>	Demonstrates emerging control, exhibiting occasional errors in spelling ( <i>degress</i> and <i>dangeours</i> ), punctuation ( <i>games however or, opposite it, times its</i> ), grammar ( <i>you feel ... ones skin</i> ), usage ( <i>causes numbness, parts of your body to freeze, and makes it so</i> ), and the inclusion of vague pronoun references that hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 3 in all qualities.	



Wind Chill is Paul A. Siple and Charles F. Passel idea and formula of describing heat removal of the human body by using windspeeds and low temperature. The Wind Chill formula was to help people get out of Cold Spks. If Wind Chill was not used we could be harmed by the environment.

One damage that happens is called frost bite. Frostbite is when your tissue is harmed by the cold. Frostbite occurs when temperatures decrease to  $25^{\circ}\text{F}$  and below. The first felt is burning in the area. Frostbite begin to freeze the body. Even when the body has frostbite keep it warm. If not the end result can mean amputation.

Another damage that occurs if wind chills aren't used is hypothermia. This is when the inner core of the body begins to lower. There are three stages of hypothermia, Mild, Moderate, and severe.

**Anchor Level 3 – C**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Conveys a basic understanding of the documents, stating that <i>if Wind chill was not used we could be harmed by the enviroment</i> . The response makes superficial connections between information and ideas in the documents and the assigned task ( <i>The wind chill formula was to help people get out of cold spots</i> ).
<b>Development</b>	Develops ideas briefly, using some details from the documents ( <i>Frost bite occurs when temperatures decrease to 25° F and below and This is when the inner core of the body begins to lower</i> ).
<b>Organization</b>	Establishes, but fails to maintain, an appropriate focus on windchill as <i>heat removal of the human body</i> and its effects. The response exhibits a rudimentary structure with a brief introduction, followed by two limited paragraphs on frostbite and hypothermia, but has no conclusion.
<b>Language Use</b>	Relies on basic vocabulary, 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>The first felt is burning in the area</i> ).
<b>Conventions</b>	Demonstrates emerging control, exhibiting occasional errors in spelling ( <i>enviroment</i> and <i>serve</i> ), punctuation ( <i>Passel idea, has frostbite keep, If not the</i> ), capitalization ( <i>Mild</i> and <i>Moderate</i> ), and grammar ( <i>You tissue</i> and <i>Frost bite begin</i> ) that hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 3 in all qualities.	

The class was read a poem and article. About how life can change by the weather. And how weather can change an person. I'm going to tell you about windchill. Then describing ways to minimize the dangerous affects of it.

Windchill can be and dangerous weather that can harm people very badly. Windchill is a tool that measure the windspeed. When you read the windchill you have to be at less 5 feet high above the ground. As some use other test tools to read the air temperatures and windspeed. The relative cooling power from the human body can combine wind speed and low temperature. windchill could also happen at anytime.

The dangerous part of windchill is when it hits your skin. According to the chart windchill can drop down to the negatives. And the frost bit can start with in 5, 10 or even 30 mins. Also According to the table, Hypothermic can happen to your body. Like shivering, intense goose bumps ect. When you are in the stage of Severe Hypothermia you heartbeat might be different and the way you talk. Are body heat is not as fast as temperature rates.

Windchill can be a threat to your life. It can really harm your body badly in many conditions. Windchill temperature can change in mins. So we all have to be careful.

**Anchor Level 2 –A**

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a confused understanding of the documents ( <i>The class was read a poem and article</i> ). The response alludes to the documents but makes unclear connections to the assigned task ( <i>As some use other test tools to read the air temperatures and windspeed</i> ).
<b>Development</b>	Develops ideas briefly, using some details from the documents ( <i>According to the chart, windchill can drop down to the negatives and And the frost bit can start with in 5, 10 or even 30 mins.</i> ).
<b>Organization</b>	Establishes an appropriate focus ( <i>Windchill can be a treath to your life</i> ). The response exhibits a rudimentary structure, containing an introduction, two body paragraphs about windchill and its effects, and a brief conclusion. The second paragraph consists of loosely related statements.
<b>Language Use</b>	Uses language that is imprecise ( <i>And how weather can change an person, affects for “effects,” Are for “our”</i> ) and unsuitable for the audience ( <i>ects and mins.</i> ). The response reveals little awareness of how to use sentences to achieve an effect ( <i>When you are in the stage of severe Hypothermia you heartbeat might be different and they way you talk</i> ).
<b>Conventions</b>	Demonstrates a lack of control, exhibiting frequent errors in spelling ( <i>temperture, frost bit, treath</i> ), punctuation ( <i>windchill you; table. Hypothermic; body. Like</i> ), capitalization ( <i>According and Hypothermia</i> ), grammar ( <i>an person, to tell ... then discribing, tool that measure</i> ), and usage ( <i>life can change by the weather and cooling power from the</i> ) that make comprehension difficult.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in development and organization.	

In both documents they explain how windchill can be dangerous for your health. For instead how you can avoid it, how you can get it.

In the passage they explain how you <sup>can</sup> get it, wind chill is the most popular weather condition. Scientific elusive characteristic of the weather known as "cold" The human body with various combinations of wind speed and low temperatures. Outdoor pollution who create their own wind increase the existing wind for example by skiing, snowmobiling or running can increase the apparent wind chill, when you move the air evaporate moisture from the exposed skin cooling effect on a overheat person. If your body temperature is how you probably get a stronger wind cold. They talk about frostbite is a tissue damage that can caused by exposure it occurs when the temperature fall below, Another effects that you ~~go~~ can get is Hypothermia for some symptoms are violent shivering, slurred etc.---

In the chart they describe the wind chill ~~temperature~~ temperature. The table shows how ~~the~~ the signs and symptoms you can get from Hypothermia you can determine that a person is Hypothermic or not some signs and symptoms for example if you have a mild Hypothermia the core body temp is normal you can get cold sensation, goose bumps, unable to perform complex. A moderate core body shivering, movement slow, violent shivering

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

difficulty speaking, unable to use hands  
 signs of depression, severe.

**Anchor Level 2 – B**

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a confused understanding of the documents ( <i>Forinstead How you can avoid It, How you can get It</i> ). The response alludes to the documents but makes unclear connections to the assigned task ( <i>In the Passage they explain How you can get It, wind chill is the Most popular weather condition</i> ).
<b>Development</b>	Is largely undeveloped. References to the documents are vague ( <i>Scientific elusive characteristic of the weather know as “cold”</i> ) and irrelevant ( <i>If your body temperature is how you probably get a stronger wind cold</i> ).
<b>Organization</b>	Suggests a focus on <i>how windchill can be dangerous for your Health</i> but lacks organization. The response consists of one paragraph of loosely connected ideas, some of which are copied directly from the text, and ends abruptly with no conclusion.
<b>Language Use</b>	Uses language that is imprecise ( <i>Another effects that you can get is Hypothermia and A Moderate core body shivering, movement slow</i> ). The response reveals little awareness of how to use sentences to achieve an effect ( <i>The table shows ... you can determine that a person is Hypothermic or not some signs and symptoms</i> ).
<b>Conventions</b>	Demonstrates a lack of control, exhibiting frequent errors in spelling ( <i>inncrease and Hypothermia</i> ), punctuation ( <i>get It, wind chill, Hypothermia you can, For example if</i> ), capitalization ( <i>How, It, Most</i> ), and grammar ( <i>weather knew as, another effects, you can get cold sensation, goose bumps, unable to perform</i> ) that make comprehension difficult.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2 in all qualities.	

Anchor Paper – Part B — Level 2 – C

My science teachure say fren paul siple  
 say wen 5 feet overground he sick form  
 winchile. Frostbit Ken kill my science teachure  
 he good teachure. An hypothermial make him  
 sick to. Wind how I relly feel outside, I git  
 chile on winnertine. Tempachure ~~increas~~ increas  
 if I dont were miltten. Teachure say cover fingers  
~~an~~ an toes an stop shivvering or git  
 Amputatued. Git winchile chart form store  
 frist. Winchile scary an Ken Kill say my  
 Science teachures fren. If I do this stuff  
 I be ok in winnertine.

Anchor Level 2 – C

Quality	Commentary
<b>Meaning</b>	The response: Conveys a confused understanding of the documents ( <i>fren paul siple say wen 5 feet over ground he sick</i> ). The response alludes to the documents but makes unclear connections to the assigned task ( <i>An hypothermial make him sick to</i> ).
<b>Development</b>	Is incomplete and largely undeveloped. The response hints at ideas, but references to the documents are vague ( <i>Teachure say cover fingers an toes</i> ) and unjustified ( <i>stop shivvering or git Amputatued</i> ).
<b>Organization</b>	Suggests a focus ( <i>winchile scary an Ken Kill</i> ) but lacks organization, presenting a single paragraph of loosely connected ideas.
<b>Language Use</b>	Uses language that is imprecise ( <i>to</i> for “too,” <i>Wind how I relly feel outside</i> , <i>were</i> for “wear”) and unsuitable for the audience and purpose ( <i>If I do this stuff I be ok</i> ). The response reveals little awareness of how to use sentences to achieve an effect ( <i>Frostbit Ken Kill my sciense teachure he good teachure</i> ).
<b>Conventions</b>	Demonstrates a lack of control, exhibiting frequent errors in spelling ( <i>sciense</i> , <i>winchile</i> , <i>winnertine</i> ), punctuation ( <i>teachure he</i> , <i>dont</i> , <i>teachures fren</i> ), capitalization ( <i>paul siple</i> and <i>Amputatued</i> ), grammar ( <i>teachure say</i> and <i>say my</i> ), and usage ( <i>over ground</i> and <i>on winnertine</i> ) that makes comprehension difficult.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2 in all qualities.	

Anchor Paper – Part B — Level 1 – A

In the winter it can get very cold and the cold temperatures could reach to the negative number and if you ~~are~~ ~~not~~ aren't prepared you can get very sick and even get some illnesses.

Anchor Level 1 – A

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Provides no evidence of textual understanding. The response makes no connections between information in the documents and the assigned task beyond mentioning <i>the cold temperatures</i> .
<b>Development</b>	Is minimal with no evidence of development. The response is limited to a personal response and includes no details from either document.
<b>Organization</b>	Suggests a focus on the effects of low temperatures, but is too brief to exhibit organization.
<b>Language Use</b>	Is minimal.
<b>Conventions</b>	Is minimal, making assessment of conventions unreliable.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in organization.	



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

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Wind chill is one factor that can make someone cold. When the wind blows there is a cool bit of air in that breeze.

**Anchor Level 1 – B**

Quality	Commentary
<b>Meaning</b>	The response: Provides minimal evidence of understanding. The response states that <i>windchill is one factor that can make someone cold</i> , but makes no connections between the documents and the assigned task.
<b>Development</b>	Is minimal, with no evidence of development. The response contains no details from the documents.
<b>Organization</b>	Suggests a focus on windchill, but is too brief to exhibit organization.
<b>Language Use</b>	Is minimal.
<b>Conventions</b>	Is minimal, making assessment of conventions unreliable.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 1 in all qualities.	

Wind chill is very dangerous. It could cause frostbite and hypothermia. Many people are affected by windchill and end up sick and/or hurt. The best way to prevent this though is to make people aware of ~~the~~ the dangers of wind chill and act and dress accordingly.

When people go outside they must also remember to check windchill and temperature. Windchill can make your body colder by drying your skin and ~~increasing~~ ~~the~~ increasing the rate of cooling. If you ~~figure~~ look at the windchill you will dress warmer and be more protected.

If one is having <sup>symptoms</sup> symptoms of a person with hypothermia and frost bit can take immediate action. If one does not know about the symptoms such as shivering and a change of color in the skin, one could get really sick or loose fingers this is why its ~~is~~ important.

As you can see being aware of wind chill is very important. If ~~one~~ ~~one~~ is not

aware of these ~~se~~ things one could get sick. ~~z~~ Sometimes the best prevention one could take is being well aware of weather problems and taking all necessary precautions.

Wind chill is the most popular factor that make someone feel "cold". A scientific definition to ~~that~~ the characteristic of the weather known as "cold" was first put forth by Paul A. Siple and Charles F. Passel in 1939. There were tests using water-filled cylinders to measure speed at water freezes at wind speeds. According to Siple, the term "wind chill" describes heat removal of the human body with different wind speeds. The simplest definition of wind chill is that it combines air temp. and wind speed to come up with what it feels outside. "Wind moving past exposed skin during cold weather increases the body's heat loss."

Interestingly, by skiing, snowmobiling, or running can increase wind chill. However, there are serious consequences during cold weather where its good to retain as much heat as possible. Also, the health and metabolism of a person, "along with the type of clothing worn" will affect how cold a person feels. Additionally, becoming really cold can have two effects on a person, frostbite and hypothermia.

Frostbite is tissue damage caused by wind chill when temperatures fall below 25 degrees F. It includes burning, stinging, and numbness. When wind speed is five to sixty miles per hour, frostbite will kick in 30 minutes after being exposed to temperatures of negative ten degrees F.

Also, there are a few stages of hypothermia. During mild hypothermia, a person may experience shivering, goose bumps, numbness etc. By moderate hypothermia the shivering is more intense. Yet, severe hypothermia, the shivering stops, and the person will become

unconscious if his body temperature is/below  $82^{\circ}\text{F}$

In order to prevent serious damages caused by wind chill a person may do the following.

In the winter season, the person is recommended to wear lightweight, warm clothing in several layers, which can be removed to prevent perspiration.

In conclusion, wind chill can definitely make someone feel "cold", but "too cold" can result in severe damages. Therefore, a person must take precautions when exposed to wind chill.

The weather is part of the science. They have very kind of weather, climb like they have wind chill weather, cold, weather ect. The actual temperature outside is cold that make people feel wind chill is the mos popular in ~~the~~ winter but In November 2001 National weather Service changed the wind chill temperature index. The old Index ~~calculated~~ calculated wind speed was freezes at 33 feet above ground. A scientific definition to that elusive characteristic of the weather know as "cold" was Charles F. So this topic is very important for my and for every body because they need know what gonna on with the planet. I don know to much about climb or weather but I learn a littler be. I learned, The human body with various combination of wind speed and low temperature. The Stronger the wind during a given temperature reading the lower the wind chill factor. Wind chill pertains to all warm-blooded animals including pets, wildlife livestock, and of course, people. but In the summer this feel great - a reason fans are so popular - because it has a cooling

It is not just the temperature outside that makes you cold, windchill also has an effect. We have all felt its effects to some degree. However, some people do not know what exactly windchill is. It can be very dangerous and can lead to harmful and sometimes deadly conditions.

The definition of wind chill is the removal of heat from the human body because of wind speed and cold temperatures. Wind speed is measured from five feet above ground, "the average face level." When wind speed and temperature are combined, the result is the wind chill factor, how it really feels outside. Skin exposed to wind and low temperature loses heat quickly, causing body temperature to drop. This affects all warm-blooded animals.

In cold weather, wind chill can have ~~an~~ harmful consequences. Frostbite is one concern. This ~~is~~ tissue damage is the result of extreme cold, usually wind chill temperatures below 25 degrees F. Skin changes color from pink to white and becomes numb. Body parts begin to actually freeze, starting with the extremities and ~~spreading~~ "spreading" to the cheeks, and on to the hands and feet. Another danger is hypothermia. During hypothermia, the body's temperature drops ~~rapid~~ rapidly to below the average temperature of 98.6 degrees F. It causes "violent shivering, slurred speech, exhaustion, drowsiness, disorientation, and impaired judgement."

There are several precautions for minimizing the effects of wind chill. Find out what the wind chill factor is before going outside. A wind

chill chart, like the one shown, can show you when you are in danger of frostbite. If someone has frostbite, get medical attention right ~~now~~ away. Increase the person's body temperature by flexing the affected area or keeping fingers "under the arm pits, inside the upper thighs, or in the mouth." Look for the signs of hypothermia as shown in the chart. Keep in mind that "smoking, drinking, or taking prescription drugs or illegal narcotics" makes you more vulnerable to frostbite and hypothermia. Wear loose, light, warm clothing in layers. Layers can be removed to prevent sweating and chilling. Wear mittens for protection. Remember that wind chill can be very dangerous and take correct precautions.



"Wind chill" is a term used to describe a concept of relative cooling power or heat removal of the human body. This is affected differently according to different combinations of wind speed and low temperatures. There are many dangerous effects of "windchill", such as frostbite or hypothermia. There is a formula to provide a ~~measure~~ <sup>measure</sup> of "windchill" ~~to help ensure public safety and other precautions to help to help ensure public safety.~~ There are also many precautions people can take in order to minimize its dangerous effects.

There are many other elements that influence a person's reaction to weather conditions. The wind chill will be lower if the wind is stronger. ~~Wind speed~~

~~The~~ The higher the wind speed and the lower the lower the temperature the faster a person can get frostbite. ~~All of these~~

According to the Chart when ~~wind~~ wind speed is 60 mph and air temperature is 10°F, frostbite can begin in 30 minutes. ~~During~~ During cold weather the body's heat loss increases, this is also caused by skin being exposed.

Frostbite damages tissue exposed to intense cold. It causes burning or stinging sensation to affected parts. Skin will also turn pink, and then gray or yellow as numbness sets in. This is because parts of the body begin to actually freeze. In this type of situation medical help is needed. Frostbite usually occurs first in the fingers, there are many different ways to prevent this.

Hypothermia is another ~~dangerous~~ <sup>dangerous</sup> effect of

wind chill. There are many stages to hypothermia. A person is affected according to the Core Body Temperature. The table shows that as the core body temperature decreases ~~as~~ a person can go from normal and slightly shivering to pulmonary edema, cardiac and respiratory failure, or death.

There are many other signs and symptoms of hypothermia. In order to minimize ~~these~~ the dangers

of wind chill a person can wear warm clothing in several layers. If a person ~~feels~~ hands might be experiencing signs of frostbite take precautions.

By flexing your hand, putting them under your armpits, your upper ~~arm~~, thighs, or even in your mouth you can help reduce its effects. Mittens are also very helpful.

Those who enjoy outdoor sports such as skiing or snowmobiling must wear proper winter clothing. A person's sensitivity to weather can be ~~be~~ dull by smoking, drinking or taking drugs of any sort. This may also make a person more susceptible physically to frostbite and hypothermia. It is very important to be prepared for cold weather conditions, ~~by taking the right precautions~~ by staying indoors or taking the right precaution to be outdoors.

**Practice Paper A–Score Level 3**

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

**Practice Paper B–Score Level 4**

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

**Practice Paper C–Score Level 2**

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

**Practice Paper D–Score Level 5**

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

**Practice Paper E–Score Level 4**

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

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

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

1. Go to [www.emsc.nysed.gov/osa/teacher/evaluation.html](http://www.emsc.nysed.gov/osa/teacher/evaluation.html).
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.