

SESSION ONE

FOR TEACHERS ONLY

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

ENGLISH

E

Friday, June 18, 1999—9:15 a.m. to 12:15 p.m., only

SCORING KEY AND RATING GUIDE

Mechanics of Rating

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 checkmark each incorrect or omitted answer to multiple-choice questions on the Session One answer sheet; do not place a checkmark 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) 4	(7) 1
(2) 3	(8) 3
(3) 1	(9) 2
(4) 4	(10) 4
(5) 1	(11) 1
(6) 3	(12) 3
	(13) 2
	(14) 2
	(15) 1
	(16) 3

Rating of Essays

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

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

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

I recommend using the Suzuki method of violin instruction; however, the method of teaching must be similar to Suzuki's original style. Suzuki felt that Japanese children could learn to play the violin using the same method that children used to learn their native language. Children learn to speak by imitating sounds that adults make around them. Similarly, Suzuki felt that children could learn to play music by imitating sounds that are constantly made around them.

In Suzuki's original method, children were exposed to music from the time they were infants. When the child was approximately three years old, the child's mother would begin to take violin lessons, learning the same tunes the child has heard since he/she was born. After a few lessons, if and only if, the child was interested, Suzuki would give the child a small violin and teach him/her how to play it. Eventually the child would play with small groups of other children, exploring different sounds, pitches, and tempos made with a violin. The children were happy and excited about the violin. They were also very proficient, playing music as difficult as Bach's "Double Concerto".

The American Suzuki Method, however, strays from the original method. First, the children do not learn to play the violin from constant exposure. Instead, they are given one or two notes to practice until perfection is reached. The children are pressure to practice constantly. Also, exploration is discouraged. As a result, the children are not as happy and proficient as the Japanese children were. On the whole, the American method is very rigid.

I feel that a method similar to that of the original Suzuki method would benefit our children greatly. Early exposure to music will help to get the children on the right track.

Encouragement to explore the violin will also help the children greatly.

I thank you for your time and consideration.

Anchor Level 6-A

Quality	The response:	Commentary
Meaning		Conveys an in-depth understanding of the speech and task by analyzing the differences in effectiveness of the original Japanese Suzuki method of violin instruction and the American version of the Suzuki method. The response makes an insightful recommendation to the Board of Education based on this analysis.
Development		Clearly develops ideas, making effective use of a wide range of specific details from the speech to support implementing a method of teaching violin which is similar to Suzuki's original style.
Organization		Gives a direct recommendation and introduces the task in the first paragraph. The response sustains focus by describing the Japanese method in the second paragraph and the American method in the third paragraph. Restating the recommendation in the concluding paragraph serves to unify the paper.
Language Use		Enhances the fluency by varying the sentence structure. The quality of the language is further enriched by the effective use of connecting words (<i>similarly, eventually, first, instead, also</i>). The style is generally clear, concise and straightforward.
Conventions		Demonstrates control of the conventions with essentially no errors.
Conclusion: Overall, the response best fits the criteria for Level 6 on all qualities.		

To whom it may concern:

I am writing in concern about the method to be used by our district to teach the ~~new~~ newly added violin instruction to our music department. There are several ways to teach these lessons. One way is the Suzuki method.

The Suzuki method is a Japanese method for teaching young children how to play the violin. This method is based on how young children learn language. Early in life, the parents play recordings of simple violin tunes everyday or as much as possible. After this is done for a while, the mother starts to take violin lessons from a Suzuki teacher and she brings her child along with her to these lessons. The mother then learns how to play the same simple tunes that ~~were~~ were played on the recordings. After three to four lessons, if the child is still interested in playing the violin, the child receives a small violin from the teacher in order to practice the same songs the mother was practicing. The child moves on and begins to learn more complicated tunes and also begin to play the same tunes with other children. After these complicated tunes are known, the child is then taught to read notes. They are also encouraged to experiment and improvise with their instrument.

The Suzuki method is practiced also in the United States, but it does differ from the Japanese way of teaching. In the United States, Suzuki teachers teach a more rigidly. If the child makes a mistake, it is corrected instantly by either the teacher or parent. There is also more pressure to play and practice a lot. The teachers discourage the child to improvise or experiment with their violin. Also, musical pieces must be mastered before moving on.

The Suzuki method is a good method, but I believe that it wouldn't work for our music department. In this day and age, parents have little time to take music lesson just to teach their children how to play. Also, I

Think that this rigid method used in the United States takes away a child's true childhood. I would not recommend this method to be used in our school district.

Sincerely,

Anchor Level 5-B

Quality	Commentary
Meaning	The response: Summarizes the speech clearly and concisely, using specific examples to connect the content with the purpose of the task.
Development	Develops ideas clearly to dissuade the audience from introducing the Suzuki method to the school district. The response uses specific and relevant details from the speech to develop a solid argument.
Organization	Leads to a logical sequence of ideas with an appropriate focus. The opinion is concise and results from the detailed explanation previously built.
Language Use	Begins with awkward wording (<i>I am writing in concern about...</i>) but becomes more fluent as the essay progresses. The writing is generally smooth and controlled although not original.
Conventions	Demonstrates control of the conventions with a few awkward phrases (<i>the method is based on how..., ...is practiced also...</i>).
Conclusion: Overall, the response best fits the criteria for Level 5 on all qualities.	

I feel that Suzuki is a valuable learning method that should be taught here. Suzuki is a method in which it is felt all children have the skill and ability to play, and children's lives are much enriched by music. Much like their speech, children learn music from what they hear.

When a child is only a few months old, music is played so they may hear it often. At the age of 3, a parent, usually the mother, takes violin lessons and brings the child along. The mother is taught how to hold the violin and play with the child watching. She is encouraged to play at home so the child may see because children learn how to do things by watching their parents.

If the child still shows an interest, a child-size violin shows up mysteriously. Then both parent and child play together.

Many children play together the songs they know. A child is only introduced to notes after they know the music. The children are also asked to experiment. They are encouraged to write compositions for each other and try to make certain noises like a mouse or an elephant.

At the age of 10 or 7, a child is usually playing music that American children could only listen to. Some Suzuki

students were playing Bach's double concerto at the New England Conservatory. This is a task most adults can not accomplish.

I feel that this method of teaching proved very successful. I also feel that children whose lives have been enriched with music will do much better academically. These students that have studied Suzuki are used to disciplining themselves in order to be able to play. I feel that it's that self-discipline that would enable them to discipline themselves in their studies.

Anchor Level 4-B

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the speech and task; however, the response lacks any reference to the American version of the Suzuki method.
Development	Clearly establishes purpose in the introduction. The response describes the progression of the original Suzuki method using relevant details from the speech. The conclusion confirms the introduction, although reference to "self-discipline" is not necessarily justified by the speech.
Organization	Generally maintains a clear focus and a logical sequence of ideas. The response demonstrates weaknesses in transition and internal consistency in the fourth paragraph.
Language Use	Demonstrates an awareness of audience and purpose in the introductory paragraph. The response exhibits sentence structure which is varied and shows some stylistic intent in the early paragraphs, although this is not sustained throughout.
Conventions	Exhibits occasional minor errors in sentence structure, pronoun agreement, and repetition in the concluding paragraph.
Conclusion: Overall, the response best fits the criteria for Level 4 on all qualities.	

I have just learned about the Suzuki Method that is used in Japan to teach children how to speak and how to play the violin. I would recommend this method to anyone who feels that they might want their children to learn how to play an instrument.

The Suzuki Method is used in Japan to teach children how to speak and play the violin. If we use this method here in the U.S. I don't see why we can't use it to teach children how to play any instrument.

The basic steps of the Suzuki method make sense for teaching children. If parents decide that they want their children to learn to play an instrument. The method begins by having one of the parents, usually the mother, to play a song that the child and mother both know with the instrument. After the mother has learned the song, the child is offered a smaller version of the instrument and then is asked if they want to try. There is no pressure if the child does not want to play. The child then learns the instrument only by sounds. Later on written music is introduced and they

go on from there.

The important part of learning the instrument is to let the child explore with it. Introducing the child to other students will allow them to share their work and move on to becoming great musicians.

Anchor Level 3-B

Quality	The response:	Commentary
Meaning	Conveys a somewhat confused understanding of the speech and task by describing the Suzuki method as a way to teach children to speak and play the violin. The response makes superficial or implicit connections between the speech and task and doesn't address the connection between home and school implementation.	
Development	Develops ideas briefly in describing the "basic steps" of the method; although it leaves out much of the process, it does establish the voluntary, unforced nature of it. The response does not make use of enough specific details from the speech.	
Organization	Establishes an inaccurate focus by recommending the Suzuki method as a way of teaching children to play "any" instrument. The response exhibits a basic structure which includes a recommendation, a description of the method, and a confirmation of the value of the method.	
Language Use	Exhibits little awareness of audience and purpose aside from the recommendation. The response demonstrates some awkwardness with diction and syntax (<i>the method begins by... , learns the instruments only by sounds</i>). The sentence structure and length sometimes vary.	
Conventions	Demonstrates partial control; occasional errors in pronoun agreement and spelling do not hinder comprehension.	
Conclusion: Overall, this response best fits the criteria for Level 3, although it is somewhat weaker in meaning and stronger in conventions.		

The Suzuki method I do not believe is suitable for American students. The fact that the mother plays and then gets the child to play is wrong. At 3 years old a child does not play the violin for him self, he plays it to impress his mother. I believe if a child wants to do something it should be because they want to not because there mother sucked them in to it. also this is not the American way. the Suzuki method is Japans way. our culters are to different and in my appenion should not be mixed due to the fact that the American way of the Suzuki method would be far from the proper way that the people of Japan intended it to be taught.

Anchor Level 2-B

Quality	The response:	Commentary
Meaning		Relies more on personal opinion than factual information from the speech.
Development		Emphasizes the contrast between Japanese and American cultures rather than the Suzuki method of teaching violin. The response is largely undeveloped, with minimal reference to information in the speech. The response does not demonstrate a logical, sequential building of an argument.
Organization		Demonstrates a lack of appropriate focus in the single brief paragraph.
Language Use		Shows little awareness of audience. The response relies on basic and often imprecise language.
Conventions		Demonstrates emerging control, with frequent spelling errors.
Conclusion: Overall, the response best fits the criteria for Level 2 on all qualities.		

Dear who ever it may Conserne:

The Suzuki Method is when you take your kids as little baby and start them learning the Violin. This Come from Japan.

I wouldn't want to have this come to my school. number one I don't even like the Violin. I would want to have to learn all those different kinds of music.

Anchor Level 1-A

Quality	The response:	Commentary
Meaning	Minimally addresses the speech and task with a two-sentence reference to the Suzuki violin method which "come" from Japan.	
Development	Provides a recommendation to a general audience with no meaningful supporting details.	
Organization	Provides two extremely short paragraphs mentioning the Suzuki method.	
Language Use	Uses language that is awkward or imprecise (<i>when you, would not want</i>).	
Conventions	Is minimal, making assessment of conventions unreliable.	
Conclusion: This paper best fits the criteria for Level 1 on all qualities.		

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

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

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

When one thinks of a child, the appearance of a care free little boy or girl comes to mind. Perhaps ~~that~~ he or she is laughing in a playground, indulging in the forbidden cookie jar, or watching an enlightening episode of Sesame Street. However, this image ~~is not~~ has not always been true. At times in our history children were operating heavy machinery, dirty and starving. Working twelve to fifteen hours a day with ~~a~~ meager^a slice of cake for lunch or dinner.

As of now, ~~the~~ New York State has set labor laws to ensure that the youth of our country is not being exploited or mistreated in any way. The youngest age a child ~~can be~~ that a child is permitted to work is eleven, and that is only for a newspaper carrier. The labor law sets specific rules, clearly defining the ages ~~a~~ minor is able to work, and the appropriate coinciding jobs and weekly hours.

However, these laws were only set into force after hundreds of years of abusive torture that has somehow earned the euphemism of "child labor." The earliest examples appeared with the development of the domestic system. Each family was given a certain amount of material and a division of labor was decided amongst the family. The children did whatever tasks they were able to do. This form of labor died out by

the eighteenth century, yet it can still be found practiced in some countries.

It was after the domestic system was replaced by the factory system that the abusive labor really appeared. During the Industrial Revolution, children ~~had~~ had to operate large machinery from ages as early as five. When it was traditionally time for a child to have a snack of milk and cookies, they were ~~have~~ half-raked working long hours in dark, dank settings.

Most likely they were exposed to disease and other hardships. When the children grew tired, or attempted to run away, they were beaten and returned to their stations.

Essentially, child labor became a mandatory task almost. Orphaned children were ~~made~~ arranged as to be apprentices so they could learn a trade and make something of themselves. Children with parents were indentured, or sold into work, most of the time ~~from~~ by their own parents for extra sources of income.

Because many of these ~~countries~~ employers at this time strongly believed in a laissez faire form of government, economic doctrines were issued that basically kept wages low, and hours long.

Finally, the citizens of these countries saw fit to limit child labor. They were

appalled by unsanitary conditions, rampant disease, and the abuse that was subject to these children.

In the United States, state legislation ~~was~~ ~~to~~ was passed, however it was ridiculous in some cases. For example, one law required working children to receive schooling. It essentially did nothing to reduce hours, or better working conditions for these children.

By the time the 1920's rolled around, national legislation was ~~about to be passed~~ being passed. Muckrakers, or people who wrote about the negative truths of situations, coerced the public, ~~through their writings~~, to make these laws definite.

To the present, child labor is still a problem in the United States in the category of agriculture. Children under 16 cannot be employed because of their schooling, so younger children are put to work.

Child labor may prove to be a ~~new~~ continuing battle. Much progress has been made, but that does not excuse the small minority of children that are still being exploited. The ~~battle~~ war will not be over until children are developing in healthy ~~development~~ situations the way ~~an~~ child should.

Anchor Level 6-A

Quality	Commentary
Meaning	Reveals an in-depth analysis of the documents through an original description of an ideal childhood, an overview of New York State law, and a discussion of the history of child labor.
Development	Fully develops ideas of ideal childhood, labor law, and conditions with original examples (<i>laughing on a playground. . .</i>) and relevant details from the chart (<i>The youngest age that a child is permitted to work. . .</i>) and text (<i>During the Industrial Revolution, children had to operate large machinery. . .</i>).
Organization	Maintains a clear focus on child labor conditions and laws. The response exhibits an organizational structure which is both clear and sophisticated. The student uses transitions skillfully (<i>It was after the domestic system was replaced. . .</i>) which serve both the flow of meaning and the student's thematic concerns.
Language Use	Uses language that is sometimes precise and engaging (<i>dark, dank settings</i>), sometimes less effective (describing legislature as <i>ridiculous</i>) and occasionally slipping into redundancy or hyperbole (<i>abusive torture</i>). Sentence structure is sophisticated and varied throughout.
Conventions	Demonstrates control of the conventions, with very few errors.
Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in the area of language use.	

Throughout history child labor has been a problem. It has had its effect on many people. There are some people today who may have never gone to school because of child labor. They have been working their whole lives.

In the past children had to work because their parents did not have enough money to support them. They worked in factories and coal mines, or wherever they could find a job. They would work ten to twelve hours a day with little or no food and no time to go on a break. The labor that children had to do was not easy. There were some children who worked in coal mines and they had to "carry coal on their backs up large hills." Some children became ill because of malnutrition and working too hard.

Because of child labor became such a big problem, the government decided to try to pass provisions or laws either to limit or stop child labor for good. The states tried to take care of this problem with their own laws, but that didn't work out well so the national government had to step in.

Some of the attempts to end child labor were the "Keating- Owen Act" in 1916 which banned from interstate commerce articles produced by

child labor." This act survived for only two years however. In 1918 it was declared unconstitutional by the Supreme Court. Another attempt was in 1924 when Congress tried to propose a constitutional amendment. The amendment however was defeated. Finally during the New Deal "in 1938 the Fair Labor Standards Act once again struck at child labor. This act is also known as the wages and hours Act, ^{and} it now the basic child labor act for the United States.

Child labor now has restrictions in New York State and across the country. The only work children can do that has very few limits is farm work. The federal law "bans employers engaged in interstate commerce from employing workers under 16 or 18 in hazardous occupations. Under certain circumstances, children 14 to 16 may be employed after school hours." The federal government set a few limitations on child labor, however New York went a little farther.

The New York State Labor Law (1913) defines exactly when children can work and for how long. It defines how many hours a child can work on a school or vacation day and how many hours they can work maximum ⁱⁿ a school or vacation week. It also defines what types of jobs children under the age of eighteen are allowed to have. For example "minors attending school at the ages of 16 and 17 can

do any occupation except farm work, newspaper carrier and street trades. They are allowed to work 4 hours on preceding school days and 8 hours on Friday, Saturday, Sunday and holidays. They can work 28 hours a week and for 6 days. The hours they are permitted to work between are 6 a.m. to 10 p.m."

Although child labor was a big problem in the past it has become smaller because of the steps we have taken towards it. The laws against child labor stop the problem before it starts. They have also allowed children to have better lives. Children now are able to grow up healthier, and they now attend school instead of working all day so they are better educated. These laws have also helped better society. The fact that children now have better educations allows them to get good jobs when they are older and that makes our society better. The younger generations make the world that we live in so it is better to have them educated and then good workers than it is to have them workers with no education. With education they can do many different jobs, but without and education they may be able to do just one.

Anchor Level 5-B

Quality	Commentary
Meaning	<p>The response:</p> <p>Conveys a generally thorough understanding of the documents by reviewing key ideas in the text, succinctly summarizing data from the chart (. . . <i>defines exactly when children can work and for how long</i>), and relating the <i>big problem in the past. . . to the steps we have taken. . .</i>). However, the student has misinterpreted part of the chart. (<i>minors. . . can do any occupation except farm work, newspaper carrier and street trades</i>).</p>
Development	<p>Develops ideas clearly, using relevant details from text (e.g., the quotation at the bottom of the first page) and chart.</p>
Organization	<p>Generally maintains a focus on the history of child labor and the resulting legislation, but shifts focus slightly at the end to the connection between education and work. The student often uses appropriate transitions (<i>In the past children have. . . and child labor now has restrictions. . .</i>).</p>
Language Use	<p>Uses language which is generally appropriate, but is at times colloquial (<i>but that didn't work out well</i>) or imprecise (<i>The younger generations make the world we live in. . .</i>).</p>
Conventions	<p>Demonstrates only partial control of conventions, exhibiting errors in spelling (<i>working to hard. . .</i>) and punctuation (a missing period).</p>
<p>Conclusion: Overall, the response best fits the criteria for level 5, although it is somewhat weaker in language use and conventions.</p>	

In the state of New York, there are many laws limiting child labor to protect children.

Minors under the age of 18 can only work so many hours, especially if they are in school.

Students from the ages 14 to 15, who are enrolled in school, can only work 23 hours in any one week session. Students 16 to 17 can work up to 28 hours. There are also limits on what type of jobs there are available for minors. For example, minors from 14-17 attending school cannot do farm work, ^{carry} newspapers, or do street trades. That is against the law. When students are on vacation, up to 8 hours are allowed.

Child labor became popular back when pay was cheap, if they got payed at all) and when industries were becoming popular. Child labor endangers their ~~his~~ health and their safety. In the factories, children could tend machines, even at the age of 5. When child labor was being questioned, many testimonies of children were recorded. For example, this boy said he ran away twice, but he was followed and he was caught and whipped by the overseer.

During great social problems, there were many children who had no parents to support them. Local government officials were suppose to arrange for these children to become apprentices under the English Poor Law. Basically, these children

were just a little better than slaves. Some children were indentured, which means their parents sold their labor to the mill owner for a period of time. "In some situations, employers felt that they were helping the poor to become more virtuous by providing them with useful work. Some people accepted this," reports H. Cleland.

There were and are terrible effects of child labor. The crowded and unsanitary conditions gave rise to many epidemics. The children also had no time for religious education. In the dormitories, there was an immoral atmosphere.

Laws even soon enough became popular in limiting child labor. Massachusetts law in 1836, required that working children receive schooling. By 1900, half of the states placed some sort of restrictions on child labor. Public support was mobilized by several "muckrakers" the journalists who exposed many horrible conditions. In 1912, Congress was convinced to start a Children's Bureau, to protect the children.

Anchor Level 4-B

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the documents, although the student has misinterpreted the information on the chart that deals with farm work, newspaper carriers, and street trades. The response makes a somewhat weak connection between New York State law and treatment of child laborers.
Development	Develops the ideas of New York State law and conditions of child laborers with specific details from chart and text (. . . <i>he ran away twice, but he was caught and whipped. . .</i>). The response uses a quotation from the text (<i>In some situations. . .</i>) without further developing the idea of the effect of economic doctrines.
Organization	Maintains a focus on child labor conditions and law until the abrupt ending, which precludes any connection between reform efforts and New York State law. The response exhibits few transitions between paragraphs or sentences.
Language Use	Uses language which is generally appropriate, but is sometimes imprecise (<i>industries were becoming popular</i>) or colloquial (<i>this boy said</i>).
Conventions	Demonstrates partial control, with some errors (<i>payed, suppose to</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4.	

There are laws that tell children when and when not they can work. They are child labor laws. These laws were brought about after many years of children being exploited. If an employer violates these laws ~~and~~ they are endangering the welfare of a child he/she can be fined heavily.

A minor in New York is anyone under the age of 18 years old. New York state has laws governing where and when a minor can work. The laws we have have different clauses depending on the age, the time of year, and what job it is. Depending on what situation there is a set number of hours and days the child can work.

Past years of abuse of children and the finding of their "learning" have brought about the change. Some children in the 1800's were expected to work 12 hour spans, and then barely being able to sleep. The children ran through some of the mills half-naked, carrying heavy loads of coal on their backs. Many of these children were "pauper children" they had no parents and were forced to work in these factories.

Muckrakers dug up enough information to present to the people and that is when reform was brought about. It was not until 1938 was an act formed to stop child labor. "In the United States child labor remains a problem in only one sector of the economy, agriculture..."

Anchor Level 3-B

Quality	Commentary
Meaning	The response: Conveys a basic understanding of both documents by identifying some practices in the history of child labor and summarizing information in the chart, and, in the first paragraph, making a connection between the documents and the task.
Development	Briefly develops ideas by accurately summarizing provisions of New York State law (but without specific details) and referring to some details about the abuse of children, long hours, and muckrakers. However, the idea of early legislation remains underdeveloped and economic doctrines are not mentioned.
Organization	Establishes a focus and maintains it until the final paragraph, which is vague and confusing.
Language Use	Relies on basic vocabulary and uses language which is sometimes imprecise (<i>when and when not they can work</i>). Sentences show little variety in structure and are often flawed (<i>expected to work 16 hour spans, and then barely being able to sleep</i>).
Conventions	Exhibits occasional errors in punctuation (the sentence beginning <i>If an employer violates</i>), which hinder comprehension somewhat.
Conclusion: Overall, the response best fits the criteria at Level 3.	

Child labor is a mind boggling thing today. Children have certain restrictions due to their age, parental consent, what type of job they have, and if they are in school or not. A child between the ages of 14 and 15 have more restrictions than one who is 16 to 17.

The reasons for this is in earlier times, parents used to sell their children to factories or some just ~~went~~ went to work. There was no limit to the age. Children were beaten, put on longer hours, and have meals taken away if they rest, were too slow, or sometimes ~~if they~~ ~~if they~~ cried. Labor conditions were horrible. Children worked on dangerous ~~machines~~ ^{machines} to carrying heavy things on their heads (sometimes). Children were also paupered. They went to a business to apprentice the job. But if there was no one to care for them or intercede them, they were no better than ~~little~~ ~~little~~ slaves. Some children that were sold to mill owners by their parents, worked full time just like an adult, for ~~years~~ ~~years~~ many years they worked. Some of them got to live at home with their parents, but with all the hours the working conditions were very rough.

The US government slowly put restrictions on child labor, because it was unfair working conditions for children. Because of all the work some children had no time for education or religious instructions, to help some jobs ~~and~~

held Sunday school to teach reading, writing, and religion, but it was only for children who had no schooling at all.

Anchor Level 2-B

Quality	The response:	Commentary
Meaning		Conveys a confused understanding by alluding to the chart (without identifying it as New York State law) and text, and making only a cursory connection to the task in paragraph 2.
Development		Is developed incompletely with vague references to the text (<i>in earlier times, slowly put restrictions</i>).
Organization		Exhibits a rudimentary structure, although ideas in the final paragraph appear out of place. The response lacks a clear focus.
Language Use		Uses language that is imprecise (<i>Children were also paupered and no one to care for them or intercede them</i>). Sentences are often ineffective or muddled (e.g., the final sentence).
Conventions		Demonstrates relatively few errors in conventions.
Conclusion: Overall, the response best fits the criteria for Level 2.		

I believe that child labor is very good here. It has improved much obviously. I think that most if not all children have their rights to get an education. You must be a certain age to work anywhere. I believe that children are treated tremendously, and if they want their education then it is there for them to get. They don't have to work at all if they don't want to.

Anchor Level 1-A

Quality	The response:	Commentary
Meaning	Provides minimal evidence of understanding, beginning with a statement related to the task (i.e., relating child labor to the present), but quickly devolving to ideas related to neither text nor chart.	
Development	Provides minimal evidence of development. The response uses no details from the documents, nor does it support the student's own ideas about education.	
Organization	Shows no focus or organization, mixing unrelated ideas together without transitions.	
Language Use	Uses minimal language and shifts point of view. Sentences are generally complete, however.	
Conventions	Exhibits errors which do not hinder comprehension. However, the response contains too little writing to provide a reliable assessment.	
Conclusion: Overall, the response best fits the criteria for Level 1.		