

SESSION ONE

FOR TEACHERS ONLY

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

ENGLISH

E

Wednesday, January 26, 2000—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) 2	(7) 3
(2) 1	(8) 2
(3) 4	(9) 3
(4) 1	(10) 1
(5) 4	(11) 4
(6) 3	(12) 1
	(13) 1
	(14) 4
	(15) 2
	(16) 1

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, and 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 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, paragraphing, 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.

On a Sunday afternoon in the Fall, when you kick back in your Lazy Boy, armed with the remote and a pepperoni pizza, think of Chuck Noll. Football, America's favorite pastime, is more than one giant superstar barrel rolling down a field to make that winning touchdown. Chuck Noll, the former head coach for the Pittsburgh Steelers, spoke on the valuable techniques he learned over the years in managing his team. Whether one is chief head CEO of a huge multi-billion dollar internet business or the coach of the Pittsburgh Steelers, a winning team is just that, a team! A team is composed of a group of ~~individuals~~ separate individuals who work together to get things done efficiently and successfully.

In the workplace, the key to success is good management. In order to succeed, the job at hand must get done. This is the challenge faced by management. To get the job done and ~~done~~ ^{become} with a winning team in business, several important measures must be taken.

One of the most important measures is to choose effective workers. A leader must make it a top priority to hire only those workers who can handle the hard work and the snags that can come along in any business. Chuck Noll did just that; he picked people for his team who were strong leaders. He worked with the players he had, using good management techniques to create a positive work environment.

Among any group of workers there needs to be leaders who can help keep the other workers in line and on task. These leaders must be able to treat everyone fairly, and this includes giving out punishment to all players who ~~are~~ have performed in violation of the rules. To have a cohesive work unit or team, all players must be treated equally. Chuck Noll once fined the star player, Joe Greene, fifty dollars

Because he missed curfew by a few minutes when he went out to buy pizza. This may seem ^{slight} ~~hard~~ excessively hard, but it served to keep the players together. If one player gets better treatment than the others because he is a star player, the other players will begin to resent him.

Once a company is running smoothly, management cannot just sit back and expect this to continue.

According to Chuck Noll, "Nothing brings us down quicker than complacency." The workforce must continue to produce to be successful and stay on top. They must remain diligent in their task. How is a manager able to keep these workers diligent?

The answer to this question is planning. A leader must always have a plan for success. However, this plan cannot be forced on the workers; on the contrary, it needs to be sold to them and accepted by them. Once accepted, the plan must go through objective testing. The workers must know exactly what to do and how to do it. Team members or workers get their confidence when they carry out a plan and see that it works. If a manager presents a plan and ~~the~~ the plan fails when it is put into action, the plan must be abandoned or reworked with the help of the team. If a plan is forced on the workers because "the manager's pride will not allow him to admit ~~to~~ it is unworkable, the team will lose respect for their leader. On the other hand, if workers have an investment in the plan because they understand it and believe in it; the outcome will be more successful.

In conclusion, ~~and~~ successful management techniques in the workplace involve not only the leader but also the workers. The Japanese concept of management creates success in the workplace because all the people involved in a business from entry level worker to the head of the corporation work together. A harmonious work environment is a productive work environment.

Anchor Level 6-A

Quality	Commentary
Meaning	The response: Reveals an in-depth analysis of the speech through a thorough discussion of Chuck Noll's management techniques. The response makes insightful connections to the task by skillfully applying information from the speech to the task (<i>Whether one is head CEO of a huge multibillion dollar internet business</i>).
Development	Develops ideas clearly, using most of the information from Chuck Noll's speech and elaborating on this information with a wide range of specific details (choosing effective leaders, equal treatment of players, no room for complacency, careful planning, and the <i>Japanese concept of management</i>).
Organization	Maintains a clear and appropriate focus, beginning with a sophisticated introduction which provides the framework for what is to follow. The response flows logically and coherently through the skillful use of transitions (<i>One of the most important, How is a manager able to, The answer to this question</i>).
Language Use	Uses language that is precise and engaging (<i>when you kick back in your Lazy Boy, may seem excessively harsh, must remain diligent</i>), with a strong sense of voice. The response reveals an awareness of audience and purpose (<i>In the workplace, the key to success is good management</i>). Long complex sentences are well controlled, and short simple sentences are used to enhance meaning (<i>The Japanese concept of management creates success and A harmonious work environment is a productive work environment</i>).
Conventions	Demonstrates control of the conventions with essentially no errors.
Conclusion: Overall, the response best fits the criteria for Level 6 in all qualities.	

Many successful management techniques contribute to the order and good results of a group in the workplace. Uniformity, working together, and sharing the success are all important in management.

Uniformity is one key to the success of a group. As former Pittsburgh Steelers' football coach Chuck Noll said, "uniformity is the only way to harmony." Each person in a group must have the same rules as they work towards a common goal. If one person is more famous than another, that should not mean that certain rules do not apply to him/her or that he/she does not need to be punished for disobeying rules. Also, if one person makes a mistake, this mistake should not be publicized by a good manager. Mistakes should be discussed one-on-one with the person responsible. Everyone in the group should feel equality and be treated fairly. No single person should be made fun of or the group will suffer.

Working together is another important element in a group's success. Chuck Noll said that a team does not last if it does not produce. The past does not matter as much as what is going on in the present. People must work or there will be no results. Individual work can contribute to some results, but the best results will only come about if everyone has confidence in each other. They must work together to achieve a goal. In order to keep together, there must be leadership qualities in several people.

Chuck Noll did not run his team under a dictatorship. He said that he relied on certain other team members to help keep others on task. Fooling-around could not be tolerated. People had to rely on each other and share the responsibility.

Finally, it is important that everyone share the success. It is good for a manager to come up with a plan, but as Chuck Noll said, "Do not jam ideas down people's throats." He considered application to be more important than the plan. Ego and pride in authorship should be abandoned according to him. Everyone should have confidence in a plan and be able to follow through with it, or else it will not work. Doubt should not exist, and confidence should be everywhere. No one person should have credit for good results. Success should be shared by everyone.

Sharing success, working together, and having uniformity are all among the successful management skills that Chuck Noll believes in. These many skills help to contribute to good results in a workplace.

Anchor Level 5-B

Quality	Commentary
Meaning	<p>The response: Conveys a thorough understanding of the task, both paraphrasing and quoting information from the speech to demonstrate that successful management skills contribute to ... good results in a workplace.</p>
Development	<p>Develops ideas clearly and consistently. The response uses a three-pronged premise (<i>uniformity, working together, and sharing the success are all important in management</i>), supporting each with relevant details from the speech.</p>
Organization	<p>Maintains a clear focus on successful management techniques. The response demonstrates a logical sequence of ideas from one paragraph to the next: <i>Uniformity is one key; Working together is another; Finally, it is important that everyone share.</i></p>
Language Use	<p>Generally uses appropriate language that is occasionally fluent (<i>Doubt should not exist, and confidence should be everywhere</i>), but occasionally imprecise (<i>Everyone ... should feel equality, no one ... should have credit</i>). The response juxtaposes lengthy complex sentences with short simple sentences to control rhythm and pacing.</p>
Conventions	<p>Demonstrates control of the conventions, effectively using commas and quotation marks.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in language and stronger in conventions.</p>	

Managing in the workplace can be a very tedious and difficult task to accomplish. With some proper techniques though, it could be a piece of cake.

The first and foremost technique that should be used is communicating with your employees. A manager is going to want to know if his employees aren't happy or even if the work that is assigned to them is above their level. Without communication, the workplace would be a mess and managing would be a lost cause. Another good technique is not playing favorites. If employees see that other employees are getting benefits that they should not be getting, it ~~can~~ could cause a disruptive workplace and discourage productivity. If, for instance an employee gets "better parking" or a benefit like that, it would not be a friendly workplace. It would cause tension between employees. These are all techniques that former Pittsburgh Steelers' coach Chuck Noll, had followed. When his star player Joe Greene was ~~late~~ 5 minutes late for work, he was fined \$50. Coach Noll didn't play favorites. He also communicated with his players very well. If he had a game plan they didn't understand, he threw it out, and designed a new one they did understand.

Coach Chuck Noll is a perfect example of how to manage in a workplace. He did it ~~correctly~~ correctly. His proof he did it correctly are his Super Bowl rings.

Anchor Level 4-B

Quality	Commentary
Meaning	<p>The response:</p> <p>Conveys a basic understanding of the speech and task, discussing <i>proper techniques</i> to be used in the workplace and connecting this information to the speaker (<i>techniques that former Pittsburgh Steelers' coach Chuck Noll had followed</i>).</p>
Development	<p>Develops a few ideas (<i>communicating with your employees, not playing favorites, and the ability to redesign a game plan to make it workable</i>), using some details from the speech (showing favoritism such as <i>better parking</i> and the anecdote about Joe Green).</p>
Organization	<p>Maintains a clear focus on Noll's suggestions for managing in the workplace. The response exhibits a logical sequence of ideas with the exception of the last two sentences in paragraph 2, which do not clearly flow from the preceding idea.</p>
Language Use	<p>Uses language that is usually appropriate (<i>tedious and difficult task, disruptive workplace, discourage productivity</i>) but sometimes colloquial or clichéd (<i>a piece of cake, a mess, a lost cause</i>). The response varies sentence structure and length to control rhythm and pacing (<i>Without communication, the workplace would be ... and managing would be</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in use of commas (<i>Pittsburgh Steelers' coach Chuck Noll, and he threw it out, and designed</i>), and a lack of adequate paragraphing in the body of the report.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in development and stronger in conventions.</p>	

Every one follows a different method of management techniques therefore it is a matter of opinion whether they are successful management techniques or not. In a speech I listened to by former Pittsburgh Steelers' football coach Chuck Noll I gathered some very good information on successful management techniques three of them being, "Never criticize a player or employee in public, Enforce the same rules for everyone including yourself, and Don't force your ideas on your players or staff."

Coach Noll learned this first lesson the hard way by criticizing one of his players actions to the public. After this news of what had been said was all over the papers and the fans booed the player for the rest of the year. With this experience Coach Noll learned that he should never criticize or blame a player for anything in public. Anything negative should always be handled behind closed doors, this is a very important and successful management technique.

In the NFL if you do not produce you don't last no matter

What you have accomplished in the past. One way Coach Noll keeps his team on top of things is to establish a small set of rules. Rules are very important to Coach Noll to keep everyone in unity & uniformity. All players are expected to follow the rules. Rules may not change because for someone because they are more important to the team. Rules are not made for punishment or the money collected in fines they are there to keep everyone together. And Coach Noll's star player Joe Green missed his curfew by five minutes and Mr. Noll had to fine him to set an example for the team showing them that favoritism, there is no favoritism. Consistency is very important without it friction will come about and interfere with production. The boss is to make the rules then apply them fairly and wisely and that is another highly successful management technique. The Japanese management system is when all parties in all levels

Anchor Level 3-B

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the speech and makes a few connections between information in the speech and successful management techniques in the workplace (<i>Don't force your ideas on your players or staff, After listening to Coach Noll's speech I have a good sense of succesful managment technique</i>).
Development	Develops some ideas more fully than others. The response uses details from the speech to address criticizing a player-in private, implementing a workable plan and establishing rules for all players. The Japanese style of management is mentioned but without elaboration.
Organization	Establishes a focus and organization based on three of Coach Noll's suggestions for management techniques: private criticism of employees, enforcing <i>the same rules for everyone</i> , and not forcing ideas on players or staff. The response exhibits a rudimentary structure but ideas are randomly presented within paragraphs.
Language Use	Relies on basic vocabulary with some awareness of purpose (<i>After listening to Coach Noll's speech, I have a good sense</i>); however, the language is often imprecise (<i>critisizing ... to the public, friction will come about, a small set of rules, keep everyone in unity & uniformity</i>). The response makes some attempt to vary sentence structure with uneven success.
Conventions	Demonstrates emerging control, exhibiting errors in spelling (<i>wether, succesful, managment, critisize, wich, wisley</i>), punctuation (missing commas, lack of or incorrect use of apostrophe), and run-on sentences that occasionally hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3 in all qualities.	

it won't work. A plan is there to believe in not to create doubt. Everyone must believe in the plan, each other and themselves this will help them excel and disregard opposition.

After listening to Coach Noll's speech I have a good sense of successful management technique three of which are Not to criticize in public, make rules and enforce them fairly and wisely and last never to push my ideas on my team but to create a plan we can all believe in.

work together. Coach Nell adopts this way of thinking as one of his management techniques. If everyone works together everyone can share their success. The worst thing to do according to Coach Chuck Nell is to take an idea and "jam it down the throats of ^{the} players and staff". Some people think that without a plan you have nothing but Coach Nell believes that how you apply the plan is more important. An idea won't work unless you sell it to the players. First you need your plan and second your application of the plan ~~and~~ the way you will carry out the plan. Your application is where the team gets their confidence. Coach Nell's third successful management technique is to put aside your ego and get the job done which means don't hold onto an idea because you think it's brilliant because if the team can't grasp your idea and you try to force it on them,

of
the
plan

Successful management is very important in the game of football. In order to have a successful team you must have a successful management. The management is basically how the team is going to be. Because the manager makes all the decisions for the team's actions. The story also tells us that as a manager you must treat all players equal. Also you must set goals for the team + rules for the team so they could understand what their responsibilities of a player are. It also stresses that you must be consistent when it comes down to be a manager, and the same way you treat one player is the same way you must treat your other player. Regardless of talents or abilities it is your job & responsibility as a manager to create plays, make decisions etc. that will help your team not only be ~~winning~~ winning, but also by winning together.

Also learned from the manager he says "in the game of football you must be persistent you can't allow anything to interfere with it. Also as a manager you must be able to ~~allow~~ allow the team to understand that they are all a team there are no individuals that stand out or are more special.

Anchor Level 2-B

Quality	The response: Commentary
Meaning	Conveys a basic understanding of the speech. The response focuses solely on the speech and makes no connections between information in the speech and the assigned task.
Development	Is largely undeveloped. The response attempts to summarize the speech but references are vague (<i>The management is basically how the team is going to be, in the game of football you must be precistant</i>) and at times unjustified (<i>Regardless of talents or capabilities it is you're job & responsibility as a manager to create plays, make decisions etc.</i>).
Organization	Lacks an appropriate focus by reporting on successful management in the game of football rather than successful management in the workplace. The response suggests some organization in the first three sentences but follows this introduction with a string of unconnected ideas about managing a football team.
Language Use	Uses language that is imprecise (<i>comes down to be a manager and claimed from the manager he says</i>). The response reveals little awareness of how to use sentences to achieve an effect, relying repeatedly on the word <i>also</i> to connect ideas.
Conventions	Demonstrates emerging control, exhibiting occasional errors in grammar (<i>there for their, you're for your, player are</i>), spelling (<i>consistant, precistant, intervere, actnowledge</i>), and sentence fragments that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions.	

Anchor Paper – Part A—Level 1 – A

Noll's Advice on successful management techniques to the workplace are: the more attention and explanation you give about play or plan the lesser rules you need. Also, the more unity and teamwork you have and the less praise you get the more successful team you'll be! Another peice of advice given was if all players do not know and understand a coach should not approach to use unless complete understanding

Anchor Level 1-A

Quality	Commentary
Meaning	Provides minimal evidence of textual understanding. The response minimally alludes to the task (<i>Noll's advice on successful management techniques to the workplace are</i>); however, the information that follows refers to the football team rather than the workplace.
Development	Is minimal, providing vague, unclear references to information from the speech (<i>the more unity and teamwork you have and the less praise and a coach should not approach to use</i>).
Organization	Suggests a focus in the introductory sentence, but the brief information following shows no evidence of organization. The response does make use of two transitions in an attempt to connect ideas (<i>Also</i> and <i>Another peice of advice</i>).
Language Use	Uses language that is imprecise (<i>to the workplace and the lesser rules you need</i>), and the last sentence is incoherent.
Conventions	Demonstrates frequent errors in conventions: subject/verb agreement (<i>Noll's advice ... are</i>), word usage (<i>to the workplace and lesser</i>), lack of commas in compound sentences, spelling (<i>peice</i>), and omission of words. The response does appear to demonstrate successful use of the apostrophe, colon, and comma (<i>also,</i>); however, the brevity of the response makes assessment of the conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in conventions.	

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

QUALITY	Responses at this level:	Responses at this level:	Responses at this level:	Responses at this level:	Responses at this level:	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>Development: the extent to which ideas are elaborated using specific and relevant evidence from the document(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, paragraphing, capitalization, grammar, and usage</p>	<p>6 Responses at this level:</p> <ul style="list-style-type: none"> -reveal an in-depth analysis of the documents -make insightful connections between information and ideas in the documents and the assigned task -develop ideas clearly and fully, making effective use of a wide range of relevant and specific details from the documents -maintain a clear and appropriate focus -exhibit a logical and coherent structure through skillful use of appropriate devices and transitions -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 -demonstrate control of the conventions with essentially no errors, even with sophisticated language 	<p>5 Responses at this level:</p> <ul style="list-style-type: none"> -convey a thorough understanding of the documents -make clear and explicit connections between information and ideas in the documents and the assigned task -develop ideas clearly and consistently, using relevant and specific details from the documents -maintain a clear and appropriate focus -exhibit a logical sequence of ideas through use of appropriate devices and transitions -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 -demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language 	<p>4 Responses at this level:</p> <ul style="list-style-type: none"> -convey a basic understanding of the documents -make implicit connections between information and ideas in the documents and the assigned task -develop some ideas more fully than others, using specific and relevant details from the documents -maintain a clear and appropriate focus -exhibit a logical sequence of ideas but may lack internal consistency -use appropriate language, with some awareness of audience and purpose -occasionally make effective use of sentence structure or length -demonstrate partial control, exhibiting occasional errors that do not hinder comprehension 	<p>3 Responses at this level:</p> <ul style="list-style-type: none"> -convey a basic understanding of the documents -make few or superficial connections between information and ideas in the documents and the assigned task -develop ideas briefly, using some details from the documents -establish, but fail to maintain, an appropriate focus -exhibit a rudimentary structure but may include some inconsistencies or irrelevancies -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 -demonstrate emerging control, exhibiting occasional errors that hinder comprehension 	<p>2 Responses at this level:</p> <ul style="list-style-type: none"> -convey a confused or inaccurate understanding of the documents -allude to the documents but make unclear or unwarranted connections to the assigned task -are incomplete or largely undeveloped, hinting at ideas, but references to the documents are vague, irrelevant, repetitive, or unjustified -lack an appropriate focus but suggest some organization, or suggest a focus but lack organization -use language that is imprecise or unsuitable for the audience or purpose -reveal little awareness of how to use sentences to achieve an effect -demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult 	<p>1 Responses at this level:</p> <ul style="list-style-type: none"> -provide minimal or no evidence of understanding -make no connections between information in the documents and the assigned task -are minimal, with no evidence of development -show no focus or organization -are minimal -use language that is predominantly incoherent, inappropriate, or copied directly from the text -are minimal, making assessment of conventions unreliable -may be illegible or not recognizable as English

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

It's easy to feel like a model citizen as you stand in the supermarket feeding your empties into the bottle recycler: You're saving the planet and walking away with a handful of change. But wait. Go back a few frames. First, you loaded the bottles into a new plastic garbage bag, which you'll discard almost immediately, and then you drove your car (thereby burning fossil fuel and creating air pollution) to the store. Those bottles will soon be trucked (more fuel, more pollution) to a collection center where they will then be trucked (again) to a recycling plant (maybe) or to a landfill (more likely). All this to dispose of a container for a product that was probably bad for your health anyway.

Recycling is commonly seen as a worthwhile endeavor. This perception, however, is false. Recycling, for several reasons, is not worth the effort.

In the first place, recycling is costly. Communities must pay for extra trucks and staff to collect recyclables and transport them to a Materials Recovery Facility (MRF). At the MRF, which is expensive to build, materials are sorted by machinery or by hand, making the MRF also expensive to operate. The processed materials are then sent to a factory that will use them, if indeed such a factory can be found.

According to a Consumer Reports article, many recycled materials have little value in the market. Waste Management of North America, Inc., a major garbage hauler, reports that the company spends about \$175 per ton to collect and sort common recyclables, but sells them for only about \$40 per ton.

The lack of buyers for recycled materials points to a second disadvantage of recycling: recycled materials are usually inferior to virgin materials. Glass, for example, is easily contaminated during recycling. A light bulb or window pane thrown into the mix of crushed bottles can render an entire run of glass useless. For a glass manufacturer, it is easier, cheaper, and safer to use ^{the} pure raw materials of sand and limestone.

A third reason for rejecting the popular notion of recycling as panacea can be seen by looking at current recycling efforts: they simply are not very successful.

Take, for example, steel cans. Steel is relatively easy to recycle. It is easily separated with magnets, and impurities can be burned off. Furthermore, since it can be recycled indefinitely into food containers, it enjoys a strong market. Despite these advantages, however, fewer than half of the steel cans in the solid waste stream are being recycled.

The record for plastic is even more dismal. Whereas 41% ^{of} steel cans (which make up 1.5% of municipal ^{solid} waste) are recycled, only 6.5% of plastic containers (at 3.0% of municipal solid waste) are recycled. The bulky, lightweight containers are expensive to collect, and the variety of types of plastic makes sorting difficult and expensive. Some plastic is difficult to clean properly, and recycled plastic has limited use.

Despite the limitations ~~and~~ of recycling, it has tremendous support from well-meaning citizens, and therein lies its greatest disadvantage: Recycling lulls us into a

false sense of security, laboring under the false assumption that we're reducing waste, we continue to consume. We lug our cans and plastic bottles to the recycling bin, unaware that most of them, in fact, can't or won't be recycled, despite the enormous expenditure of money and fuel devoted to processing them.

The only valid solution to the growing problem of solid waste disposal is to produce less solid waste. This will be accomplished not by recycling, but by re-using and by rejecting ~~the~~ single-use packaging.

In our grandparents' day, milk bottles, soda bottles, and cloth shopping bags were used over and over. In our grandparents' day, you could buy a ~~the~~ refillable pen that wasn't mounted on cardboard and encased in a plastic bubble. Through both education and purposeful legislation, we can persuade consumers to ~~use~~ consume less and to waste less.

Recycling provides only the illusion of waste reduction. Our efforts would be better spent in reducing consumption.

Anchor Level 6-A

Quality	Commentary
Meaning	<p>The response:</p> <p>Reveals an in-depth analysis of the documents through a judicious selection of information about current recycling efforts and costs to support the position that <i>recycling ... is not worth the effort</i>. The response makes insightful connections between the documents and the task by using data from the chart to substantiate a claim that <i>current recycling efforts ... are not very successful</i> and that <i>recycling provides only the illusion of waste reduction</i>.</p>
Development	<p>Fully develops the idea that recycling is not a worthwhile endeavor, integrating relevant details about costs and processes involved in recycling, personal experience (recycling empty bottles in the supermarket), and a reasonable and original alternative to recycling (<i>produce less solid waste</i>).</p>
Organization	<p>Maintains a clear focus on the disadvantages of recycling. The response is logically structured, beginning with a hypothetical situation (bottle recycling) which hints at the underlying premise that is later stated. (The perception that recycling is a worthwhile endeavor is false.) Disadvantages are clearly identified (costs, inferior quality of recycled materials, and demonstrated lack of success in recycling efforts). The final disadvantage echoes the initial premise (<i>recycling lulls us into a false sense of security</i>). Coherence is achieved not only through transitional phrases (<i>in the first place, a second disadvantage, for example</i>), but also through strong topic sentences. (<i>The record for plastic is even more dismal.</i>)</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise (<i>Recycling provides only the illusion of waste reduction</i>) and engaging (<i>It's easy to feel like a model citizen</i>). Long, complex sentences are well-controlled, and short sentences provide emphasis. (<i>This perception, however, is false.</i>)</p>
Conventions	<p>Demonstrates control of the conventions with essentially no errors.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6 in all qualities.</p>	

"Recycling: Is it worth the effort?"

It is obvious to most that recycling's greatest advantages are of environmental benefit. It conserves energy and produces a minimum of air and water pollution. In my opinion, this is more beneficial to our world as a whole than disposing of garbage because it is 'cheaper.'

Perhaps the largest factor of recycling is that it saves the environmental impact of obtaining raw materials. By re-using materials in production, we may be preventing dozens of trees from being cut down. However, recycled products are not nearly as pure as virgin materials, and their low quality may not be acceptable for every use. While this isn't a factor in steel or aluminum recycling, excluding contaminants from glass is a necessity. Glass making factories must go through great lengths to rid glass of contaminants. This can be costly and time consuming. Window panes, light bulbs, and even baking dishes can all be obstacles. Their different melting points "can ruin entire runs of glass." The raw materials of glass, sand and limestone, are, by contrast, pure.

While recycling takes effort on part of the community, and is costly to initialize, it is relatively cheap to follow through. Waste management of North America Inc. is the nation's largest private garbage hauler + landfill operator. It costs them an average of \$175 a ton to collect recyclables, and they receive approximately \$10 for the same ton. Plastic seems to be the "chief culprit." It's light weight, and necessary equipment (automatic sorters) are expensive. Some?

than trucking trash farther away. Garbage disposal is also becoming more expensive. Strict guidelines are being set on how and where landfills can be built. New landfills are costly to build, old ones will be shut down, and the price of transporting trash will be raised.

In conclusion I believe that for ~~the~~ price of developing recycling centers, paying workers, and collecting materials, is well worth saving our limited raw materials.

Anchor Level 5-B

Quality	Commentary
Meaning	<p>The response:</p> <p>Conveys a thorough understanding of the documents and task by addressing the disadvantages of recycling, but countering them with recycling's advantages to support the position that <i>this is more beneficial to our world as a whole than disposing of garbage because it is 'cheaper'</i>.</p>
Development	<p>Develops ideas clearly, using information about contamination, difficulties involved in recycling plastic, and high initial costs to discuss recycling's disadvantages; and information about steel and aluminum recycling, costs of disposal, and energy use to discuss recycling's advantages. There is some repetition (the information that the wrong glass "can ruin entire runs of glass" is used in both paragraphs 2 and 4).</p>
Organization	<p>Maintains an appropriate focus on the benefits of recycling by first acknowledging its disadvantages, then presenting its advantages. For example, by placing the word <i>cheaper</i> in quotation marks in the introduction, the response suggests the direction of one argument. Paragraph 3 then discusses the expenses involved with recycling, and paragraph 6 counters this disadvantage with a discussion of how recycling is <i>more cost effective than trucking trash farther away</i>.</p>
Language Use	<p>Uses language that is generally appropriate but sometimes imprecise (<i>obstacles would be depleted</i>), redundant (<i>recycling's greatest advantages are of environmental benefit</i>), or copied directly from the text. Sentences vary in structure and length and are often used effectively. For example, a short sentence (<i>Container glass is also a problem</i>) contributes to both pace and coherence.</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>contamints, recieve</i>) and punctuation (missing apostrophe in <i>the same as steels</i>, misused comma in <i>recycling, is also becoming easier</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for level 5, although it is somewhat weaker in development and language.</p>	

Virgin plastics are available cheaply by contrast. Plastics can not be recycled indefinitely, and they are difficult to clean and sort. This material is by far recycling's most difficult obstacle.

Container glass is also a problem. Bottles often break, and this glass is hard to reuse. They must be hand sorted by color and in the case of green glass, some are in low demand. Contaminated glass may go undetected until it is melted, where it will ruin the entire run. Despite all these recycling glass does have its advantages. It can be recycled indefinitely into food containers. There are steady markets for clear and brown glass. If new markets and uses were discovered for glass, obstacles would be depleted.

Steel and Aluminum are the most readily recycled materials. Steel has many advantages, no obstacles, and has been recycled for nearly 2 decades. There is a strong market for recycled cans, and they can be recycled indefinitely. It reduces pollution, conserves ore, and steel mills are set up to use scrap. They are easy to separate using magnets, and dirt and contaminants blown off easily. Aluminum is the most highly and valuable recyclable material. Its advantages are the same as steel's, but it also uses 94% less energy than virgin construction.

Recycling is also becoming easier to manage. Reusing materials is more effective than sending them to landfills and incinerators, both of which pose environmental problems. In densely populated areas, finding places to dispose of trash is becoming more difficult. Therefore, recycling is more cost effective

In today's society, recycling has become a routine practice for many households, companies, and industries. It is a costly go well as a tedious process, though worth the effort, due to the numerous benefits gained.

Despite the fact that labor and equipment are very expensive, which in turn increases taxes, the money spent is worth all the while when being aware of the undending advantages. ^{for example,} Trash disposal is much more expensive compared to the cost of recycling. For example, \$58 is spent to pick up one ton of garbage and dispose it at a local incinerator in Newark, New Jersey. In contrast, recycling costs the city at most \$140 per ton (pg 3). The higher costs of incinerators and landfills built to new environmental standards may make recycling an equally economical choice.

For many more cities (pg 3). Recycling to promote garbage disposal in landfills and incinerators will, ^{as a result,} ^{of the process,} ^{become} ^{the} ^{expensive} Secondly, in Boston, the Jellus Institute found that a major benefit of using recycled materials is that it saves energy. After an unusually thorough analysis (pg 4) using recycled materials can make a tremendous difference in energy use in many cases. It ~~can~~ reduces air pollution, makes resources renewable and reusable, and conserves resources.

The recycling of many products reduces air as well as water pollution. Paper is 38 percent recycled and reduces air and water pollution. It is cheaper of all materials to sort and

Anchor Paper – Part B—Level 4 – B

Recycling has become such an ordinary part of life. Through energy conservation, the reduction of pollution, and the ~~expensive~~ ~~benefits~~ manufacturing of new products out of recycled materials, recycling should be worth all the effort, money, and time because the benefits increase the nation's health and well being which is primary.

Anchor Level 4-B

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the documents through a discussion of the advantages of recycling. The response makes connections between the documents and the task by using ideas of cost, energy, and pollution to support the position that recycling is worth the effort due to the numerous benefits gained. The connection between energy and pollution, however, is not altogether clear.
Development	Develops some ideas more fully than others. For example, the idea of the cost of recycling is developed with relevant details from the text. However, the discussion of air and water pollution in paragraph 4 is only partly developed, using some details from the chart which are neither relevant nor elaborated. (Though discouragingly it is turning out to be the most difficult to achieve).
Organization	Maintains a clear and appropriate focus on the advantages of recycling. The response uses few transitions between or within paragraphs. The sentences in paragraph 4 contain accurate information from the chart, but are only slightly related to each other.
Language Use	Uses language that is appropriate for a social studies class, but lacks fluency. Sentence structures vary, but are often unsuccessful. The final sentence, for example, is rambling and confusing. Several sentences are closely paraphrased or copied directly from the text.
Conventions	Demonstrates control of the conventions, exhibiting few errors beyond a consistent misspelling (<i>indefinitely</i>).
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in language and somewhat stronger in conventions.	

creates an abundant supply of newspapers and cardboard. Plastic is 6.5 percent recycled and reduces air pollution, though discouragingly ~~it~~ it is turning out to be one most difficult to achieve of all products recycled. Lastly, the recycling of steel cans and ^{and} aluminum cans and foil also reduces pollution. They have the highest recycling percentage and are all round most effect. ~~the~~

When society recycles such products, it is beneficial because the reduction of pollution in the air and water is healthier for all. The risk of certain acids and germs is reduced in both the air of which we breathe and the water in which we drink, bathe, and cook with.

One of the most ~~useful~~ important advantages is within the factory. The production of new products out of recycled ~~products~~ materials produces much less air and water pollution and uses less energy than using virgin materials. Such examples include container glass, steel cans, and aluminum cans and foil containers. Glass can be recycled indefinitely and can be recycled into food containers. Steel cans are also indefinitely recyclable and made into food containers. In this way the production costs are cheaper, therefore making the prices for food containers less expensive and at a higher demand.

"Recycling: Is It Worth the Effort?" That's a good question. And a controversial one. Many people have different views on recycling. As for me I'm all for it. Our environment is in such-rough shape now, what-will my children and grandchildren be living in? To me that's a pretty scary thought. Some people say it's not worth it because it takes too much time and money and nothing ever really gets recycled anyways. Though it does take a lot of time and money many post-consumer waste does get recycled. For example Aluminum Cans and aluminum foil are about one percent of municipal solid waste and sixty-eight percent of that is recycled. Another example is thirty-eight percent of municipal solid waste is in the form of paper and out of that thirty-eight percent is recycled, according to the chart I was shown.

Although recycling is costly, it costs, on average, one hundred and seventy five dollars to collect recyclable items and only get about forty dollars when sold. The Materials Recovery Factories have to pay the employees as well. The MRF's are also costly to build and run. Materials are usually sorted by machine but sometimes that isn't possible and has to be done by hand.

Then it takes a lot of effort because that seems to be a big tedious job.

The pros far outweigh the cons. First and foremost we are helping to save the environment. Recycling helps stop landfills which are harmful to the earth and its people. It also stops harmful and dangerous fumes from the burning of garbage. Paper, steel and aluminum when recycled reduce air and water pollution and help to conserve oil, gas and ore. Plus some recyclable materials can be recycled indefinitely.

This is why to me recycling is so important and should not be ignored or ended. I feel it is a very important issue and should not be ignored. To me it definitely is worth the effort.

Anchor Level 3-B

Quality	Commentary
Meaning	<p>The response:</p> <p>Conveys a basic understanding of the documents through a discussion of advantages and disadvantages of recycling, but only superficially connects this information to the task by taking the position that <i>the pros far outweigh the cons</i>. Some information is misinterpreted (the statistics specific to Waste Management of North America Inc. are generalized to <i>it costs, on average, one hundred and seventy-five dollars</i>), and the assertion that <i>nothing ever really get's recycled anyways</i> is unwarranted by the documents.</p>
Development	<p>Develops ideas briefly, using details about aluminum and paper from the chart, and cost and pollution from the text. No explanation is provided to support the statement that recycling can <i>help to conserve oil, gas, and ore</i>. Much of the introductory and concluding sections is repetitive (<i>recycling is so important and should not be ignored or ended. I feel it is a very important issue and should not be ignored</i>).</p>
Organization	<p>Establishes an appropriate focus (<i>different views on recycling</i>) but does not maintain it. For example, the discussion of the high costs of recycling is not countered with an opposing point of view. The response exhibits a rudimentary structure, with clusters of related information. For example, several advantages follow the assertion <i>the pros far outweigh the cons</i>. The transitional word <i>although</i> is used inappropriately in paragraph 2.</p>
Language Use	<p>Uses language that is often unsuitable for the audience (<i>I'm all for it and thats a pretty scary thought</i>) or imprecise (<i>recycling helps stop landfills</i>). Sentences are often ineffective or uncontrolled. (<i>Materials are usually sorted by machine but sometimes that isn't possible and has to be done by hand.</i>)</p>
Conventions	<p>Demonstrates partial control, exhibiting frequent errors in spelling (<i>enviroment, harmfull, soil for solid</i>), punctuation (use of the apostrophe in <i>get's, doe's, employee's</i>), and agreement (<i>many post-consumer waste doe's</i>) that do not significantly hinder comprehension. The response contains some sentence fragments.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.</p>	

Recycling must be worth it, because if it was not worth it there would not be 41 states with recycling goals. You see if we recycle we don't use virgin materials which means we keep our trees and our rainforests and things ~~of~~ of that nature.

It is also worth it because to haul and dump a ton of garbage it will cost \$158, but to haul and dump a ton of ~~recycled~~ recycled material it only cost between \$130 - \$145.

Also recycling is becoming more cost effective because you ~~can~~ have room to build a recycling plant, but there is no room for a garbage dump, and besides who really wants a dump in their neighborhood. Also with recycling plants they never fill up or become so polluted to use like a landfill, they have a much longer life.

Conclusion
Conventions
Language Arts
Stronger in writing and have more

Anchor Level 2-B

Quality	Commentary
Meaning	<p>The response:</p> <p>Conveys an inaccurate understanding of the documents by alluding to the text, but not the chart, to support the suggestion that <i>Recycling must be worth it</i>. The statistics specific to Newark, NJ have been inaccurately generalized to <i>because to haul and dump a ton of garbage it will cost \$158</i>.</p>
Development	<p>Is largely undeveloped. The response hints at ideas of resource depletion (<i>we keep our trees</i>), costs, and landfill-space. The conclusion that <i>there is no room for a garbage dump</i> is unjustified by the text. Because the response does not mention any information from the chart, key ideas about specific recycled materials are missing.</p>
Organization	<p>Suggests a focus (<i>Recycling must be worth it</i>), but lacks organization, consisting largely of one-sentence ideas. The first sentence in paragraph 2 contains disconnected ideas about cost-effectiveness, space, and opposition to dumps.</p>
Language Use	<p>Relies on a basic vocabulary, but sentences are largely uncontrolled and ineffective (<i>also with recycling plants they never fill up or become to polluted to use like a landfill, they have a much longer life</i>).</p>
Conventions	<p>Demonstrates emerging control, exhibiting errors in homophonic usage (<i>there for their; to for too</i>), subject/verb agreement (<i>it only cost</i>), and spelling (<i>coust</i>).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language and conventions.</p>	

I agreeing with recycling because it is the way of futer. With out recycling they will be move landfill and more garbage. Recycling help serve garbage like grass, aluminum, steel can, newspaper, and plastic. If we had no recycling we would be up to owerng neck with garbage.

Anchor Level 1–A

Quality	Commentary
	The response:
Meaning	Conveys an inaccurate understanding of the documents by alluding to the text, but not the chart, to support the position (<i>I agreeing with recycling</i>):
Development	Is minimal. The response asserts that recycling is <i>the way of futer</i> and <i>if we had no recycling we would be up to owerng neck with garbage</i> but offers no evidence to substantiate these assertions. The response contains a list of commonly recycled materials with no further information about them.
Organization	Shows no focus or organization. Briefly worded ideas are randomly placed.
Language Use	Is minimal, consisting of only four sentences. The meaning of the third sentence (<i>Recycling help serve garbage like grass, aluminum ...</i>) is not clear.
Conventions	Demonstrates a lack of control, exhibiting errors in usage (<i>I agreeing</i>) and spelling (<i>futer</i> for <i>future</i> ; <i>owerng</i> for <i>our</i>) that make comprehension difficult. The single paragraph is not indented, but capitalization and punctuation are generally correct. However, the brevity of the response makes assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in meaning.	