

# SESSION ONE

## FOR TEACHERS ONLY

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

### ENGLISH

# E

Wednesday, August 13, 2003— 8:30 to 11:30 a.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) 4
(2) 2	(8) 1
(3) 1	(9) 2
(4) 4	(10) 3
(5) 2	(11) 2
(6) 3	(12) 3
	(13) 1
	(14) 2
	(15) 2
	(16) 3

## Rating of Essays

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

*Introduction to the task—*

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

*Introduction to the rubric and anchor papers—*

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

*Practice scoring individually—*

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

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

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

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

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

As we will be seniors next year, most of my classmates and I are already thinking ahead to our Spring Fling, Senior trip to Florida, and Senior Prom. But these things can't happen if we're not committed as a class to achieving them. In order to get the support of each person in the class, I hereby propose some fund-raising ideas that will motivate students and encourage them to work hard for a successful senior year.

Many of my ideas have been adopted from an account by Sam Walton, based on his rules for running a profitable business. His rules include, first and foremost, hard work and teamwork, as well as commitment, profit sharing, motivation, communication, customer satisfaction, and various other business strategies, some of which I have applied to our specific circumstances for creating a successful fund-raising campaign.

First of all, in keeping with Walton's suggestion to "communicate everything possible with ~~your~~ your partners," I propose passing out "idea-sheets" to all senior homerooms. These sheets will ask for feedback about innovative fund-raising events, in addition to the usual car washes and carnation sales. Once we have collected these sheets, the Senior committee, in consultation with the class advisor, will decide which fund-raising events we will actually use. Once the number of events has been decided, a sign-up

sheet will be given to students in homeroom, asking them to pick which fund-raisers they would like to participate in. To implement Walton's ideas about motivation, each fund-raising group — say there are 6 in all — will compete against one another. The progress of each group will be documented by dollar amount on a graph located in the lobby. Spirit rallies will be held as needed, allowing time for committees to "compete" against one another and to voice enthusiasm for the ultimate goals.

~~to show our appreciation to the students~~

I think by staging a ~~competition~~ competition among fund-raising groups, the Senior Class will really get behind the goals. They all want a great senior year, but if they are going to be motivated, there has to be a sense of peer competition. At the end of the year, each group to reach the minimum assigned dollar amount will get special recognition at the Senior Prom. The group that raises the most money will get a special prize on our Senior Trip, to be disclosed later. These activities will enable us to show our appreciation to those students who worked especially hard for our class as well as to celebrate our successes together; both ideas are based on Walton's suggestions.

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**Anchor Paper – Part A—Level 6 – A**

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Using Walton's ideas, everyone wins, as the entire class will get to share these activities in the end, but along the way they will also get to know each other better. No one will "fail," as we are all working for a common goal — a memorable senior year, and we will also learn some practical business sense as well.

**Anchor Level 6 – A**

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Reveals an in-depth analysis of the text, through a judicious selection of Walton's <i>rules for running a profitable business</i> . The response makes insightful connections between the task and text by applying these rules to creating a successful fund-raising campaign.
<b>Development</b>	Develops ideas clearly and consistently. The response uses relevant and specific details to elaborate Walton's ideas, including communication ( <i>In keeping with Walton's suggestion ... I propose passing out "idea-sheets"</i> ), motivation ( <i>each fund-raising group ... will complete against one another</i> ), and appreciation ( <i>The group that raises the Most money will get a special prize</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus on <i>using Walton's ideas</i> in a fund-raising campaign and exhibits a logical and coherent structure, beginning with a statement of purpose (paragraph one), then providing an overview of Walton's <i>account</i> , followed by two paragraphs describing ways Walton's ideas will be applied. The response makes skillful use of appropriate devices and transitions within ( <i>as well as</i> ) and between ( <i>First of all</i> ) paragraphs.
<b>Language Use</b>	Uses language that is stylistically sophisticated, precise, and engaging ( <i>Spirit rallies will be held ... for the ultimate goals</i> ) with a notable sense of voice and awareness of audience and purpose ( <i>I hereby propose some fund-raising ideas that will motivate students and encourage them</i> ). The response varies sentence length and structure to control rhythm and pacing.
<b>Conventions</b>	Demonstrates control of the conventions with essentially no errors.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in development.	

As next year's prospective head of fund-raising, I'm proposing some procedural changes that I hope you will ~~be~~ consider. My goal is to increase student involvement, and I'd also like to open to suggestion the question of what kind of fund-raising activities we will ~~sponsor~~ sponsor. To make these changes, I have drawn on the business strategies of Sam Walton of Wal-mart fame. Is there any better authority on how to optimize profit, organize workers, create a team, and satisfy customers?

I know that any fund-raiser we undertake will require that the class work ~~to~~ together as a team, and that we each ~~part~~ ~~part~~ ~~bring~~ give the team his or her best effort. According to Walton, what is also required, and may have been missing from our previous fund-raising attempts, is commitment. If each of us believes in the ~~cause~~ cause, and in the class, that enthusiasm will spread, and we will launch some high-energy ~~projects~~ projects.

The profits will be ours to share, and how we spend them should reflect the diversity of our class' interests. There will, of course, be the Senior prom and class trip, but might we also ~~not~~ make a donation to a local charity or political cause? Or perhaps we could sponsor a needy child or purchase some new

Equipment. Everyone involved in the work should be involved in the decision making.

Another strategy of Walton's I'll be employing is communication. The entire class needs to be kept informed, ~~at~~ even at the earliest stages of planning. Fund-raising meetings will be well-publicized and open to ~~everyone~~ everyone. Students can be made aware periodically of fund-raising plans and progress via the morning announcements. In Walton's words, "The more they ~~the~~ understand, ~~the more~~ the more they care." I also intend to ensure that all workers feel appreciated. In ~~some~~ fund-raising, some tasks are more visible than others, but all volunteers should be made to feel valued.

Another of Walton's strategies is to celebrate all successes. I am sure my classmates and I can propose ~~ways~~ <sup>ways</sup> to use some of our profits to recognize student ~~at the~~ achievement at the individual and class-wide levels. Perhaps we can give movie tickets to the highest salesmen or have a pizza party for the class. These activities will allow us to "loosen up" and "have fun," as Walton suggests.

Perhaps the most important of Walton's strategies is to listen to everyone. In every class, there seems to be this unspoken hierarchy, where an elite few make all the decisions.



If we were to value the opinion of every classmate, I can not imagine the new ideas we would come up with – enough to make our fund-raisers genuinely original.

Finally, two of Walton's more practical strategies should be employed. We must do our best to satisfy our customers. In most fund-raisers, emphasis is placed on collecting money. If we could manage to supply a product or service that people really wanted, profits would soar. We must also be careful to keep our expenses low. The less we spend the more we have, and that, after all, is our goal.

Anchor Level 6 – B

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Reveals an in-depth analysis of the text, stating <i>I have drawn on the strategies of Sam Walton</i> , then incorporating selected strategies into a proposal for a fund-raising campaign. The response makes insightful connections to the task ( <i>open to suggestion ... what kind of fund-raising activities, use ... profits to recognize student achievement, supply a product or service that people really wanted</i> ).
<b>Development</b>	Develops ideas clearly and fully, using a wide range of details to elaborate on several of Walton's principles, including commitment ( <i>that enthusiasm will spread</i> ), communication ( <i>"The more they understand, the more they care"</i> ), and celebrating successes ( <i>"loosen up" and "have fun"</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus on employing Walton's ideas in a fund-raising plan. The response exhibits a logical and coherent structure, moving from a general statement of purpose through the specific application of several strategies, making effective use of transitions ( <i>Another strategy, Perhaps the most important, Finally</i> ).
<b>Language Use</b>	Uses language that is fluent and original ( <i>launch some high-energy projects, plans and progress via the morning announcements, unspoken hierarchy</i> ) with an evident awareness of audience and purpose. The response varies sentence length and structure to control rhythm and pacing.
<b>Conventions</b>	Demonstrates control of the conventions, exhibiting occasional errors.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in language use and conventions.	

Fund~~raising~~<sup>raising</sup> and business strategies may seem a world apart, but in reality they can share a lot of similarities in terms of one's approach. There are a lot of tips to be learned from such business legends as Sam Walton, the businessman who helped create Wal-Mart ~~forty~~<sup>forty</sup>-seven years ago. His rules include the principles of hard work and teamwork, along with his ten rules for his success, which we can employ in our own upcoming fund-raising campaign.

Showing passion and commitment to one's work can only reap rewards. We need ~~not~~ everyone to participate in our fund-raising and to work hard to achieve our collective goal. As far as what should be sold, Walton suggests in rule ten to "swim upstream," ~~and~~ ignore conventional wisdom, and stay in front of the change. This means, as stated in rule seven, we need everyone to come up with a new and innovative idea to spur our fund-raising campaign. When coming up with these ideas, remember Walton's words, "satisfaction guaranteed." We need to make sure ~~that~~<sup>whatever</sup> we are selling ~~is~~ is going to make our customers happy. Along with commitment to our ~~fund-raising~~<sup>fund-raising,</sup> we need some way to motivate our fund~~raisers~~<sup>raisers</sup>.

~~To motivate~~ in order to motivate our fund~~raisers~~<sup>raisers,</sup> I suggest a little bit of competition. We should keep a running tally of our profits to keep everyone informed and reward the person who sells the most with a prize. Of course, we can't provide discounted stocks like

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**Anchor Paper – Part A—Level 5 – A**

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Walton did, but I'm sure we can come up with some kind of incentive.

Hopefully, in the end, we can celebrate our successes just <sup>as</sup> Walton has done. His principles for running a successful business can translate into a lot more than just the business world. As you can see, fundraising campaigns can benefit from his words of wisdom too.

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**Anchor Level 5 – A**

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a thorough understanding of the text, identifying a variety of Walton's strategies to employ in our own upcoming fund-raising campaign. Connections to the task are generally clear and explicit ( <i>We need everyone to participate and I suggest a little bit of competition</i> ).
<b>Development</b>	Develops some ideas more fully than others. The response uses Walton's ideas ("swim upstream" and "satisfaction guaranteed") to discuss <i>what should be sold</i> . The ideas of passion, commitment, and motivation are less well developed.
<b>Organization</b>	Maintains a clear and appropriate focus on applying Walton's strategies to the fund-raising campaign, exhibiting a generally logical sequence of ideas, with each paragraph combining like ideas from the text, and the conclusion unifying the task. The response includes appropriate devices and transitions ( <i>but in reality, as stated in rule seven, Hopefully, in the end</i> ).
<b>Language Use</b>	Uses language that is generally fluent and original ( <i>a world apart, our collective goal, spur our fund-raising, keep a running tally</i> ), with evident awareness of audience and purpose. The response varies sentences to control rhythm and pacing.
<b>Conventions</b>	Demonstrates control of the conventions, exhibiting occasional errors in spelling ( <i>similarities</i> ) and usage ( <i>alot</i> ).
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in development.	

To the Faculty Class Advisor:

It is our senior year, and I have been chosen to be in charge of our fund-raising campaign. As you know, there are many expenses that need to be paid for this year like our prom, post-prom, and senior trip, so our fund-raising needs to be successful.

In researching ideas and strategies for fund-raising, I came across an account by Sam Walton, who owns the successful business, though environmentally unconscience, Wal-Mart. In his account he maps out his rules to developing a successful business. Of course, I understand we will not be running a business quite as large as Wal-Mart, but some of his main ideas, I feel, can be applied to the fund-raising program in our class.

Mainly, we are going to need hard work from the whole entire class. We're going to need each person behind the project 100%. Walton has some ideas on how to develop this loyalty and passion. Rewards, 1<sup>st</sup> we need to have the students benefit from selling. Prizes, competition, and winners can all be used to develop a motivated class.

We have to work as a team and appreciate each other. When someone has a good sale, we need to tell them.

We also need, as Walton says, "Satisfaction guaranteed." We need a product that we can trust and confide in to be satisfactory. We want to please our customers and maybe even "exceed their expectations".

All in all, we need to have a positive environment. We need the class to be excited about selling, and show

that enthusiasm to our customers. No one should get uptight about anything, and everyone should be having fun.

These are the main points given in Walton's account, and I feel if our class applies at least some of these fundamentals, we can create a very lucrative and fun fund-raising business.

Sincerely,

Anchor Level 5 – B

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b>                      Conveys a thorough understanding of the text and the task stating <i>some of Walton's main ideas ... can be applied to the fund-raising program in our class</i>. The response makes explicit connections to the task (<i>Walton has some ideas on how to develop ... loyalty and passion</i>).</p>
<b>Development</b>	Develops some ideas more fully than others. The response develops the idea of hard work with relevant details from the text ( <i>Rewards, motivation, appreciation</i> ). Product satisfaction is less developed.
<b>Organization</b>	Maintains a clear and appropriate focus on using Walton's ideas to <i>create a very lucrative ... fund-raising business</i> . The response exhibits a logical sequence of ideas, first establishing the need for a successful fund-raising effort, and then proposing ways in which to accomplish this goal. Appropriate transitional devices are used ( <i>As you know, In researching ideas, We also need</i> ).
<b>Language Use</b>	Uses language that is generally fluent, although occasionally imprecise ( <i>We need a product that we can ... confide in</i> ), with evident awareness of audience and purpose. The response varies structure and length of sentences successfully ( <i>I understand ... in our class</i> ).
<b>Conventions</b>	Demonstrates control of conventions, exhibiting occasional errors in spelling ( <i>unconscience</i> and <i>Noone</i> ), punctuation ( <i>Rewards, Ist</i> ), and preposition use ( <i>rules to developing</i> ), and also a misplaced modifier ( <i>business, though environmentally unconscience, Wal-Mart</i> ).
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in development.</p>	

As I'm sure you're aware, this is our last year in high school. I have set a personal goal for myself stating that this year will be the best year for class fund-raising that we have had yet. As you know once I set a goal, there is no stopping me. Over the summer, I took it upon myself to do some research in the world of business. One of the most successful stores in the U.S. is Wal-Mart, and the founder Sam Walton, has some creative and innovative business strategies, I feel, would be beneficial for our class.

Mr. Walton states that in order to be successful you must work hard, and build a team. We should start with the class officers. If they begin to work closely with one another ~~and~~ their example will <sup>new</sup> influence and motivate the rest of the class. One goal this senior year should be to increase our teamwork as much as possible. One way to do this is to get the students involved, to love their work. We should introduce new and innovative methods of fundraising that will get students interested, be fun, and more importantly profitable. How could we go wrong if the students love fund-raising?

In addition, we should introduce the spirit of competition into our fund-raising. High school students are highly competitive and when put against one another, they can be very effective fund-raisers. Maybe we should introduce a prize for the student who raises the most money. This will take a small investment but will pay off in the end.

\*and show dedication.

Finally I feel we should make sure we are fully grateful to everyone who helps, and we should listen to everyone's students are the ones who are going to be collecting funds and working for the betterment of the class. We should make sure we thank each of them personally and listen to any and all advice they may have to offer. This method proved beneficial for Wal-Mart. I'm sure it will also in our situation.

In closing, I feel with this new outlook on fund-raising and the great advice of Sam Walton I do believe we can have the greatest fund-raising year so far.

Anchor Level 5 – C

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Conveys a thorough understanding of the text, presenting some of Walton's <i>creative and innovative business stratgis</i> . Explicit connections are made to the task ( <i>you must work hard and get the students ... to love their work</i> ).
<b>Development</b>	Develops ideas clearly and consistently. The response discusses the importance of Walton's ideas for successful fund-raising activities: teamwork ( <i>start with the class officeis</i> ), competition ( <i>Maybe we should introduce a prize</i> ), and appreciation ( <i>make sure we are fully grateful to everyone</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus on a <i>new look on fund-raising</i> . The response exhibits a logical sequence of ideas, first establishing the importance of Sam Walton's strategies for fund-raising, then using appropriate transitions to present main ideas ( <i>in order to be successful, In addition, Finally</i> ).
<b>Language Use</b>	Uses language that is generally appropriate with evident awareness of audience and purpose ( <i>we can have the greatist fund-raising year so far</i> ). The response occasionally makes effective use of sentence length ( <i>This method proved beneficial for Wal-Mart</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>stratgis, officeis, closly</i> ), punctuation ( <i>Finally I</i> ), and usage ( <i>you must ... We should</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in language use and conventions.	

I believe that Sam Walton's business strategies are true and are supported by the employees of his ~~his~~ Walmart corporation. Mr. Walton's strategies could be applied to our fund-raising campaign if we think of them in the structure of a graduating class.

My Walton says that you should always form a partnership. With our graduating class, we should all look at each other as equal partners in our business of fund-raising. By becoming partners we all work together as a team. If everyone of us works our hardest, ~~that~~ we will also be applying another one of Walton's strategies. You need to work hard.

The 10 major strategies of Sam Walton may also be applied to our fund-raising. First of all is "commitment". If we are committed and have a passion to sell we will ~~be~~ accomplish our fund-raising goals. Next is "Share all profits equally with partners." The profit we make from our fund-raising will be distributed to all of the students for our senior trip. Then comes "motivate your partners" and "appreciate your partners". Set goals for your classmates



and provide rewards for them when they reach their goals. Mr. Walton also says to listen and communicate with your partners, to incorporate - this into our fund-raising we will take ideas from classmates for ~~fund-raising~~ fund-raisers, and also touch base with them to see how their selling is going. We could use Mr. Walton's strategy of controlling expenses by watching what other fund-raisers are going on at the same time and finding one with less expensive but still high-quality items. By providing items like this we would also be "exceeding customer expectations". Finally, we would incorporate Mr. Walton's strategy of swimming upstream and going against conventional methods by not only asking if customers would like to buy our items but also inquiring about what other items customers would like to see us sell. Also under the same strategy, we could have casual talks and visits with our customers. Mr. Walton's business strategies are just what we need to make us successful in our fund-raising efforts. I hope that you agree with me and will help me set these strategies into motion.

#### Anchor Level 4 – A

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Conveys a thorough understanding of the text, identifying <i>Walton's business strategies</i>. The response makes clear and explicit connections to the task by applying these strategies to a fund-raising campaign.</p>
<b>Development</b>	<p>Develops some ideas more fully than others. Some of Walton's strategies (<i>partnership, controlling expenses, swimming upstream</i>) are developed with relevant examples. Other strategies ("<i>commitment</i>", "<i>share all profits</i>", "<i>motivate</i>") are listed with little elaboration.</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on using <i>Walton's business strategies</i> for a <i>successful ... fund-raising</i> effort. The response exhibits a logical sequence of ideas through the use of appropriate devices and transitions within paragraphs (<i>By becoming partners, First of all, Next, Finally, not only ... but also</i>), although transitions between paragraphs are lacking.</p>
<b>Language Use</b>	<p>Uses generally appropriate language that is occasionally imprecise (<i>the structure of a graduating class</i>), with some awareness of audience and purpose (<i>I hope that you agree</i>). Sentences are generally effective.</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>commitment</i> and <i>exceeding</i>), punctuation (missing commas), and grammar (<i>everyone ... our ... we</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in meaning and organization.</p>	

For the upcoming fundraiser, I believe we should adhere to the thoughts and strategies of Sam Walton. He has built a successful and well known business from these strategies.

In order to make this fundraiser effective, we must keep all the seniors (and those involved with the seniors) active. If only part of the class is motivated, the fundraiser will be more productive and we will all reap the benefits of such motivation. Sam Walton explained that workers are more apt to be productive if they are given incentive bonuses. We should reward those who take an active part in the fundraiser.

Also, a huge part that we cannot miss out on that is the meat of any huge production is communication. We must make sure that everyone involved is kept in touch and in sync.

The whole fundraiser is going to fall apart, and we will be counter-productive. Sam Walton said that we must listen to everyone, including the ones who think you're going about it all wrong, they're the ones who give you a different point of view.

Walton also stated in his rules, that you must always celebrate your success and laugh at our failures. Even if it cost us, I believe we should share any excess benefits from this fundraiser, mainly for celebration, but also for motivation for the next fundraiser. If the fundraiser fails, everyone involved should still be congratulated for a good effort.

As you can see, by incorporating Sam Walton's business techniques, we can have a successful fundraiser. Motivation, communication and celebration are key to making it a success.

### Anchor Level 4 – B

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Conveys a basic and sometimes unclear understanding of the text ( <i>If only part of the class is motivated, the fundraiser will be more productive</i> ). Connections to the task are generally clear.
<b>Development</b>	Develops some ideas more fully than others. The response uses relevant details from Walton’s strategies to discuss the need for communication ( <i>listen to everyone, including the ones who think your going about it all wrong</i> ). The discussion of motivation and celebration are developed largely through generalizations.
<b>Organization</b>	Maintains a clear and appropriate focus on improving <i>the upcoming fundraiser</i> by applying <i>the thoughts and strategies of Sam Walton</i> . The response generally exhibits a logical sequence of ideas, but is weakened by the lack of internal transition especially in paragraph 2.
<b>Language Use</b>	Uses language that is generally appropriate, although sometimes imprecise ( <i>excess benefits</i> ) and informal ( <i>in sync</i> ). The response occasionally makes effective use of sentence structure ( <i>Motivation, communication and celebration are key to making it a success</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting errors in spelling ( <i>strategies, buisness, congratulated, incorporating</i> ), punctuation, capitalization ( <i>in sync. the whole</i> ), grammar ( <i>you ...celebrate ... our failures and it cost</i> ), and usage ( <i>your</i> for “you’re”) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 4 in all qualities.	

Dear Faculty class advisor,

I am proposing to you certain business strategies that I feel will be at the least beneficial, and hopefully will turn out to be significantly effective towards a successful fund-raising campaign. To contribute to our success, a businessman by the name of Sam Walton has a few helpful suggestions from his own experience with Wal-Mart, and hopefully these ideas will shed some light on our campaign. For an overall "healthy" environment while we all work on the campaign, Sam Walton reveals some interesting hints. His principles one through seven all give ways to do this, from "committing to your business," and "sharing profit with all associates," "motivating your partners," "communicating everything to partners," "appreciating everything," "celebrating your successes and learning from failures," to "listening to everyone and finding ways to get them to talk," these are all basics, yet essentially important in creating not only a successful campaign, but also a great partnership and learning experience at the same time.

According to Walton, we should, "exceed customers expectations, and let them know that you appreciate them." This is a very relevant idea to our campaign. We have to let the people who donate money know how much we truly value their support and time. Walton also points out that we should, "swim up stream," or go against conservative, mainstream tactics, and should come up with different ways to contribute to success. I feel that if we use these tactics effectively, we can create an overwhelming success for not only our campaign, but for our personal experience as students.

Walton's principles could shape the way we do things, and in the end would make us more effective fund-raisers, and more strategically experienced as well, which will pay off in the "real world."

Thank you for your time

### Anchor Level 4 – C

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b>            Conveys a basic understanding of the text, <i>proposing</i> Sam Walton’s <i>business strategies</i> be used to <i>shed some light on our campaign</i>. Connections to the task are implicit (<i>His principles one through seven all give us ways to do this</i>).</p>
<b>Development</b>	Briefly develops the concepts of customer relations; going <i>against conservative, mainstream tactics</i> ; and learning from the fund-raising experience, using some details from the text. However, seven of Walton’s rules are stated, without elaboration.
<b>Organization</b>	Maintains a generally appropriate focus ( <i>Walton’s principles ... could make us more effective fund-raisers</i> ). Ideas flow logically, following the sequence of the text. The response makes use of some appropriate transitions ( <i>hopefully, not only ... but also, in the end</i> ). However, listing <i>Walton’s principles</i> in one sentence creates internal inconsistency.
<b>Language Use</b>	Uses language that is generally appropriate ( <i>helpful suggestions</i> and <i>how much we truly value</i> ), although occasionally awkward ( <i>will be at the least ... effective towards</i> ), with some awareness of audience and purpose. The response attempts to vary sentence structure with uneven success ( <i>For an overall “healthy” environment ... some interesting hints</i> ).
<b>Conventions</b>	Demonstrates control of the conventions, exhibiting occasional errors in punctuation and agreement ( <i>we should ... you appreciate</i> ) that do not hinder comprehension.
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in development.</p>	

Sam Walton, the owner of the world's largest retail stores would have the best ideas and strategies for a successful business. After listening to Sam Walton's account I have a good plan on what I will do to run a successful fund raising campaign.

In our class fund raising campaign we would have to have a team to organize and develop how we were going to run it. As Sam Walton says in his account "You need a team to be successful". I would motivate my fellow classmates to get involved and be a part of the class fundraiser, as Sam Walton says in his account communicate with your partners, the more they know the more they are going to understand and the more they understand the more they are going to want to know. I would have to appreciate everything my fellow classmates did for the fundraiser. If no one is having fun I will have to do something to make it fun. Sam Walton's rule that I found very true and realistic is that you have to exceed your customer's expectations and they will return. ~~The~~ The last and most important rule that I comprehended is if everyone is doing bake sales for a fund

because you might want to try a roller skating party. As Sam Walton ~~said~~ said, Swim uphill.

Sam Walton's business strategies are very true and would make almost anything you do be successful if you follow them.

Anchor Level 3 – A

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Conveys a basic understanding of the text, identifying some of Walton's <i>ideas and strategies</i> . Connections to the task are generally implicit ( <i>I have a good plan</i> ).
<b>Development</b>	Develops some ideas briefly, using details from the text ( <i>owner of the world's largest retail stores, communicate ... the more they know, appreciate everything</i> ), although development is sometimes vague ( <i>If no one is having fun I will have to do something to make it fun</i> ).
<b>Organization</b>	Establishes a focus in the opening paragraph on a <i>plan ... to run a successful ... campaign</i> , but does not maintain that focus. The response exhibits a rudimentary structure, but the lengthy second paragraph contains several unconnected ideas. The conclusion, while attempting to return to the focus, is somewhat overstated.
<b>Language Use</b>	Relies on basic vocabulary ( <i>good plan, going to run it, almost anything</i> ) with some awareness of audience and purpose. The response attempts to vary sentence structure with uneven success. ( <i>Sam Walton's rule that I found very true and realistic ... and they will return</i> ).
<b>Conventions</b>	Demonstrates emerging control, exhibiting frequent errors in spelling ( <i>retial, idias, succesfull, exied</i> ) and punctuation that hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in meaning.	



A successful fund-raising campaign can be established with Sam Walton's business strategies. Two rules not included in the list, but are a must is work hard and build a team. If you don't work hard no improvement of success will be made. Also if a team is not created you will be working by yourself. You need a team that works together.

First rule: Commit yourself to the business. If you love what you are doing you will do your best.

Second: Share your profits with your team.  
"Treat them as partners."

Third: Motivate your partners. Day by day challenge your team with bets and new ideas. Make everything interesting.

Fourth: Talk and listen to everyone. The more they understand the more they care to work hard.

Fifth: Appreciate everything your workers do. Telling someone they did a good job will make them want to do it again.

Sixth: Celebrate all of your successes. Even hummer your losses. It can make everyone happy.

Seventh: Listen to everyone. The customers know what they want.

Eighth: Customers come first. "Exceed customers expectations." Let them know their satisfaction is guaranteed.

Ninth: Control your expenses. If too much money is spent there will be no profit.

Tenth: "Swim upstream." If everyone is going one way, find a different route.

Within the 47 years Sam Walton has been in business he has come up with these ideas.

They are all easy to do. They would contribute to a successful fund-raising campaign because the campaign is like a business and needs to be taken serious. Team work is the main key. Also work hard. If the contributors see you working hard they will want to give your campaign money over the others.

Anchor Level 3 – B

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Conveys a basic understanding of the text, stating <i>a must is work hard and build a team</i> , then enumerating Walton's ten rules. The response makes few connections between the task and text ( <i>They are all easy to do, the campaign is like a business, If the contributors see you working hard</i> ).
<b>Development</b>	Is largely undeveloped. The response hints at some ideas ( <i>Day by day Challenge your team and Telling someone they did a good job will make them want to do it again</i> ) and makes reference to Walton's ten rules, but no application of the rules to the fund-raiser is developed.
<b>Organization</b>	Establishes an appropriate focus ( <i>A successful fund-raising campaign can be established with Sam Walton's business strategies</i> ), but provides too little evidence to maintain that focus. The response exhibits a rudimentary structure, with ideas closely following the sequence of the text. The conclusion attempts to return to the original focus, but does not effectively summarize the response.
<b>Language Use</b>	Relies on basic vocabulary ( <i>You need a team that works together, Make everything interesting, make everyone happy</i> ) with some awareness of audience and purpose. The response relies on simple sentences, occasionally attempting to vary sentence structure with uneven success ( <i>they will want to give your campaign money over others</i> ).
<b>Conventions</b>	Demonstrates emerging control, exhibiting frequent errors in spelling ( <i>astablished, committ, Apprecate, Cellebrate, hummor, Guarenteed, expences</i> ) and punctuation (missing commas), and occasional errors in grammar ( <i>rules ... is and taken serious</i> ) and usage ( <i>to for "too"</i> ) that hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions and somewhat weaker in development.	

In fund-raising we can use strategies of business men for ideas. Sam Walton who is a business man has some great strategies. He believes in the concept of partnership. He feels to have a successful business you need to work hard, you need to form a team to carry out your plans.

Tom Walton has ten rules for a successful business. First you must commit to your business. Second you should share profits with your associates, treat them as partners. Third you need to motivate your partners. Fourth you need to communicate everything. Fifth you need to appreciate everything associates do. Sixth you should celebrate your successes and ignore your failures. Seventh, you should listen to everyone for ideas. Eighth you need to exceed the customer's expectations. Ninth you need to control expenses better than the competition. And finally swim upstream, ignore what everyone else is doing and do something different. If we use these ideas we can have a successful fund raising campaign.

**Anchor Level 3 – C**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Conveys a basic understanding of the text, stating <i>Sam Walton ... has some great strategies</i> . The response makes a superficial connection to the task in the opening sentence, and again in the conclusion ( <i>If we use these ideas we can have a succesful fundraising campaign</i> ).
<b>Development</b>	Is largely undeveloped. The response hints at ideas from the text ( <i>you need to work hard</i> and <i>You need to form a team</i> ) and refers to Walton’s ten rules, but elaborates on none.
<b>Organization</b>	Suggests a focus in the final sentence. The rudimentary structure is comprised of one paragraph enumerating Walton’s ten rules, but no application of the rules to the task is made.
<b>Language Use</b>	Relies on basic vocabulary ( <i>Sam Walton who is a business man</i> ) with little awareness of audience and purpose. The response relies heavily on simple sentences using <i>you</i> as the subject.
<b>Conventions</b>	Demonstrates emerging control, exhibiting occasional errors in spelling ( <i>succesful</i> ) and frequent errors in punctuation (missing end punctuation, commas, and apostrophes) that hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in development.	

I am in charge of a fund-raising for my graduating class. As part of the planning process, I must write a proposal to my faculty class advisor explaining how I would use business strategies to plan a successful fund raising campaign. In preparation for writing my proposal, I listened to a story by businessman Sam Walton on how to run a successful business.

There are a lot of things that I want to make you aware of about Sam Walton and his business strategies and how they would contribute to a successful fund-raising campaign. In order to be a successful planner you must want to work hard." Sam Walton has caused all principles and old has changed in his 49 years. He had to start adapting to new principles and partnership.

The idea of a team is you must create a team of people you should break some of the rules. He also explained how he challenged his own rules he fought them but he respected them. Sam Walton had 10 rules for building a business but there was only one that stood out in his mind and that was number 10.

Swim up stream, go the other way, be prepared for people to pull you down. a town of 50,000 can't support

Anchor Paper – Part A—Level 2 – A

a store, can't just keep going just keep on  
 overlooking the rules.

I believe everything that he  
 says and by me following his Rules  
 I could achieve a good fund-raising raise.  
 A lot of things made sense, don't never  
 let anybody hold you back follow your heart  
 and you shall succeed.

Anchor Level 2 – A

Quality	Commentary
<b>Meaning</b>	The response: Conveys a basic understanding of the text, identifying some of Walton's ideas ( <i>you Must create a team of people. You Should Break Some of the Rules ... Sam Walton had 10 Rules for Building a Business</i> ) although some information from the text is confused ( <i>he Challenged his own Rules he fough them But Respected them</i> ). Connections to the task are unclear ( <i>In order to be a successful planner you must want to work hard</i> ).
<b>Development</b>	Is largely undeveloped. The response hints at ideas, but references to the text are vague ( <i>He had to start adopting to New principles And partnership</i> ), irrelevant ( <i>a town of 50,000 can't support a store</i> ), or unjustified ( <i>Swim upstream ... Be prepared for people to pull you down</i> ).
<b>Organization</b>	Suggests a focus on how Walton's business strategies <i>would contribute to a successful fund-raising campaign</i> , and suggests some organization through the use of paragraphing and some transitions. However, paragraphs generally contain unconnected ideas.
<b>Language Use</b>	Uses language that is imprecise ( <i>covered all principles and can't just keep going just keep on over riding the Rules</i> ), with some vocabulary extracted from the situation (paragraph 1). The response reveals little awareness of how to use sentences effectively.
<b>Conventions</b>	Demonstrates a lack of control, exhibiting frequent errors in spelling ( <i>purposal, alot, fough, succedd</i> ), punctuation, capitalization, and usage ( <i>don't never</i> ) that make comprehension difficult.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in meaning.	

Thinking of strategies for a successful Fund-raising campaign can be fun and stressful! Take Sam Walton for example he makes rules up to keep him on task and ready for the unexpected. Sam said he likes a team that work together, and hard work. A team that works together stays together and can overcome problems that happen. Team work makes a good team, because 1 person cant do everything to much talking about what he or she do.

Motivating a partner can help that person to boost he or she awareness of what he or she can do. Motivation play a big role if you want success. Motivating a partner can reflect on you and how you lend a helping hand to a person.

Using a appropriate language or tone shows respect. By just saying things and not knowing who may be around can make people look at you like this person dont care who's listening. Using a inappropriate to or language while you in a interview can cost you the job. Appropriate language and well manners can get you almost everything.

Listening is the part you have to set down and give all ears. Listening to a person can releave stress or something that person had to get off their chest. The more you teach and the more your partner knows, the more he or she understands things.

Organize ideas on how to be a hardworker or how to make a successful business working with a partner. By being Organize that show that you are forest about what you do. Being Organize is the main thing people look at. Take it from me and Sam Work hard to earn what you want.

Anchor Level 2 – B

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Conveys a generally inaccurate understanding of the text, misinterpreting Walton’s rules and business strategies ( <i>he makes rules up to keep him on task and ready for the unexpected</i> ). The single connection to the task is unclear ( <i>Thinking of strategies for a successful fund-raising campaign can be fun and stressful</i> ).
<b>Development</b>	Is incomplete. The response attempts to develop the ideas of teamwork, motivation, and listening, but references to the text are vague ( <i>Sam said he likes a team that work together, Motivation play a big role if you want success, the more your partner knows, the more he or she understands things</i> ). The topics of language and organization are taken from the task guidelines.
<b>Organization</b>	Lacks an appropriate focus, but suggests some organization, dividing the response into an introduction, body paragraphs, and a conclusion. However, connections within and between paragraphs are lacking.
<b>Language Use</b>	Uses language that is generally imprecise ( <i>Team work makes a good team ... what he or she do</i> ) and clichéd ( <i>A team that works together stays together</i> ). The response reveals little awareness of how to use sentences effectively ( <i>Sam said he likes a team that work together, and hard work</i> ).
<b>Conventions</b>	Demonstrates a lack of control, exhibiting frequent errors in spelling ( <i>awearness, helping, releave</i> ), punctuation (missing commas and apostrophes), grammar ( <i>he or she do, Motivation play, person dont, while you in, person ... their</i> ), and usage ( <i>to</i> for “too”, <i>he or she</i> for “his or her”, <i>a</i> for “an”, <i>well</i> for “good”) that hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2 in all qualities.	



The graduating class is plan to have a fund-raising. To this we want to propose a faculty class. Sam Walton's is a business with a lot of strategies and it contribute how to be a successful fund-raising. Sam Walton's has business which from this to gain a lot of knowledge for this reason I think he would be a good fund-raising.

I would like just to start by make a team with hard worker people, that would be a first goal to built a fund-raising. We also would like to share of prompt with all your social. The speaker also implies that he values the opinions of people who challenge his rules because they tend to have clear idea of team building.

My proposal is to make a sale of food and also make dance. With the idea of worker hard, contribute between each other and trying to show how hard worker person we are all together. As Sam Walton did he encourage has society. He also obvious what people does. When the business is

Anchor Paper – Part A—Level 2 – C

Ball we should put to the customers  
 happy and everybody else.  
 To this we would like  
 to make a fund-raising for  
 the graduating class, which later on  
 it would encourage people more  
 on what you what to accomplishing.  
 As Sam Walton encourage people  
 in his work.

Anchor Level 2 – C

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a confused understanding of the text, stating <i>Sam Walton's has business which from this he gain alot of knowledge</i> . Connections to the task are unclear ( <i>We also would like to share of prompt with all your social</i> ) and unwarranted ( <i>he would be a good fund-raising</i> ).
<b>Development</b>	Is largely undeveloped. The response hints at ideas about building a team and holding fund raisers, but references to the text are vague ( <i>I would like first to start by make a team with hard worker people and make a sale of food and also make dance</i> ).
<b>Organization</b>	Suggests a focus on fund-raising, and suggests some organization. The response attempts an introduction, two supporting paragraphs, and a conclusion; however, each paragraph contains incomplete ideas, undermining overall coherence.
<b>Language Use</b>	Uses language that is generally imprecise ( <i>proposal a faculty class and built a fund-raising</i> ), relying on language extracted from the prompt and multiple-choice questions ( <i>The speaker also implies ... team building</i> ). The response contains some language that is incoherent.
<b>Conventions</b>	Demonstrates a lack of control, exhibiting frequent errors in punctuation, the transposition of nouns and verbs ( <i>a successful fund-raising</i> ), and errors in verb use ( <i>start by make a team and business is fail</i> ) that make comprehension difficult.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2 in all qualities.	

When trying to raise money I plan on doing bake sales, car washes, donations and special events. In our bake sales, I plan on selling cookies, donuts, cakes, water, juice, and soda. This bake sale will take place not only in school but also as a door to door and asking parents to help out. We will also sell chips and raffle tickets.

For car washes, I plan on using a gas station as my main attraction, in which if you pay for gas you will receive half-off on your car wash. I plan on charging five dollars. And all cars are hand-washed. With donations, I would just ask those doing the fund raiser to get their parents involved and go around to local stores. As of special events I would hold basketball games of Student vs. Faculty as well as softball and baseball games.

But our most important aspect is our parents. I would try to have the parents involved as much as possible.

**Anchor Level 1 – A**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Provides no evidence of textual understanding. The response discusses plans to raise funds in terms of <i>doing bake sales, car washes, donations and special events</i> , making no connections between information in the text and the assigned task.
<b>Development</b>	Is minimal, with no evidence of textual development. While the response notes the purpose ( <i>When trying to raise money</i> ), support is drawn from personal experience.
<b>Organization</b>	Suggests a focus on raising money, and suggests some organization through paragraphing and the use of some transitions ( <i>Not only ... but also</i> and <i>as well as</i> ). However, the single paragraph contains numerous unconnected ideas, and the conclusion shifts the focus to parental involvement.
<b>Language Use</b>	Uses vocabulary that is basic, with little awareness of audience and purpose. The response attempts to vary sentence length and structure with uneven success ( <i>With donations, I would just ask those doing the Fund raiser to ... go around to local stores</i> ).
<b>Conventions</b>	Demonstrates emerging control, exhibiting errors in spelling ( <i>recieve</i> ), punctuation, and preposition use ( <i>In which if, off on, As of</i> ) that hinder comprehension.
<b>Conclusion:</b> Although the response fits criteria for Levels 1, 2, and 3, it remains at Level 1 because it makes no reference to the text.	

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**Anchor Paper – Part A—Level 1 – B**

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To have a successful Campaign I strongly consider that our class and faculty should take Walmart's business strategies. Walmart has a list of success and most of the list considers partnership. On his list he didn't have hard work and a idea of building A team. That will not succeed our fund-raising campaign.

**Anchor Level 1 – B**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Provides minimal evidence of textual understanding, making only one unclear connection between the text and task ( <i>to have a successful campaign ... our class ... should take Walmart's business strategies</i> ).
<b>Development</b>	Is minimal. The single reference to the text is unjustified ( <i>On his list he didn't have hard work and a idea of building A team</i> ).
<b>Organization</b>	Suggests a focus on <i>a successful campaign</i> , but the remainder of the paragraph does not support the focus.
<b>Language Use</b>	Uses language that is minimal, approaching incoherence ( <i>that will not succeed our fund-raising campaign</i> ).
<b>Conventions</b>	Is minimal, making assessment of conventions unreliable.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in organization.	

This year, I plan to raise as much money as possible for my graduating class. In order to do so and gain the most profits, there are a few concepts that should be used. These rules or principles are derived from an essay by Sam Walton, creator of Walmart Stores.

These principles must work because the company has been immensely successful for over 47 years. Although Walton said a lot has changed, there are two obvious ideas that have remained the same: working hard and building a team. If everyone in the class gives sufficient effort this fund-raiser will be very beneficial, especially if we work together as a team.

First and foremost we need commitment. If we believe in ourselves we can strive for the best. Secondly, we need to be partners and share our profits with one another. Third, is encouragement among peers. This is how we stick together and remain a team. A few kind words go a long way. Communication is fourth, the more we talk with one another, the more we'll understand and care about raising money. Five is simple, appreciation is the key to loyalty. Six, celebrate success. When we reach a certain point in our sales we should give each other a pat on the back. Seventh, listen to peers to discover what people really want and/or are looking for. Eighth, exceed expectation, go beyond

what you're striving for, time is to be efficient and satisfy buyers. Lastly, go in the opposite direction, like swimming upstream, so to speak, and stay ahead of change.

If my class can apply these "rules" to fund-raising this year our sales and profits will be a huge success. These concepts are guaranteed by Walton to be successful if applied correctly. So what are we waiting for lets get out there and start making money for the class!

The main goal here is to run a successful fund-raising campaign. Sam Walton's ideas and strategies are very useful when doing this campaign. Walton's ten commandments of starting a successful business help a lot.

Sam Walton built up Walmart and has been a successful business man for forty-seven years. There has been many changes and Walton has adopted many new principles. There are two principles that are the foundation of a successful business that are not listed. One is to work hard, if you are not willing or able to do this your business will fail. Another is you have to build a team, and work together.

Next, the ten commandments of business. Walton made one: first to commit to your business, you have to believe in it. Another is to share your profits with all of your associates and treat them as partners. Third, you have to motivate your partners and set goals. Then communicate with your partners the more you do the more they'll care. Fifth, appreciate everything your associates do for you and praise them. Also celebrate your success and have fun, don't take everything so seriously. Next, listen to everyone in your company, they talk to the customers so they are the ones



Who know the most about what every one wants. Eighth, exceed customers expectations, give them what they want. Then make sure to control your expenses better than you competition. And Last, go the opposite direction and ignore conventional wisdom.

Therefore, as you can see Sam Watten is a very intelligent man and obviously knows what he is talking about. These ten things have motivated me to establish a successful fund-raising campaign.

I am determined that the fund-raising effort for our graduating class will be the best ever! To help prepare for this endeavor, I listened to an account given by businessman Sam Walton. The founder of Wal-Mart had much of value to say about how to run a successful business. We could apply his "Rules" to our own project.

These rules began with the concept of commitment by all members and moved on to sharing profits with partners and, correspondingly, motivating these partners. If our class could work in chorus like this, how could we not be successful?

Walton also focused on the value of appreciation and the importance of realizing that appreciation. People always like to be thanked for their contributions. In conjunction with this, he talked about both celebrating success and finding lessons in failure. Both outcomes need to be dealt with in a positive way.

Finally, Walton spoke about listening to everyone ("Push responsibility down in your organization") and accentuated exceeding expectations. Along with this, he stressed controlling expenses and, surprisingly,

ignoring conventional wisdom. In other words,  
be open to change.

If we seriously consider these rules  
and utilize them as fully as possible, our own  
fund-raising efforts will surely succeed.  
After all, the Wal-Mart corporation should  
be a model of success for even the smallest  
of business ventures.

Sam Walton's business strategies is really working. And also they would contribute to a successful fund-raising Campaign. He is been there for 47 years. He said to build up the business teamwork and hard work these two words are very important to know very well. To have a team you need to <sup>and always work.</sup> know how to work out together and how to share. You have to tell your employees what are you planning to do. You need to tell them <sup>need to tell rules</sup> everything, more you tell them more they care. If they care more than there would be no problem. Everyone will commit to your business and everyone should believe in business more than anything. Then every one would catch it like fever. Sharing & working in team is all about you have to be fit with your customers and with are of you workers. as a partner. And also "Celebrate your success." encourage communication, keep up the score. Control your apparatus & wisdom. He also said that the satisfaction and guaranteed reflects his concern for his investors. He (Sam Walton's) keep saying be fit

to your employees. Listen to them, they'll listen to you. Work together as a partner. You should follow these rules to run a successful business. Sharing and working together as a team always work. Everybody have to be honest with one another. Honestly always work. He said working together is great you share everything with them they'll share with you. It would work out great. Everyone should believe in one another. All of these rules would make your business successful and it would work out easily faster and you would reach your goals. Working together always work out well.

Sam Walton has been on top of Walmart for 47 years. Sam Walton has his own set of rules. He feels, that who ever follows everyone else's rules will go the wrong way, his rules contain of working hard. Who ever wants to be successful at anything has to work hard. As well treat who every your working with like a team player.

I personally think that Mr. Walton's method would be good for our fundraiser because his businesses is very successful. Mr. Walton's first rule is, to commit to what ever type of business you are doing. You have to love what you are doing so it can be successful. rule number two, to share your profit with your associate. You have to treat your partners equally. Number three is one of the most important. Motivate your partners. Without your motivation, were else can they get it from.

rule number five says to appreciate everything your employee

does. Everyone likes to hear a  
thank you once in a while. Especially  
if they have worth really hard on  
what they were doing. Number  
Six says to not to drop a loose,  
make fun of it. There will be new  
people. Seven says to listen to  
your partners, let them voice  
their opinion. Your partners are  
the ones who really get to know  
the people.

As you can see, Mr. Wauten  
methods are great for our  
found. easier. If we follow it  
appropriately we will succeed. As well  
get a appropriate amount of money.

Mr. Wauten say that to swim  
up stream. Ignore the people who  
say your doing it wrong. Don't ever  
be a follower. Be a leader. Don't  
follow everyone else's rules make  
your own. That's the main reason  
why Mr. Wauten has been so  
successful.

**Practice Paper A–Score Level 4**

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

**Practice Paper B–Score Level 3**

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

**Practice Paper C–Score Level 5**

**Conclusion:** Overall, the response best fits the criteria for Level 5, although it is somewhat stronger in language use and somewhat weaker in development.

**Practice Paper D–Score Level 2**

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

**Practice Paper E–Score Level 3**

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



**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><b>Meaning: the extent to which the response exhibits sound understanding, interpretation, and analysis of the task and text(s)</b></p>	<p>-reveal an in-depth analysis of the documents -make insightful connections between information and ideas in the documents and the assigned task</p>	<p>-convey a thorough understanding of the documents -make clear and explicit connections between information and ideas in the documents and the assigned task</p>	<p>-convey a basic understanding of the documents -make implicit connections between information and ideas in the documents and the assigned task</p>	<p>-convey a 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>1 -provide minimal or no evidence of understanding -make no connections between information in the documents and the assigned task</p>
<p><b>Development: the extent to which ideas are elaborated using specific and relevant evidence from the document(s)</b></p>	<p>-develop ideas clearly and fully, making effective use of a wide range of relevant and specific details from the documents</p>	<p>-develop ideas clearly and consistently, using relevant and specific details from the documents</p>	<p>-develop some ideas more fully than others, using specific and relevant details from the documents</p>	<p>-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>-are minimal, with no evidence of development</p>
<p><b>Organization: the extent to which the response exhibits direction, shape, and coherence</b></p>	<p>-maintain a clear and appropriate focus -exhibit a logical and coherent structure through skillful use of appropriate devices and transitions</p>	<p>-maintain a clear and appropriate focus -exhibit a logical sequence of ideas through use of appropriate devices and transitions</p>	<p>-maintain a clear and appropriate focus -exhibit a logical sequence of ideas but may lack internal consistency</p>	<p>-establish, but fail to maintain, an appropriate focus -exhibit a rudimentary structure but may include some inconsistencies or irrelevancies</p>	<p>-show no focus or organization</p>	<p>-show no focus or organization</p>
<p><b>Language Use: the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety</b></p>	<p>-are stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice and awareness of audience and purpose -vary structure and length of sentences to enhance meaning</p>	<p>-use language that is fluent and original, with evident awareness of audience and purpose -vary structure and length of sentences to control rhythm and pacing</p>	<p>-use appropriate language, with some awareness of audience and purpose -occasionally make effective use of sentence structure or length</p>	<p>-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>-are minimal -use language that is predominantly incoherent, inappropriate, or copied directly from the text</p>
<p><b>Conventions: the extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar, and usage</b></p>	<p>-demonstrate control of the conventions with essentially no errors, even with sophisticated language</p>	<p>-demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language</p>	<p>-demonstrate partial control, exhibiting occasional errors that do not hinder comprehension</p>	<p>-demonstrate 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>	<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.

As a member of the playground committee, I have done some research on the elements of constructing a good playground in an effort to help us develop a playspace that is a safe, secure hub of activity for all members of our community.

For safety, I would recommend the use of fine gravel as the cover material. According to a table published by the U.S. Consumer Product Safety Commission (USCPC), fine gravel has advantages over wood chips and shredded tires. Fine gravel has a low ~~and~~ initial cost, is easy to install, and does not harbor microbial agents, as do wood chips or mulch. Since falls are the most common playground accident according to the USCPC table, the impact protection of the cover material is important to the playground's safety. Twelve inches of fine gravel will provide protection from head injury to a child who falls from a height of 10 feet. While only 6 inches of shredded tires provide protection from a ~~height of~~ <sup>fall from</sup> 10-12 feet, shredded tires are flammable and may soil clothing. Though gravel can be thrown into the eyes or swallowed, these disadvantages could be minimized with proper adult supervision.

As for the play area itself, we should provide a separate sand area equipped with a water fountain to encourage creative sand/water play, which is recommended by J. Beckwith in his article on playgrounds. To help build upper body strength and coordination, we should provide ladders and monkeybars. Also integral to imaginative

role-playing are indoor/outdoor structures, which give the sense of enclosure necessary for compelling social play. This could easily be done by erecting a window or storefront, which would allow for a sense of an "inside" while ~~still~~ being "outside" and therefore <sup>still</sup> under supervision. This area would be constructed so as to inhibit use by vagrants.

Some accommodations in the playground's design need to be made for the teenagers in our community. Teens love to use their skateboards but often do so in public places where they might pose a danger to themselves and others. I propose building an adjacent area of the park containing enough ramps, railings, and pathways for teen use. The teenage habit of "hanging out" might also be encouraged by placement of benches and tables in this area. If we don't provide a skateboarding area, the ramps intended to provide access for disabled children might be appropriated by adolescents looking for a good place to skateboard. This way, <sup>disabled</sup> access ramps can be kept clear for their intended use, and disabled children can have safe and easy access to the imaginative and socially-integrated play area we will build for them.

Lastly, to give our playground a real sense of community, we will want to include amenities like park benches, picnic tables, paths, and public restrooms so that adults will be encouraged to use the space as well. To discourage vagrants, benches might be shortened in length, and restrooms could be locked at night. We want our playground to be as safe as possible for everyone. By encouraging adults with or

without children to use the facilities, we thereby increase adult supervision, which will in turn help to reduce accidents and inappropriate behaviors at the same time that it will increase the sense of community in our neighborhood.

**Anchor Level 6 – A**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Reveals an in-depth analysis of the documents and the task by making recommendations for a playground that cover all key ideas. The response makes insightful connections to the task (<i>If we don't provide a skateboarding area ... a good place to skateboard</i>).</p>
<b>Development</b>	<p>Develops ideas clearly and fully. The response effectively uses a wide range of relevant and specific details from the documents, particularly in discussing <i>cover material</i> and <i>accommodations ... for the teenagers</i> (<i>Teens love to use their skateboards but often do so in public places where they might pose a danger to themselves and others</i>).</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on the qualities of a successful playground (<i>a safe, secure hub of activity</i>). The response uses transitions skillfully to connect main arguments between (<i>For safety, As for the play area itself, Some accommodations ... need to be made, Lastly</i>) and within paragraphs (<i>According to, Since, Also, By encouraging</i>).</p>
<b>Language Use</b>	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>we will want to include amenities like park benches ... so that adults will be encouraged to use the space as well</i>). The response exhibits a notable sense of voice and awareness of audience (<i>I would recommend and we should provide</i>). Long, complex sentences are well controlled.</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions with essentially no errors, even with sophisticated language.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 6 in all qualities.</p>	

In order for a playground to successfully contribute to the community, it must be designed in a way that incorporates elements of safety, as well as satisfies the needs of its potential users. In matters of safety, the construction, as well as the materials used in the playground, play a central role in providing our children with a safe environment to play in. The structure of the playground must also ~~also~~ serve the children's developmental needs. Also, the playground should be available to people of varying ages and conditions to better serve the community as a whole.

One important factor ~~is~~ in providing for the safety of playgrounds is the surface material used in the area. Surface materials serve to break falls and prevent life-threatening head injuries. According to the U.S. Consumer Product Safety Commission, "the number and severity of injuries" caused by the most common type of playground accident—falls—can be reduced by using softer surface material under playground equipment. Through my research, I find that the material that provides the greatest protection is shredded tires. Compared to six inches of uncompressed wood chips that provide protection for a fall from up to 7 feet, the same amount of shredded tires can provide protection for a fall from up to 10-12 feet. Other advantages to shredded tires include the fact that it is non-abrasive and has low-microbial growth. While it may be a

dirtier material than woodchips, it does not compress easily and does not conceal sharp objects.

According to J. Beckwith, in his report on playgrounds, the structures chosen for the playground can play a vital role in a child's development. Children's physical strength would be built up by providing them with ~~pipe~~ a system of pipe and plastic. Our playground should include activities that serve to increase children's upper-body strength, as well as equipment to improve their climbing and balancing ~~skills~~ skills. The children's playground should also offer children an opportunity to utilize the freedom of creativity. An area of wet sand should be available, for as Kazuo Abby states, "The wet sand provides unlimited creativity and it's safe, simple, and fun." Other theme equipment, such as a steering wheel and perhaps a variety of game boards, would also ~~help~~ help contribute to a child's creativity. Areas of "transaction interface," (a place where an "inside" and an "outside" can be set) is also crucial. Such areas provide the stage for various role-playing activities.

This playground, aside from providing for our children, should be built with the whole community in mind. A unique feature within the playground, such as a sculpture of a buffalo, would bring a "sense of identity" to our town, as well as serve to beautify the environment. Such structures could

also be used in the children's play. A transfer station ~~should~~ is essential for those children that are confined to a wheelchair. Low play structures should be ~~not~~ included for those physically disadvantaged, as well as to ~~provide~~ <sup>provide</sup> social integration. Our community's adolescents should be considered as well. The playground should provide them with a place to "hang out" in the ~~presence~~ <sup>presence</sup> of adult supervision in the daytime. The playground should be a place they can identify with, ~~and~~ thus reducing the risk of teen vandalism. Furthermore, comfortable park benches and public bathrooms should be provided. One must keep in mind that while the children are playing, their parents will be in the near vicinity and should be made comfortable while they watch their children. Such amenities would enhance the playground's role as a social gathering place in our community.

I propose that these material and structural recommendations be incorporated into our playgrounds. Through such a plan, the playground could truly serve our community as a whole and provide a place of recreation and development for our children.

## Anchor Level 6 – B

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b></p> <p>Reveals an in-depth analysis of the documents by discussing a plan <i>for a playground</i> that will <i>successfully contribute to the community</i>. The response makes insightful connections between the text and the task (<i>A unique feature within the playground, such as a sculpture of a buffalo, would bring a “sense of identity” to our town, as well as serve to beautify the environment</i>).</p>
<b>Development</b>	<p>Clearly and fully develops key ideas of surface materials, child development, and community needs and benefits. The response uses a wide range of relevant and specific details from the documents (<i>While it may be a dirtier material than woodchips, it does not compress easily and does not conceal sharp objects</i> and <i>Our playground should include activities that serve to increase children’s upper-body strength, as well as equipment to improve their climbing and balancing skills</i>).</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on a safe and satisfying playground. The response exhibits a logical and coherent structure organizing information into categories of safety via surface materials; structures promoting physical, creative, and social development; and services for all the community. Transitions are skillfully used (<i>This playground, aside from providing for our children, should be built with the whole community in mind; Furthermore; Through such a plan</i>).</p>
<b>Language Use</b>	<p>Is stylistically sophisticated, using language that is precise (<i>In matters of safety, the construction, as well as the materials used in the playground, play a central role</i> and <i>Such amenities would enhance the playground’s role</i>). Meaning is enhanced by varied sentence structures which integrate quoted material and exhibit a sense of voice (<i>I propose that these material and structural recommendations be incorporated into our playground</i>).</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions with essentially no errors.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 6 in all qualities.</p>	



When constructing a playground, it is important to consider several key factors. The playground should have a variety of structural designs in order to allow children to expand themselves both physically and mentally while having fun. It should also prove to be a safe environment for people of all ages. One third element that should be present is accessibility for children with disabilities.

While having fun is essential for children, the opportunity to expand themselves both physically and mentally is also important. In order to make all of these attributes present, several elements should be constructed.

As Dr. Beckwith mentions in the document ~~document~~ "Playgrounds," modular play structures have proved to be successful in providing children with areas for active play. This area should allow children to partake in events that allow them to be physically active, such as a climbing area. Another structure that should be present is one which allows social play. This could be met with the building of a window, counter, or storefront that has both an "inside" and "outside."

Unique structures, such as trains or ships, should be built to create a theme and sense of identity. Such structures would stimulate

imaginative play. Several features of the playground should allow children to manipulate them. For instance, gameboards, a "control panel," and steering wheels would allow children to have more tools to use with their imagination. Wet sand, while possibly being messy, would allow kids to build.

Safety is an extremely important part in playgrounds. While the children should have fun, they should be protected against injuries. Soft materials should be used in construction of playground designs. Fine gravel, uncompressed at a depth of 12 inches, should be present beneath all structures. This would minimize cost, prove to be easy to install, is non-flammable, and provides protection for life-threatening head injuries in a child who falls up to a height of 10 feet. Areas which allow adult supervision should also be distributed throughout the playground. A bathroom and comfortable park benches should be nearby.

In order to allow children with disabilities to access the playground, several features should be built. Multiple ramps should be put in place throughout the park, to structures with play elements that are appropriate for disabled individuals. Transfer stations, which permit

children with physical disabilities to move from a wheelchair to the structure, should also be placed accordingly.

A playground which incorporates all of these elements will prove to be successful. It will allow children to improve themselves and have fun in a safe environment. With all of the mentioned features, the playground would prove to be an exciting addition to the community, one which will attract plenty of diverse people.

Anchor Level 5 – A

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a thorough understanding of the documents by discussing the <i>key factors</i> necessary to design and build a community playground. The response makes explicit connections between the documents and the task, providing specific <i>structural designs</i> needed to construct a safe and usable community playground.
<b>Development</b>	Develops ideas clearly and consistently. The response uses relevant details from the text ( <i>window, counter, trains, ships, steering wheels</i> ) and the table ( <i>Fine gravel ... beneath all structures</i> ) to develop playground design and safety.
<b>Organization</b>	Maintains a clear focus on constructing a safe, enjoyable, and stimulating community playground. The response is logically structured, following the organizational pattern established in the introduction. Transitions are used skillfully ( <i>While having fun is essential ... is also important</i> and <i>A playground which incorporates all of these elements</i> ).
<b>Language Use</b>	Uses language that is fluent and original ( <i>these attributes</i> and <i>partake in events</i> ) although occasionally awkward ( <i>One third element</i> and <i>Areas ... distributed throughout</i> ). Sentence structure is varied and long, complex sentences are well controlled.
<b>Conventions</b>	Demonstrates control of the conventions with few errors.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat stronger in organization.	

What makes a good community park? As a member of the playground planning committee, I am here to tell you what I believe it will take to make our proposed community park a success. The first aspect to a good community park is the safety of the equipment we put in use. Another aspect is the uniqueness of our community park. Lastly, the design and layout and the selection of equipment is pivotal.

The safety of the equipment should be our most important concern. That is why I would like to recommend that for a base that we use wood chips. It is one of the cheapest choices, yet it provides great protection from life-threatening head injuries as results of falling, the most common playground injury. Another issue is that our playground will need handicap accessibility because it seems as if the government is going to actively enforce the Americans with Disabilities Act. This will not be easy, as there are very few satisfying designs to solve this problem. Lastly, we need to keep vandalism of our park to a minimum. The main source of vandalism is from adolescents. If we give them something they would be interested in, in the park, they would not vandalize because they would be more intent on playing.

Our community park will be seen as a reflection of our community as a whole. So, do you want to look like ~~an~~ an ordinary community, or do you want to be unique? We need to make our park unique while still factoring in all other factors like safety and accessibility. A great example of this would be Peacock Gap in San Rafael, California. This park is unique in that it gives the handicapped an ~~an~~ equal opportunity to interact in social, interactive play. Unique equipment in a park would also stimulate a lot of imaginative play.

Lastly, we have to make sure that the activities we put in the park are of great quality and also that they serve a purpose. We should be sure to include modular play structure that help build upper body strength. We should also consider an area of wet sand like a beach area, because this would encourage building. I would also recommend that we have at least one "transaction interface". This could be a window or a counter that would be a stage for many types of dramatic play. We also need to make sure that the park has something for adolescents, maybe a small area designated just for skateboarding. Last of all, we should put some benches in the park, but not to encourage sleeping on them. We should also consider a restroom facility, but only if we have the capabilities to keep them clean and safe at all times.

All in all, to make our community ~~spe~~ park special, we need to find the perfect balance of safety, uniqueness and selection of equipment. Safety, if anything, should be our priority above all. But, we need to keep the park unique to show the uniqueness of our community. And lastly we need to make the park fun and constructive for the kids, because, after all, this park is for the kids.

**Anchor Level 5 – B**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b>            Conveys a thorough understanding of the documents by discussing the characteristics of a safe and well designed community playground. The response clearly connects the documents and the task, using information from the table (<i>I ... recomend ... wood chips</i>) and the text (<i>find the perfect balance of safety, uniqueness and selection of equipment</i>) for a playground planning committee report.</p>
<b>Development</b>	<p>Develops ideas clearly and consistently, using specific details about playground safety (<i>handicap accessibility and the need to keep vandalism ... to a minimum</i>) and design (<i>modular play structure and a counter</i>) to support playground recommendations.</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on community playground design, incorporating safety features. Ideas are logically sequenced (safety, uniqueness, quality activities, and comfort), through strong topic sentences (<i>The safety of the equipment should be our most important concern</i>) and transitions.</p>
<b>Language Use</b>	<p>Uses language that is generally fluent and original (<i>reflection of our community and area designated</i>) but sometimes imprecise (<i>factoring in all other factors and for the kids</i>). Sentence structures vary and are well controlled (<i>What makes a good community park and So, do you want to look like an oridinary community, or do you want to be unique</i>).</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions with few errors.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 5 in all qualities.</p>	

In the near future, our community will be building a <sup>new</sup> playground and are currently recommending designs for it. A useful design would be one that incorporates elements of safety and satisfies the needs of potential users. The playground design should allow active ~~free~~ play, constructive play, <sup>and</sup> social play. It should have a sense of uniqueness, accessibility, comfort and should be age appropriate.

To create active play, the playground structure should have pipe and plastic structures. These units successfully provide ~~provide~~ active play for children. There should also be a source of sand and water which could be used to build or sculpt, such as a sand castle. A fountain or a man-made stream could be built in order to provide the water needs.

Social play is a very important feature in a playground. ← An ideal piece of play ~~equipment~~ <sup>equipment</sup> that would create social play is a playhouse. It would create an "inside" and "outside atmosphere that would create dramatic play among the children. Another nice addition to the playground would be a train. A train would give the playground uniqueness. Children's imaginations could run wild from pretending they were traveling to ~~to~~ actually living on the train, like the hit novel series, the Boxcar Children.

There are certain instances where a child may be physically disabled or injured. That shouldn't restrict ~~to~~ how much fun they can have at this playground. Most of the play structure should be ground level and include necessary ramps. Ground level steering wheels would also enhance ~~the~~ <sup>his or her</sup> play without disrupting the child's physical state.

Potential users of this playground can range from age two to teenagers. A walking path should be ~~or~~ created, and a basketball court should be ~~st~~ set up. Also, many teenagers are interested in skateboarding and would benefit from skating ramps and beams, ~~also~~ along with a smooth surface.

Comfort at a playground is a necessity. There ~~so~~ should be a set of bathrooms on ~~at~~ the ~~par~~ premises and also park benches where people can relax. Trees should be planted to create a shaded area.

One important detail not yet mentioned is what material would be used for the playground surface. The best solution is fine gravel. First of all it is low of cost; therefore, more money can be spent on the actual playground structure. It is safe in that it is not flammable and can provide protection from a life-threatening head injury in a child that falls from as high up as ten feet. Fine gravel is also easy to install.

This playground can provide the necessary needs a playground should have, especially elements of safety, and satisfies the needs of potential users. Please keep those two very important necessities in ~~and~~ mind when reviewing all recommended designs.



**Anchor Level 5 – C**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b>            Conveys a thorough understanding of the text by discussing a playground design allowing for <i>active ... constructive ... and social play</i>, and the table by discussing <i>fine gravel</i> as the <i>best solution</i> for a safe and cost-effective playground surface. The response makes clear connections to the task by establishing the necessity for a <i>useful design</i>.</p>
<b>Development</b>	<p>Develops ideas clearly and consistently, citing relevant and specific details from the text about playground construction (<i>sand and water, a playhouse, steering wheels</i>), accessibility (<i>necessary ramps</i>), age appropriateness (<i>two to teenagers</i>), and comfort (<i>a shaded area</i>). Relevant details from the table are used to develop the element of safety (<i>is not flammable and can provide protection</i>).</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus, recommending a design for a community playground. Paragraphs are logically sequenced and transitions are achieved through emphatic topic sentences (<i>To create active play, the playground structure should have pipe and plastic structures</i>).</p>
<b>Language Use</b>	<p>Uses language that is fluent and sometimes original (<i>imagination could run wild from pretending</i>) with evident awareness of audience and purpose (<i>Please keep ... in mind when reviewing all recommended designs</i>). The response varies structure and length of sentences but is somewhat flawed by the repetition of <i>should, could</i> and <i>would</i>.</p>
<b>Conventions</b>	<p>Demonstrates control of conventions, exhibiting errors in punctuation (<i>First of all it</i>) and agreement (<i>our community ... are</i> and <i>a child ... they</i>) when using sophisticated language.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 5 in all qualities.</p>	

When designing a playscape, there are many features / "requirements" that need to be taken into consideration. You must provide active play, ~~cons~~ constructive building, social play, a sense of uniqueness, access to the ~~disabled~~ disabled, a sense of belonging for all ages, and comfort. \*I've developed a playscape that will do this, and much more.

First of all, to provide active play, we will have monkey bars, horizontal ladder, and climbing nets. These play structures will be over top of wood chips, for the children's safety. The chart from the United States Consumer Product Safety Commission shows that wood chips are the best material for cost, installation, attractiveness, ~~and~~ <sup>else</sup> availability, and above all ~~one~~, safety.

Next you must provide a constructive building setting. To do this we will have a big play structure (ship) in the center of a sand pit. Water will very slowly trickle out of the ship's sides to provide wet sand to use for building. The water will only run out so that the inner sand remains wet, while the sand around the edges is still dry, because wet and dry sand are a necessity according to the article by J. Beckwith. This ship will have a ramp going from outside of the sand pit to the main deck, providing access for the disabled. On the deck there will be levers, steering wheels, telescopes, etc. which are all accessible to the disabled. The ship will also provide the necessity for social play, in which they could be sailors, and uniqueness. This ship will have two "inside" levels so the children have a "transaction interface" (line 39). There will be windows to provide supervision, because safety is our top priority. These levels will contain ramps for accessibility, and ~~many~~ many other trinkets/gadgets. The ship, sand, water, and its contents provide uniqueness to the area. The sand also provides protection from a life-threatening head injury if a patron were to fall off of the ship according to the chart on Properties of Playground Surface Materials.

Finally, in order to prevent vandalism, you need to welcome adolescents to the area. To do this I recommend that we set up grinding areas, ramps, tracks, etc. for skateboards, bicycles, etc. This welcomes the teens so that they won't destroy an area where they themselves "hangout" frequently. We also have to make the area a comfortable place to be. Set up ~~park~~ benches and picnic tables throughout the area. This way people can eat, read a news paper, and teens can "check each other out." (lines 86 and 87).

In designing this playscape, I have taken many things into account. This playscape is designed to provide comfort, belonging, uniqueness, accessibility, social play, constructive building, and active play. All things that are "required, necessary, etc." according to the article ~~Playgrounds~~ Playgrounds by J. Beckwith. If this design is chosen, I am sure that it will provide all of these "necessities" and many more.

Anchor Level 4 – A

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a basic understanding of the documents and task by proposing a <i>big play structure (ship) in the center of a sandpit</i> . Connections between the documents and task are generally explicit ( <i>a ramp ... providing access for the disabled and to prevent vandalism ... welcome adolescents</i> ), though a misunderstanding of some playground components (" <i>transaction interface</i> ") is evident.
<b>Development</b>	Develops some ideas more fully than others. The prevention of vandalism is developed using appropriate details from the text, but the idea of uniqueness is less developed. The response makes use of supporting detail not found in the documents ( <i>monkey bars and picnic tables</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus on designing a playscape, but some paragraphs contain several ideas and the idea of safety recurs in paragraphs 2 and 3.
<b>Language Use</b>	Uses generally appropriate language ( <i>Water will very slowly trickle out of the ship's sides</i> ) with some awareness of audience and purpose ( <i>I've developed a playscape that will do this</i> ), but some language is imprecise ( <i>will also provide the necessity for social play, trinkets / gadgets, fall off the ship according to the chart</i> ). Attempts at sentence variety are not always successful ( <i>Next you must provide a constructive building setting</i> ).
<b>Conventions</b>	Demonstrates control of the conventions, exhibiting occasional errors in spelling ( <i>accessibility and necessary</i> ), punctuation ( <i>childrens'</i> ), and usage of prepositions ( <i>access to the disabled and off of</i> ).
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in conventions.	

To add to the community, a playground should be built for the children. Play grounds in the community will provide some where for the children to go. The proposed "playscape" will emphasize that "the total environment can contribute to play value".

We feel that creating a pipe end plastic play structure will provide the children for their active play needs. The playground will provide the children with the freedom to use their imagination and be adventurous. To make the playground some what unique it will be in the formation of a ship. This will enable the children to use their imaginations even more. On the ship there will be a variety of controls, levers, and binoculars to expand the value of the play. There will be a window so that can be a "transaction interface" that will create an inside and outside effect. There will also be various small semi-enclosed spaces, that will

Still allow parents to supervise their children.

To make the playground safe the surface material used will be wood chips with a compressed depth of 12 inches. This will protect children from a side threatening head injury if they were to fall from a height of 11 feet. Wood chips are low cost, easy to install, attractive looking, and readily available.

The age of the playground children should range from 4 up. Children under 4 should have a parent watching them extremely closely. The playground will provide easy supervision with benches on one side and shade and shelter from the wind. We will welcome adolescents because it will give them a place that they feel they could belong and decrease the possibility of vandalism. There will also be ramps to provide access for the disabled in wheel chairs.

We feel this playground satisfied the safety and needs of all potential users. This

"Playscape" is unique and provides children to use their imagination. It also has all the correct safety precautions and adds to the environment of the community.

Anchor Level 4 – B

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Provides a basic understanding of the documents, explaining that <i>the proposed "playscape" will emphasize that "the total environment can contribute to play value."</i> The response makes generally clear connections between the documents and the task ( <i>To make the playground ... unique and To make the playground safe</i> ).
<b>Development</b>	Develops some ideas more fully than others. The response develops the ways in which playgrounds can enhance imaginative play ( <i>On the ship there will be a variety of controls, a "transaction interface", semi-enclosed spaces</i> ) and the benefits of the surface material ... wood chips (paragraph 3). <i>Active play needs</i> and <i>access for the disabled</i> are only briefly mentioned.
<b>Organization</b>	Maintains an appropriate focus on a playground for the community, but lacks internal consistency. Because the response is organized by source of information (paragraph 2 from the text; paragraph 3 from the table) rather than by topic, related ideas are sometimes separated (brief ideas about supervision appear in paragraphs 2 and 3) and distantly related ideas sometimes appear together (In paragraph 2 <i>active play needs</i> is followed, without transition, by a sentence about children's <i>freedom and imagination</i> ).
<b>Language Use</b>	Uses generally appropriate language that is sometimes imprecise ( <i>provides children to use</i> ) with some awareness of audience and purpose. The response occasionally makes effective use of sentence structure ( <i>The playground will provide the children with the freedom to use their imagination and be adventurous</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>some where, binoculars, extremly</i> ), comma usage ( <i>To make the playground some what unique it will</i> ), and usage ( <i>Their</i> for "There") that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 4 in all qualities.	

The design for the new playground must be safe as well as satisfy the needs of potential users. One must research all aspects of a playground. What kind of structures would we want, what kind of flooring is the safest. ~~Does it cater to adult's needs, in terms of bathrooms and benches.~~

One type of design called the modular play structures allows kids to exercise which kids need to do. Different structures allow kids to explore different things. Climbing and building structures should also be added, they also contribute to a child's development.

A study has shown that the creation of an "inside", "outside" play area has allowed kids to play act more. Giving them the sense of a house allows kids to imagine that it is their own and again from this they grow mentally. It doesn't even matter if it is actually made out to be a house. Kids can use it as a spaceship or a train or whatever they decided they want to imagine.

It is also important that the playground be open to all those who wish to use it. Being handicapped

Should not be a problem. If there is a person with a disability who wishes at any point to use the playground facilities they should not be denied that right. Making it handicapped accessible is just as important as everything else discussed in this essay.

On the issue of safety shredded tires are the most effective. They do not compact easily, they don't hide sharp objects as wood chips do. Shredded tires are a soft surface to fall on. Sand while soft compacts when wet and can blow into a child's eyes, or even be blown, tracked or even thrown out of the area. All this information is found in the United States Consumer Product Safety Commission.

A lot of planning must go into designing a playground. Many children are hurt every year from playground related injuries. Safety is the most important aspect. Kids will have fun no matter where they are. The structures first have to be safe, the ground around them must be safe. It must be accessible to all and meet everyone's needs. Once all of these factors are taken care of and agreed on your playground will be suitable to everyone.



**Anchor Level 4 – C**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b>            Conveys a basic understanding of the documents asserting, as the prompt suggests, that the playground must be safe and must meet the needs of its users. Links to the task are limited to vague assertions (<i>contribute to a child’s development, grow mentally, shredded tires are the most effective</i>).</p>
<b>Development</b>	<p>Develops some ideas more fully than others. The discussion of safety contains several details from the table, but discussions of other aspects of playground design blend details from the documents with unsupported opinions (<i>Climbing and building structures should also be added and Giving them the sense of a house allows kids to imagine that it is their own</i>).</p>
<b>Organization</b>	<p>Establishes a focus on <i>aspects of a play ground</i> which will assure that it will <i>be accessible to all and meet everyone’s needs</i>. The response follows the organization of the documents, moving from modular play structures, to social play, to accessibility, and finally to safety; but is internally inconsistent, making reference to <i>all those who wish to use it</i>, but discussing only one group.</p>
<b>Language Use</b>	<p>Relies on basic vocabulary with some awareness of audience and purpose (<i>A lot of planning must go into designing a playground</i>). Some attempts to vary sentence structure result in sentence errors (<i>What kind of structures would we want, what kind of flooring is the safest</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>decied</i> and <i>saftey</i>), punctuation (comma use), and pronoun use that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in language use.</p>	

I believe the children are the future is a term we often hear but how much do we care about our future is determined by how we treat it now. Children live what they learn and while we are busy minding our own business we tend to forget the children and how important play is to them, it's a part of their lives. It is acceptable for an average child to play for over ~~10~~ ten hours of his/her daily life. Unfortunately this is not so for every child because they have no where to play.

Overtime alot of efforts have been made to build playgrounds/parks in every town accessible to every child. This brings about different kinds of playground to meet the wants of ~~the~~ our children. Children must be ensure safety and maintenance of their surroundings to prevent accidents from happening. Some of the safest ~~are~~ materials in a play area are plastic and pipes, not only should these materials be safe for goods but they should also help them to remain healthy and active. ~~It~~ Sometimes the best playing materials are the ones children build themselves. it tells you ~~what~~ they are thinking. Such as building sand castles, brick houses ect. Water is also a hit thing for ~~gi~~ children, they love water more than anyone else.

There is no life without a conflict sadly so but true, that's why adult supervision is necessary at any play area. A playground should also help children to identify their surroundings. Objects such as trains, ships, ect. helps them to idealise the real thing. Another big thing for a playground is Interaction. The play area should be accessible

to every child especially children with disabilities who lost their childhood because they spend most of their time watching other children play or been blind, deaf or or down to what's going on around them. This is a problem that needs a suitable solution.

The age of the average playfull child may be six to nine years of age but even older children tend to be very playful. At times adults seem to forget their adolescent teens mainly because they see them as nothing but trouble when they get involve with all sort of things. These children also if they had more play time would be less involved in trouble to begin with. It is by all means that this playground is a comfortable place for children but no children playground would be complete without a resting area along with good sanitation. A clean bathroom would reduce the risk of any outbreak of catching sickness.

**Anchor Level 3 – A**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Conveys a basic understanding of the text by explaining some things needed for a playground (safety, exercise, constructive play). The response makes few and sometimes unclear connections to the task ( <i>A playground should also help children to identify their surroundings</i> ). There is no reference to the table.
<b>Development</b>	Develops ideas briefly. Some references to the text are relevant ( <i>The play area should be accessible to every child</i> ), while others are vague ( <i>the best playing materials are the ones children build themselves</i> ).
<b>Organization</b>	Establishes a focus in the second paragraph on a <i>playground to meet the wants of our children</i> . The response exhibits a rudimentary structure which closely follows the order of the text. Inconsistencies result from frequent shifts of focus within paragraphs (paragraph 3 shifts from <i>adult supervision</i> to <i>surroundings</i> to <i>disabilities</i> and the last paragraph shifts from <i>age</i> to <i>resting area</i> to <i>a clean bathroom</i> ). There is no conclusion.
<b>Language Use</b>	Relies on basic vocabulary ( <i>they love water more than anyone else</i> ). The response uses language that is sometimes imprecise ( <i>materials be safe for goods and objects ... helps them to idealize</i> ) or unsuitable ( <i>sadly so</i> ). Attempts to vary sentence structure result in frequent run ons.
<b>Conventions</b>	Demonstrates emerging control, exhibiting occasional errors in spelling ( <i>Overtime, deaft ect., play time</i> ) and grammar ( <i>adults seems to forget their adoloscent teens mainly because they see them ... when they get involve with all sort of things</i> ), and exhibiting occasional errors in inflectional endings ( <i>ensure</i> and <i>involve</i> ) that hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 3 in all qualities.	

This town is getting a <sup>playground</sup> bigger, safer, and enjoyable by all groups of people. This community needs a ~~is~~ playscape which is a place of recreation ~~of all sorts of~~ ranging from all ages.

The new playscape that's coming soon will be for active play, a "place to hang out", accessible for people with wheelchairs, and most importantly built for comfort.

Our town is getting a playscape because it's been influenced and persuaded by the local people. People don't much to leisure their time on, but with a playscape they will be able to enjoy it. It will be a place for social play for all ethnic groups of people to join enjoy.

Another reason for this attraction is its uniqueness. Communities need and value unique features in their parks.

We will offer them playground with trains, ships, soap, sculpture, and other special features that create a sense of identity. Accessibility will also be another feature we will offer them. Children with wheelchairs will be able to people and communicate with other children.

The 3<sup>rd</sup> attraction to this playground is the age appropriate. Usually kids from 6-9 years of age are the ones usually found in playgrounds. Adolescents have been a particularly forgotten group age group. They usually hang ~~with~~ out with their own friends and get into trouble. With adults supervision, they will stay out of trouble. Comfort in the playgrounds needs to be suitable. If the children are not comfortable they will not come as much or even come again. Comfort is another advantage to our playground.

According to the table, Materials used for landscape of the playground<sup>2</sup> has found to be an advantage. Wood Chips, Bark Mulch,

Anchor Paper – Part B—Level 3 – B

Wood fibers, fine fine sand, coarse sand, and shelled tiles are found to protect the child from being pushed or falling. Though it has advantages it has disadvantages, from this material clothes will get soiled, falling on this might cause bruises.

Having a playground in this community is a must because it provides children with some recreation. They will have more leisure time, and will stay out of trouble. With all these benefits and attractions clearly you can see a playscape is a must in a community.

Anchor Level 3 – B

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Conveys a basic understanding of the documents, identifying the components of a playground ( <i>The new playscape ... will be for active play, a "place to hang out", accessible ... and ... built for comfort</i> ). The response makes few and sometimes unclear connections to the task ( <i>Our town is getting a playscape because its been influenced and persuaded by the local people</i> ).
<b>Development</b>	Develops ideas briefly, using some details from the documents ( <i>social play, uniqueness, wheel chairs, age appropriate, Comfort, Materials ... for landscape</i> ). Although references to the table are relevant, references to the text are often vague and repetitive ( <i>Comfort in the playgrounds needs to be suitable, If the children are not comfortable, Comfort is another advantage</i> ).
<b>Organization</b>	Establishes a focus on the creation of a <i>bigger, safer</i> playground, but loses focus in paragraph 2 ( <i>People don't much to leisure their time on</i> ). The response exhibits a rudimentary structure, largely following the order of topics in the documents ( <i>uniqueness, Accessibility, age appropriate, the table</i> ) but includes inconsistencies. Paragraph 3 introduces the topic of uniqueness and this topic continues in paragraph 4, which abruptly switches to the topic of accessibility.
<b>Language Use</b>	Uses language that is imprecise ( <i>a place of recreation ranging from all ages, for all ethic groups, will be able to people</i> ). The response exhibits some attempt to vary sentence structure, but with uneven success.
<b>Conventions</b>	Demonstrates emerging control, exhibiting occasional errors in the use of commas ( <i>Though it has advantages it has disadvantages, from this material clothes will get soiled, falling on this might cause bruises</i> ) and apostrophes ( <i>thats, its, With adults supervision</i> ) that hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in language use.	

As a member of the playground planning committee, I took it upon myself to look over several designs of playgrounds. I have come to the conclusion that the playground needed is an active-social play combination. The playground must also be handicap accessible.

The active-social play design provides the needs of active children and with the social combination, if teens want to gather and talk they can, also it allows for children to participate in some play acting with one another. Surface materials would be made of 6 inches of uncompressed shredded tires as a bottom layer and on top of that would be 12 inches of uncompressed Engineered Wood Fibers to provide maximum protection of falling children.

My choice for the playground is an active-social play combination. This type of playscape will allow for teens to gather and suit the needs for active children. This combination of playgrounds is a safe and good way to keep children active and teens out of trouble.

**Anchor Level 3 – C**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Conveys a basic understanding of the documents by stating <i>the playground needed is an active - social play combination</i> . The response makes few connections to the text and only one connection to the table ( <i>Surface materials ... of ... shredded tires ... provide maximum protection</i> ).
<b>Development</b>	Is largely undeveloped, hinting at ideas ( <i>The playground must also be handicap accessible</i> and <i>The active-social play design provides the needs of active children</i> ), but references to the text are repetitive and unelaborated.
<b>Organization</b>	Establishes a focus on presenting a playground plan and exhibits a rudimentary structure of three paragraphs for an introduction, body, and conclusion. Transitions are missing or ineffective (repetition of <i>active-social play</i> ).
<b>Language Use</b>	Relies on basic vocabulary ( <i>I have come to the conclusion and a safe and good way</i> ). Sentence structures vary somewhat but are not always effective ( <i>The active-social play design provides the needs of active children and with the social combination, if teens want to gather and talk they can</i> ).
<b>Conventions</b>	Demonstrates emerging control, exhibiting occasional errors in punctuation ( <i>can, also</i> ) and preposition use ( <i>protection of falling children and the needs for active children</i> ) that hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, though it is somewhat weaker in development.	



I think the playground should be people friendly. There should be handicapped accessible entrance ramps. There also should be an area where just infants can play and an area where teenagers can hang out where there are pool tables, televisions and other things that interest teenagers. Also a pool should be there, inground and heated during the winter. The playground will be safe and allow as much play as possible. Parents should have their own areas where they can socialize with other parents, and watch their kids at the same time. There should be places where food machines will be and drinking fountains with bathrooms. Showers and changing areas will also be in place. Fine and coarse sand should be used as well as wood chips in certain areas. Thank you and enjoy your day.

**Anchor Level 2 – A**

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Conveys a confused understanding of the documents, recommending several playground features not in the documents ( <i>a pool, food machines, changing areas</i> ). The response makes unwarranted connections to the task ( <i>There also should be an area where just infants can play</i> ).
<b>Development</b>	Is incomplete, hinting at ideas about features and safety ( <i>accessible entrance ramps, pool tables, televisions, bathrooms, and wood chips</i> ).
<b>Organization</b>	Lacks an appropriate focus ( <i>playground should be people friendly</i> ), but suggests some organization. The response combines in a single paragraph the need for a playground, safety features ( <i>entrance ramps and wood chips</i> ), and comforts ( <i>food machines and showers</i> ).
<b>Language Use</b>	Relies on basic vocabulary, using some imprecise language ( <i>drinking fountains with bathrooms</i> ). The response shows little awareness of audience ( <i>enjoy your day</i> ). Longer sentences are occasionally effective ( <i>Parents should have their own areas where they can socialize with other parents, and watch their kids at the same time</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in punctuation (omitting quotation marks around <i>hang out</i> ), paragraphing (omitting indentation for new topic sentence <i>The playground ... as possible</i> ), and capitalization ( <i>there should</i> and <i>thank you</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use and conventions.	

There is alot different types of how to built a playground. That can be safety or dangers to our community. But in special to our children's because they are that ones who play with it.

My recommendation for a playground is that they should be built in a place where it could be surrounded by tree, flower, in other words a place where potential user can find peace and feel safety when they go to a park or they take to there childrens to play. What is. They could feel safety.

I recommend if we use grass insted of sand it would be more safety in which it would provides more protection to our childrens or any user in from life-threatening head or any body injury in case a child falls in the ground. It would be more expensive, but it woul save alot money in taking to children to a doctor, because sand can block or be

thrown into eyes, and which is wet is highly compactible, also can be swallowed, etc. This would cause a lot of problem to our childrens, special 1-5 year old childrens. Because they are not enough-mature to know what it is dangerous or not.

I also recommend to find a place with enough space to built because we have childrens who uses wheel chair and for them we need to have enough space. As it said on lines 53-55 "We can design play areas for those who have restricted mobility in order for them to be integrated with the general population."

It is time to make our playgrounds a place where our user come to find fun, freedom and feel comfortable. Then children just end a hospital because of not have enough protection.

**Anchor Level 2 – B**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b>            Conveys a confused understanding of the text (<i>there is alot different types of how to built a playground</i>) and the table (<i>I recommond if we use grass insted of sand it would be more safety</i>). The response makes few connections to the task.</p>
<b>Development</b>	<p>Is largely undeveloped, hinting at ideas, but references to the text are vague, repetitive (<i>I also recommond to find a place with enough space to built because we have childrens who uses wheelchair and for them we need to have enough space</i>), or irrelevant (<i>potential user can find peace</i>).</p>
<b>Organization</b>	<p>Suggests a focus on <i>how to built a playground</i> and suggests some organization through repetitive transitions (<i>My recommendation for a playground is, I recommond, I also recommond</i>). Organization is weakened by a conclusion that introduces ideas not covered in the response (<i>a place where our user come to find fun, freedom and feel comfatable</i>).</p>
<b>Language Use</b>	<p>Uses language that is imprecise (<i>that can be safety or dangers, in taking to childrent to a doctor, they are not enough mature to know what it is danger or not</i>). Sentences are often ineffective or uncontrolled (<i>It would be more expensive ... also can be swallowed etc.</i>).</p>
<b>Conventions</b>	<p>Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>sarrounded, recommond, insted</i>), punctuation (<i>In other words a place</i> and <i>They could feel safety:</i>), and misuse of inflectional endings (<i>to built, be more safety, our children's, childrens who uses</i>) that hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 2 in all qualities.</p>	

Dear Committee responsibility of Playground. I am one of a member of the Playground planning Committee. I have the opportunity to pass my opinion about my recommend a design for the playground. I demand you to accept my words about it.

First of all "Play grounds" is a creative where you can find many different characteristics play. So in our Committee you want to have a Creative playgrounds where anyone can come to enjoy their self by different aspects, like mini parks, play, enjoy like they can. "Playsadventure" is a term which has been used for 2 years ago, where ~~he~~ explain How people children can enjoy their self in play whatever they want. About "adventure" is a term where you can find a place, whom we talk about, the first time, this creative has been here, How He has been create by what effort He's here now.

Here we need you know, our part necessary about the active play. The play structures are very successful for the active play needs of children. So we need more places for children, about the zoo, interesting climbers etc.

Although if they can't walk, we need more supervision where they can help them, to enjoy. We need more permit where they can have more permit to come here in playground. where they can put more idea in your mind).

Help them to survive more time. Encourage them to realize a good life. We need more supervision about the place, where we have to encourage to not ~~to~~ the people do not sleep.

**Anchor Level 2 – C**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b>            Conveys a confused understanding of the text, stating that <i>in our committee you want to have a Creatives playgrounds where any one can come to enjoy their self by different aspects</i>. The response alludes to the text, but connections are unclear (<i>First of all “Playgrounds” is a creative where you can find many different characteristics play</i>) or unwarranted (<i>I demand you to accept my wrds about it</i>). There is no reference to the table.</p>
<b>Development</b>	<p>Is largely undeveloped, using only vague references to the text (<i>How, people, children can enjoy their self in play what ever they want and we need more places for children, about the zoo, interesting climbers</i>).</p>
<b>Organization</b>	<p>Suggests a focus on playground design and suggests some organization. An introduction containing the need to <i>recommend a design for the playground</i>, is followed by a paragraph suggesting <i>aspects</i> of the playground. A conclusion mentions playground <i>supervision</i>. Ideas within paragraphs are disorganized.</p>
<b>Language Use</b>	<p>Uses language that is imprecise (<i>Here we need you know, our port necessary about the active play and We need more permit where they can have more permit</i>) and occasionally incoherent (<i>About “adventure” is a term where you can find a place, whom we talk about</i>). Sentence structure is generally flawed (<i>“Play adventure” is a term ... whatever they want</i>).</p>
<b>Conventions</b>	<p>Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>oportunity, necessary, succesfel</i>), punctuation (<i>I’am</i>), capitalization (<i>Committee, explain How, How He has been Create</i>), and usage (<i>anyone can come to enjoy their self</i>) that make comprehension difficult.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 2 in all qualities.</p>	

I recommend to the committee ~~that~~ <sup>that the</sup> design for the playground <sup>is such a good idea because it</sup> ~~should~~ incorporate elements of safety and satisfies the need of potential users. The playgrounds has give a such a unique names to help people identify their special design characteristics.

As in the passage I explain me that playground is a magnific idea to incorporate element of safety and satisfies the need of potential users in children and adolescents. As well, ~~that~~ <sup>need of the</sup> new modular play are very successful for the active play this consist the right to prove the concept in any park or any were. The freedom of children could also be good to create a change because sometime with children we have to be very careful what they do or where they are, I don't mean that that the the function should be abandoned. However, the play environmental can be another way of safety because it could developed of a variety of games board, like tic-tac-toe panels or other games that it's not too danger. As a social play that's another good idea to create social play areas as a "transaction interface". It's as simply window that create inside and outside of a dramatic play. Other is possible to develop a small semi-enclosed space which offer a sense of intimacy but also allow to supervision. Is also a playground a



trains, ships, sculpture and other safety program to be uses, playgrounds have to be made accessible. In addition, playground would be comfortable as surprising how many parks are building and encouraged that is a lot of possibility to make elements safety to children. As in the table that it has show me it tells that ~~it~~ 9 inches of engineered wood fibers, uncompressed, provides the same protection as 9 inches of fine gravel, uncompressed.

As conclusion I have make you understand that incorporating a element is a safety a satisfy the need of potential users. As well playground has a important role to build important place to use to children to play in a safety ~~the~~ place and find way to protect them.

**Anchor Level 1 – A**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Provides minimal evidence of understanding primarily consisting of words copied from the task, documents, and multiple-choice questions. The response makes no original connections between information in the text and the assigned task.
<b>Development</b>	Is largely undeveloped, consisting of phrases taken from the documents that are neither elaborated nor integrated within the response.
<b>Organization</b>	Suggests a focus in the first paragraph by copying phrases from the task ( <i>recommend, incorporates elements of safety ... of potential users</i> ) and suggests an organization with a body paragraph made up of unconnected ideas copied from the documents, concluding in the final paragraph with a repetition of copied phrases used in the first paragraph.
<b>Language Use</b>	Is minimal. The response uses language predominately and sometimes incorrectly copied from the documents. The response's original language is mostly incoherent ( <i>a important role to build important place to use to children to play</i> ).
<b>Conventions</b>	Is minimal, relying almost completely on the documents and using little original work making assessment of conventions unreliable.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in organization.	

Playgrounds must have all of the important elements that are cost-effective, safe, and provide exercise for children. Handicapped children can be able to access many playgrounds. Playgrounds are important because they help physical exercise and creativity and imagination through play.

Anchor Level 1 – B

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Provides minimal evidence of textual understanding. The response alludes to a <i>cost-effective, safe</i> playground but no connection is made between the text and the assigned task. There is no reference to the table.
<b>Development</b>	Is minimal. Three ideas from the text are introduced in single sentences.
<b>Organization</b>	Suggests a focus on the idea that playgrounds should be <i>cost-effective, safe, and provide exercise for children</i> . The response shows no organization.
<b>Language Use</b>	Is minimal, consisting of three sentences.
<b>Conventions</b>	Is minimal, making assessment of conventions unreliable.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in organization.	

Recently, talks of building a new playground have increased. As member of the playground planning committee, I feel there are some certain ~~that~~ things that should be done to make this playground safe, comfortable and fun for everyone in the community. These things are all stated below, in the next few paragraphs.

Playgrounds can be designed in many different ways, and with many different characteristics. There should be an area with active play, using pipes and plastic, to allow for climbing, and building upper-body strength. Having said this though, the safety concerns come in. There must be adequate support on the ground, to help avoid head injuries, or other serious types of injuries. Sand would probably be the best ground cover, with 6 inches for a 5 foot fall, and 12 inches for a 9 foot fall. These calculations would help keep a kid safe from a serious and life-threatening injury. It used to be thought that playgrounds that had trains, ships, and other play things like that, inhibited children's play. That is no longer the thought. This is now considered a very safe way for kids to show their imagination, and have a lot of fun doing it. Also something that every playground should have is sand and water. It's the perfect thing to allow children to come together and build a sand castle or anything they so choose. A playground should be age appropriate. Most playgrounds are built for the age group 6-9. The older kids are left out of this. Maybe a place for skateboarders and then another area for other kids to just sit and hang out would be a good thing to add to the playground.

Probably the most important thing for a playground, other than safety ~~is~~ is the playground's Accessibility and comfort. A playground should be wheelchair accessible. The federal government will probably start to enforce the Americans With Disabilities Act, as they should. There should be a place for a person to get out of their wheelchair and sit down, while still being part of the playtime activities. This is very important. The other major thing is comfort.

There should be a bench near where the playground is, and not just one. Parents would like a nice place to sit and read or something while their kid is out playing. Another must, is a restroom. They are something that makes every park better. A nice clean restroom. One other thing to note is shade and shelter from the wind and or sun.

Safety is still the number 1 concern for every playground in America. Falls are the most common playground accident. These falls often can cause a severe head injury, or other life threatening injury. Wood chips, double shredded bark mulch, and Engineered wood fibers are 3 good soft materials to break a fall. Their advantages are: low cost, easy installation, very attractive and available. They also have disadvantages though: they decompose, conceal sharp things and are very flammable. Four other materials possible are fine sand, coarse sand, fine gravel, and medium gravel. Their advantages are: low cost, easy to install, non-flammable and does not pulverise. They also have disadvantages though: can blow in children's eyes, can be swallowed, abrasive and wet sand is highly compactible. All of these materials have their advantages and disadvantages, nothing is perfect.

There are many things that can be done to improve playgrounds. The number 1 thing is safety. It should be handicap accessible and comfortable for people watching their kids. It also can not be forgotten that this is for the kids and should be a very fun environment for them.

R As part of the playground committee I would recommend that benches should be put around the playground and close to it. Its purpose for that would be for the children's safety. Little kids need adult supervision at all times on the playground. The playground they have now has benches but not close to the playground.

R Safety is another big concern. I think the playground should be made out of plastic, fine sand, coarse sand, fine gravel, and medium gravel. This way it is low initial cost, ease of installation, does not pulverize, low-microbial growth, and it is non-flammable. Falls are the most common accidents on playgrounds so if we use softer surfaces it would help out. By using softer surfaces injuries could be reduced by a great deal.

So, in conclusion I think safer and softer playgrounds are much better for the environment and for small children.

As a member of the community playground planning committee I feel it is necessary that we choose a playground design that incorporates safety and satisfies the needs of those children using it.

It is important that this playscape becomes an area where children can act freely in a safe, supervised environment. I have come up with a design that incorporates as many of these elements as possible.

With safety being the primary concern for most community members, the structure will be built close to the ground. The playground surface materials will be made up ~~with~~ fine sand, with an ~~uncompressed~~ uncompressed depth of 12 inches. Sand has been chosen as it is non-flammable, has low-microbial growth, and allows for an easy fall if children fall down to the sand from a height of 9 inches or lower. Because the structure is to be built close to the ground, this will not be a major issue. The higher structures, such as slides, will be surrounded by walls and railings. A fall from this area would be nearly impossible in a supervised environment.

It is also important that the playscape contain fun activities that encourage children's development. Manipulative equipment, such as tic-tac-toe panels, and steering wheels are essential. Theme ~~oriented~~ structures are also very important as they encourage imaginative play and help create identity.

Ships and train structures contribute to enhancing a child's development by allowing them to act creatively. Built in stages on a playscape encourage similar things. A stage would create an environment where children are free to create their own dramatic plays. The sand itself is an important aspect of the playscape as it allows the children to build structures. There should be a separate area on the playground where water is available for the children to create their own sandcastles and other structures. All of these aspects are extremely important in encouraging developmental, educational, simple fun.

This playscape, however, should not just be available to young children, but to everyone. Social elements, like the stage encourages ~~older~~ adolescence to join in the simple fun. It is obvious that children of all ages like to engage in fun social activities. Adding elements for older youth would keep them away from vandalism or other inappropriate activities. The playscape will also be open to all citizens as benches will be provided for parents to watch their young children as they play. Ramps and other handicapp equipment will also be available for those with dissabilities.

As a community member, I feel that it is important that our society creates a playscape that is a welcoming environment for



people of all ages. This playscape that I have proposed will be one of interactive, safe, fun for young children, adolescence, the disabled, and ~~the community as a whole~~ will be greatly beneficial for the community as a whole.

To make our playground as fun and as safe as possible, we must include elements that will entertain the children yet keep them safe and allow all types of children to interact in the area. The playground must incorporate some vital elements.

The playground should be made with modular play structures. These types of structures are perfect for active playing but could be improved upon to better incorporate upper body building exercises, climbing apparatus, and balancing activities as stated by J. Beckwith. Along with including these types of equipment we must not overlook the simple things and include sand and water to allow the children to use their creativity. "Sand must be moist if it is to be used in building sandcastles."

Says J. Beckwith. Along with sand and water being included we also need to include other elements of hands on activities such as tic-tac-toe boards, game boards, and steering wheels to allow the children to fully use their imagination.

The playground needs to stand-out from the rest. It needs to have its own unique structure such as a train that is stationary, a store front or a ship. The overall theme of the playground will

also allow it to stand out in the minds of children.

To incorporate all children into the playground, we must incorporate wheelchair accessibility and equipment that they can play with at their own level. All children need to be brought together, and we can incorporate all children by giving disabled children the ability to play in the same area with their friends. Safety also has to be considered. That is why the ground should be covered in double shredded bark mulch at nine inches of

uncompressed depth. This will allow a good falling surface and even ~~it~~ when it is compressed, it still offers protection from a fall of seven feet as opposed to the fall from 10 feet according to the table.

In conclusion, by following a few simple suggestions we can make this playground fun for all children, teens, and adults. All children will be included. It will be a comforting area ready for use and the ability to expand a child's imagination.

It has come to my attention that there is a need for a new playground design for a new playground. This playground should incorporate safety as well as fun. With this in mind my proposal is as followed.

To begin this playground should be on a shredded tire playground surface. This is because it provides more safety from falls, has low microbial growth and compacts less easily as compared to other surfaces. As for the design of the playground it should include properly arranged pipes for exploration.

There should be a large ship with binoculars and cubby holes that may be accessible by wheelchair to incorporate a free play interest. There should also be comfortable benches to sit on, but not too comfortable or else the homeless will attach themselves to these.

There should also be semi-open areas for older kids to "hang out". But above all the playground should make the users feel comfortable and invited to create a more enjoyable

Setting that will send away vagrants and vandals. A bathroom would also be necessary for the success of this playground.

Above are my plans for the new playground that is to be created. I believe that my plans are not only realistic but will set the new standards in playground. Thank your consideration.

**Practice Paper A–Score Level 4**

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

**Practice Paper B–Score Level 2**

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

**Practice Paper C–Score Level 5**

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

**Practice Paper D–Score Level 4**

**Conclusion:** Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in conventions.

**Practice Paper E–Score Level 3**

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



