

**NEW YORK STATE
COMPONENT RETEST**

**ENGLISH
COMPONENT A
MODULE 1**

WEDNESDAY, MAY 13, 2009

RATING GUIDE

Listening and Writing for Information and Understanding (Component A: Modules 1 and 2)

Quality	4	3	2	1
<p>Meaning: the extent to which the response exhibits sound understanding, interpretation, and analysis of the task and text(s)</p>	<p>Responses at this level:</p> <ul style="list-style-type: none"> —reveal an in-depth analysis of the text —make clear and explicit connections between information and ideas in the text and the assigned task 	<p>Responses at this level:</p> <ul style="list-style-type: none"> —convey a basic understanding of the text —make explicit connections between information and ideas in the text and the assigned task 	<p>Responses at this level:</p> <ul style="list-style-type: none"> —convey a simple or incomplete understanding of the text —allude to the text but make superficial connections to the assigned task 	<p>Responses at this level:</p> <ul style="list-style-type: none"> —provide confused, minimal, or no evidence of textual understanding —make minimal, inaccurate, or no connections between information in the text and the assigned task
<p>Development: the extent to which ideas are elaborated using specific and relevant evidence from the text(s)</p>	<p>—develop ideas clearly and fully making effective use of relevant and specific details from the text</p>	<p>—develop some ideas more fully than others, with some specific and relevant details from the text</p>	<p>—develop ideas briefly, using some detail from the text</p>	<p>—show minimal or no evidence of development</p>
<p>Organization: the extent to which the response exhibits direction, shape, and coherence</p>	<ul style="list-style-type: none"> —maintain a clear and appropriate focus —exhibit a logical and coherent structure through use of appropriate devices and transitions 	<ul style="list-style-type: none"> —maintain a clear and appropriate focus —exhibit a logical sequence of ideas but may lack internal consistency 	<ul style="list-style-type: none"> —lack an appropriate focus but suggest some organization, OR suggest a focus but lack organization 	<ul style="list-style-type: none"> —show minimal or no focus or organization
<p>Language Use: the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety</p>	<ul style="list-style-type: none"> —use language that is precise, with a sense of voice and evident awareness of audience and purpose —vary structure and length of sentences to enhance meaning 	<ul style="list-style-type: none"> —use appropriate language, with some awareness of audience and purpose —occasionally make effective use of sentence structure or length 	<ul style="list-style-type: none"> —use language that is basic or unsuitable, with little awareness of audience or purpose —attempt to vary sentence structure but with little success 	<ul style="list-style-type: none"> —use language that is minimal, incoherent, or inappropriate
<p>Conventions: the extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar, and usage</p>	<ul style="list-style-type: none"> —demonstrate control of conventions, exhibiting only occasional errors 	<ul style="list-style-type: none"> —demonstrate partial control of conventions, exhibiting occasional errors that may hinder comprehension 	<ul style="list-style-type: none"> —demonstrate emerging control, exhibiting frequent errors that may make comprehension difficult 	<ul style="list-style-type: none"> —are minimal, making assessment of conventions unreliable —may be illegible or not recognizable as English

A response that is only a personal response and makes no reference to the text(s) can be scored no higher than a 1.

A response 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.

Overview: For this part of the test, you will listen to a speech about the negative impact of television and video games. Then you will write a response based on the situation described below. You will hear the speech twice. You may take notes on the next page at any time during the readings.

The Situation: Your school is encouraging students to participate in “TV Turnoff Week.” You have decided to write an article for the school newspaper explaining the positive effects on the family from participating in “TV Turnoff Week.” In preparation for writing your article, listen to a speech by Karen Dill. Then use relevant information from the speech to write your article.

Your Task: Write the **first draft** of your article explaining the positive effects on the family from participating in “TV Turnoff Week.”

Guidelines:

Be sure to:

- Tell your audience what they need to know about the positive effects on the family from participating in “TV Turnoff Week”
- Use specific, accurate, and relevant information from the speech to support your explanation
- Use a tone and level of language appropriate for an article for a school newspaper
- Organize your ideas in a logical and coherent manner
- Indicate any words taken directly from the speech by using quotation marks or by referring to the speaker
- Follow the conventions of standard written English

The Situation: Your school is encouraging students to participate in “TV Turnoff Week.” You have decided to write an article for the school newspaper explaining the positive effects on the family from participating in “TV Turnoff Week.” In preparation for writing your article, listen to a speech by Karen Dill. Then use relevant information from the speech to write your article.

Now I will read the passage aloud to you for the first time.

Read the passage aloud with appropriate expression, but without added comment.

Listening Passage

I would argue that the media, whether it be video games, television, or the Internet, has too often taken the place of what I would call “real life.” On a yearly basis, kids spend more time watching TV than they spend in school. Watching TV is the number one waking activity of kids, and it is quickly being joined in popularity by video game playing and Internet surfing.

Not only are the messages in the media typically antisocial, with the average 18 year old witnessing over 200,000 acts of televised violence in their lifetimes, but what’s also crucial to understand is that media addiction is also important in that it displaces other activities. Research shows that when people consume more media, they are more likely to do poorly in school, to be poor readers, to have impaired social skills, lower quality time with their family, and to be obese. Kids spend about 28 hours a week watching TV and about a half an hour talking to their dad. The television is on for 7 hours and 40 minutes a day in the average household, and individual family members typically watch different programs in different rooms. 40 percent of U.S. households report watching TV during dinner.

There are many issues here, all of which I would greatly enjoy discussing, but because of time constraints I will focus on one today. There is a national organization called TV Turnoff network, which sponsors a national TV Turnoff Week each spring. This year it is from April 21–27th. I am helping to organize, here in Hickory, [North Carolina,] a local TV Turnoff Week. For one week, kids and parents pledge to watch no television and play no video games. One thing that has surprised me greatly as I’ve made plans for this year’s TV Turnoff Week is that kids simply don’t know what they would do if they did turn off the media. The national organization includes suggestions to tell the kids for “TV Free” activities. These include writing a story, washing the dog, riding a bike, and climbing a tree.

The fact that the kids truly don’t know what to do if they are not watching TV amazes me, and I think it’s an important point. People my age and older might not be aware of this mentality. I know when I was growing up, our television simply carried three local networks. We did not have cable, the Internet, or even a VCR, so consequently I did not grow up in a media-saturated environment like our kids do today.

I want you to think about something. Think about a moment from your life when you felt happy to be alive. Think about a time when you felt fulfilled as a person, a time when you felt joy, one of those times you will never forget. At the end of your life, you could look back on this moment and count it as one of your favorites. Okay, take a moment to think of that memory. . . . Now let me ask you a question. How many people

here remembered a time when you were watching TV, playing a video game, or surfing the Internet? It's a ridiculous question, right? But many people today spend the great majority of their lives doing three basic things: 1) working, 2) necessary functions like eating and sleeping, and 3) watching TV or other media. Is that real life? Is that living? For how many households in America do you think this is true? It's true for the majority of Americans.

From *Representative American Speeches 2002–2003*. © 2003 H.W. Wilson Company. Reprinted by permission of the author, Karen Dill.

You may take a few minutes to look over **The Situation** and your notes. (Pause) Now I will read the passage aloud a second time.

Read the passage a second time.

After the second reading, say:

Now continue with the task. You may now begin.

Without video games, television, and internet, kids these days would not know what to do during their day because these activities have become their real life. As a number one waking activity, TV turnoff network has asked families to pledge to no TV and video games for an entire week. National TV turnoff week will take place from April 21st - 27th, this week will most definitely result in positive changes for families who decide to pledge for this one week.

Children during this century look at television, video games, and the internet as an amazing fun creation, but they probably haven't taken the chance to look at the negative aspects of these activities. Activities, such as these, are extremely anti-social. They are replacing other activities resulting in kids doing poorly in school, becoming poor readers, having impaired social

skills, suffering with obesity, and spending less time with their family. Not only has television effected school, but it has also been a crucial aspect in relationships between kids and parents. On average, kids watch 28 hours of television a week, while they only talk to their dad for half of an hour.

National tv turn off week will result in positive effects on families if they participate. The 28 hours of television before can now be added on to that lonely half hour discussion with the father. Children claim they wouldn't know what to do without television for a week, but surprisingly there are many activities available for them, such as writing a story, washing the dog, riding a bike, or climbing a tree. 40% of households watch TV during dinner. From April 21st - 27th, families can now participate in family discussions and maybe even late night games after dinner instead

of concentrating on the media.

TV turnoff network has come up with a great solution to get families together for a week. Instead of kids filling their brains with violence from video games, April 21st-27th they can now participate in activities with their family. Going for a bike ride with the parents will create more ~~quality~~ quality time and the family will become closer. TV turn off week can only result in positive aspects for the family because any family activities are better than what families are concentrating on today. ~~The majority of life consists on three basic things - internet, eating/ sleeping, and the media. Kids need to learn to put down the remote and pick up a book. This can only result in a better lifestyle and kids will learn that during TV turn off week.~~ The majority of life consists on three basic things - internet, eating/ sleeping, and the media. Kids need to learn to put down the remote and pick up a book. This can only result in a better lifestyle and kids will learn that during TV turn off week.

Component A – Module 1 – Anchor Paper – Level 4 - A

Quality	Commentary
Meaning	<p>The response: Reveals an in-depth analysis of the text (<i>TV turn off week can only result in positive aspects for the family because any family activities are better than what families are concentrating on today and This can only result in a better lifestyle</i>), making clear and explicit connections between information and ideas in the text and the assigned task (<i>The 28 hours of television before can now be added on to that lonely half hour discussion with the father, during dinner ... families can now participate in family discussions and ... late night games after dinner, Going for a bike ride with the parents will create more quality time and the family will become closer</i>).</p>
Development	Develops some ideas (the negative aspects of the media) more fully than others (the positive effects on families), with some specific and relevant details from the text (<i>extremely antisocial ... replacing other activities ... kids doing poorly in school, becoming poor readers, having impaired social skills, suffering with obesity and kids watch 28 hours of television a week, while they only talk to their dad for half of an hour</i>).
Organization	Maintains a clear and appropriate focus on the positive effects on the family from participating in “TV Turnoff Week.” The response exhibits a logical and coherent structure through use of appropriate transitions (<i>Activities, such as these; Not only; On average; but surprisingly; Instead of</i>), but occasionally lacks internal consistency (<i>there are many activities available for them, such as writing ... climbing a tree. 40% of households watch TV during dinner</i>).
Language Use	Uses language that is precise, with a sense of voice and evident awareness of audience and purpose (<i>Kids need to learn to put down the remote and pick up a book. This can only result in a better lifestyle and kids will learn that during TV turn off week</i>).
Conventions	Demonstrates control of conventions, exhibiting only occasional errors in spelling (<i>impaired</i>).
<p>Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in development.</p>	

Television, internet, and video game usage is incredibly high in the world. Some individuals explain that media is taking the place of "real life." There is a National Organization known as "TV Turnoff Week." This organization was designed to steer people into realizing that media is gaining control over our lives. This festivity is used to show families and individuals that we are not appreciating one another like we should. Also it explains why people aren't as good in school as they could or the ~~obesity~~^{increasing} obesity problem in America.

Media addiction has shown people are less socially and physically active. The more media consumed the worse students are doing in school, lack of family time and less activity which is

causing obesity in society. For example, studies show that someone spent twenty eight hours of the week watching television and only spent thirty minutes speaking with their father. On majority, television is watched ~~the~~^{seven} hours and ~~was~~ forty minutes a day in many households.

Forty percent of families watch television during dinner. In recent times of life no one would watch or even think about having a television at dinner. Dinner was and is supposed to be a special time for families to spend together. It is a time for families to talk and share their experiences of the day as a whole.

The "TV Turnoff Week" means

there will be no activities including watching TV, using the internet, or playing video games. Some things to do could entail writing stories, washing your dog, riding a bike, or climbing a tree. Also, family quality time would be great as well! Not only is it good to get away from the media physically but mentally too.

The three basic things in life consist ~~of~~ of walking, eating and sleeping, and watching tv. Many people wonder if this is the real life they're living and wonder if there is more. Everyone should get away from the media once in a while to value other important things in life.

Component A – Module 1 — Anchor Paper – Level 3 - A

Quality	Commentary
Meaning	<p>The response: Conveys a basic understanding of the text, making explicit connections between information and ideas in the text and the assigned task (<i>This festivity is used to show families ... that we are not appreciating one another, Dinner ... a special time for families to spend together ... to talk and share their experiences of the day, Not only is it good to get away from the media physically but mentally too</i>).</p>
Development	<p>Develops ideas clearly and fully making effective use of relevant and specific details from the text to explain the positive effects on the family from participating in “TV Turnoff Week” (<i>their will be no ... watching T.V., using the internet, or playing video games. Some things to do could entail writing stories, washing your dog, riding a bike, or climbing a tree. Also, family quality time would be great</i>).</p>
Organization	<p>Maintains an appropriate focus on how “T.V. Turnoff Week” ... was designed to steer people into realizing that media is gaining control over our lives. The response exhibits a logical sequence of ideas through an introduction, a discussion of media’s effects on the family and strengthening family bonds by participating in “TV Turnoff Week,” and a conclusion.</p>
Language Use	<p>Uses appropriate language that is occasionally imprecise (<i>The more media consumed the worse students are doing in school, lack of family time and less activity which is causing obesity in society; On majority; their for “there”</i>), with some awareness of audience and purpose (<i>Everyone should get away from the media once in a while to value other important things in life</i>). The response occasionally makes effective use of sentence structure and length (<i>For example, studies show that someone spent twenty eight hours of the week watching television and only spent thirty minutes speaking with their father</i>).</p>
Conventions	<p>Demonstrates partial control of conventions, exhibiting occasional errors in spelling (<i>appreceiving, sposed, experiences</i>), punctuation (<i>twenty eight, physically but mentally, theyr’e</i>), capitalization (<i>National Organization</i>), grammar (<i>someone spent ... with their father</i>), usage (<i>or the increasing obesity problem</i>), and word omission (<i>as good ... as they could or</i>).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in development.</p>	

There are a lot of positive effects on the family from participating in TV Turnoff Week. TV Turnoff Week is represented by the National Turnoff Network. ~~Families~~ Families pledge to watch no TV or play video games for a week.

In today's world, the media is "saturated in violence." The average 18 year old has witnessed 200 acts of televised violence. Video games, television, and internet surfing have took place of real life. Watching TV ~~is~~ is the number one waking activity of kids. 40% of American households admit to watching TV during dinner.

People who consume more media are more likely to become obese, have low

Social skills, do poorly in school, spend less time with family, and have bad reading skills. It is reported that kids spend more time watching tv, than they are at school. Majority of Americans spend the most time working, doing necessary functions (eating sleeping), and watching tv or other media related things. People don't know what to do if they can't do media related things. The National Turnoff Network suggests writing a story, washing the dog, riding a bike, or climbing a tree.

It's sad that Americans spend so much time watching tv, playing video games, and surfing the internet. If people spent less time doing those things, they could see the other great, fun

things you can do in your life. Less time doing media related things could mean more family time, higher grades, and better social skills. You could have more time to study or read. You could spend more time talking to your family, or hanging out with your friends. You could exercise and eat healthy. ~~Spending less time~~

Spending less time watching tv, playing video games, and surfing the internet can change your life. It can bring you to your greatest potential. Not only will you feel better about yourself, you will also be able to pick up new hobbies and have more fun. Time at home not doing those media related things could bring your family bond together.

Component A – Module 1 – Anchor Paper – Level 3 - B

Quality	Commentary
Meaning	<p>The response:</p> <p>Conveys a basic understanding of the text, making explicit connections between information and ideas in the text and the assigned task (<i>Less time doing media related things could mean more family time, higher grades, and better social skills ... more time to study or read ... more time talking to your family ... exercise and eat healthy</i>).</p>
Development	<p>Develops some ideas (the negative effects of media saturation and the positive effects of <i>less time doing media related things</i>) more fully than others (<i>Video games, television, and internet surfing have took place of real life</i>), with some specific and relevant details from the text (<i>become obese, have low social skills, do poorly in school, spend less time with family, and have bad reading skills</i>).</p>
Organization	<p>Maintains an appropriate focus on the positive effects on the family from participating in “TV Turnoff Week.” The response exhibits a logical sequence of ideas but lacks internal consistency (<i>People don’t know what to do if they can’t do media related things. The National Turnoff Network suggests writing a story, washing the dog, riding a bike, or climbing a tree</i>).</p>
Language Use	<p>Uses appropriate language that is occasionally imprecise (<i>It is reported that kids spend more time watching tv, than they are at school</i>) and repetitive (<i>you</i>), with some awareness of audience and purpose (<i>Spending less time watching tv, playing video games, and surfing the internet can change your life</i>). The response occasionally makes effective use of sentence structure and length (<i>Not only will you feel better about yourself, you will also be able to pick up new hobbies and have more fun</i>).</p>
Conventions	<p>Demonstrates partial control of conventions, exhibiting occasional errors in punctuation (<i>18 year old; watching tv, than; eating sleeping; media related; family, or hanging out</i>), grammar (<i>have took</i> and <i>If people spent ... things you can do</i>), and word omission (<i>watch no tv or play video games</i> and <i>Majority of Americans</i>) that may hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3 in all qualities.</p>	

~~On~~ On April 21st to April 27th is National TV Turnoff Week" to encourage students and adults to turn off the media for a week and do something else. On average people watch TV for 28 hours a week.

Some positive effects on the family from participating in "TV turnoff week" are, families can spend more time having fun together. More time talking to each other. According to the speech students spend 28 hours watching TV and only a half hour talking to their fathers. 40% of National households ~~spend~~ watch TV at dinner when they should be at the table talking. According to the speech given by Karen Dill, T.V.'s are usually on for about 7 hours and 40 minutes a day. The ~~speech~~ speaker ~~and~~ suggested better things to do like ride bikes, climb trees, or wash the dog.

These are a few good positive effects on the family by participating in "TV Turnoff week." Hopefully that will encourage some students to turn off the TV and do something fun for a week.

Component A – Module 1 – Anchor Paper – Level 3 - C

Quality	Commentary
Meaning	<p>The response: Conveys a basic understanding of the text, making explicit connections between information and ideas in the text and the assigned task (<i>Some positive effects on the family from particitating ... are ... spend more time having fun together ... talking to each other</i>).</p>
Development	Develops ideas briefly, using some detail from the text (<i>students spend 28 hours watching T.V. ... a half hour talking to their fathers. 40% of National households wath t.v. at dinner and ride bike, climb trees, or wash the dog</i>).
Organization	Maintains an appropriate focus on the <i>positive effects on the family by participating in “TV Turnoff week,”</i> exhibiting a logical sequence of ideas through an introduction, a discussion of the positive effects on the family and alternatives to watching TV, and a conclusion.
Language Use	Uses appropriate language that is occasionally imprecise (<i>On April 21st to April 27th is National TV Turnoff week and These are a few good positive effects</i>), with some awareness of audience and purpose (<i>Hopefully that will encourage some students to turn off the tv and do something fun</i>). The response occasionally makes effective use of sentence structure and length (<i>According to the speech given by karen Dill, T.V.’s are usualy on for about 7 hours and 40 minutes a day</i>).
Conventions	Demonstrates partial control of conventions, exhibiting occasional errors in spelling (<i>avarage, housholds, usualy</i>), punctuation (<i>National TV Turnoff Week”;</i> <i>avarage people; are, Families; together. More; speech students</i>), capitalization (<i>on, National, karen, Like</i>), and word omission (<i>ride bike</i>).

Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in development.

Today T.V is the focus point of so many people's lives. People have grown so attached to their televisions they would not know what to do if they did not have them. Most children watch 25 hours or more of television a week leading to obesity and social problems.

For most people TV turnoff week would open doors for families. The family would grow together with their activities. The family would want to be together after this because you will more often than not have more fun than watching T.V.

If you want to have ~~great~~ ^{great} memories spend more ~~time~~ time with your family because most great memories are not of play videogames or watching T.V. So I encourage all of you to participate and live life to the fullest

Component A – Module 1 – Anchor Paper – Level 2 - A

Quality	Commentary
Meaning	The response: Conveys a simple understanding of the text (<i>TV turnoff Week would open door's for families</i>), making superficial connections to the assigned task (<i>The family would grow together with their activities ... would want to be together and have great memories</i>).
Development	Develops ideas briefly, using some detail from the text (<i>Most children watch 25 hours or more of television a week leading to obeseness and social problems and most great memories are not of play videogames or watching T.V.</i>).
Organization	Suggests a focus on the positive effects on the family and suggests organization through an introduction, some vague discussion of positive effects, and a conclusion.
Language Use	Uses appropriate language (<i>People have grown so attached to their televisions they would not know what to do if they did not have them</i>), with some awareness of audience and purpose (<i>So I encourage all of you to participate and live life to the fullest</i>).
Conventions	Demonstrates partial control of conventions, exhibiting occasional errors in spelling (<i>obeseness</i> and <i>videogames</i>), punctuation (<i>door's</i> , <i>memories spend</i> , <i>So I</i> , a missing period), and grammar (<i>The family would want ... because you will</i> and <i>memories are not of play</i>).
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use and conventions.	

Media brainwashes peoples lives. They turn people into zombies. They ~~start~~ watch T.V. like the T.V. is a God or something. I am not like one of these people. I like to play sports & stay active with my friends. This is what keeps me in shape & social

If all you do is play video games your whole life your going to amount to nothing. The people who play video games all day usually have no sociability. These people would rather be alone his/her whole life then have friends.

There are also some good points to media. They update us on the current events that are going on in the world. The media makes the world a lot smaller.

Component A – Module 1 – Anchor Paper – Level 2 - B

Quality	Commentary
Meaning	The response: Conveys an incomplete understanding of the text (<i>Media brainwashes peoples lives and They watch T.V. like the T.V. is a God or something</i>), making superficial connections to the assigned task (<i>I like to play sports & stay active with my friends. This is what keeps me in shape & social</i>).
Development	Develops ideas briefly, using some detail from the text (<i>The people who play video games all day usually have no sociability</i>).
Organization	Suggests a focus on how media affects people physically and socially and suggests organization through paragraphing.
Language Use	Uses language that is basic (&, <i>your</i> for “you’re,” <i>then</i> for “than,” <i>it</i> for “in”), with little awareness of audience or purpose. The response attempts to vary sentence structure but with little success (<i>They turn people into zombies and I am not like one of these people</i>).
Conventions	Demonstrates partial control of conventions, exhibiting occasional errors in punctuation (<i>peoples lives</i> , a missing period, <i>life your</i>) and capitalization (<i>a God</i>).
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions.	

I personally feel tv week isn't technically a bad idea. Certain kids fail to realize the better things in life. Things such as, family activities, interacting with your friends. If you always involved with video games, tv, or online, you're more than likely to be obese and lazy.

Component A – Module 1 – Anchor Paper – Level 1 - A

Quality	Commentary
Meaning	The response: Conveys a simple understanding of the text (<i>tv week isn't technically a bad idea</i>), making superficial connections to the assigned task (<i>kids fail to realize the better things in life ... family activities, interacting with your friends</i>).
Development	Shows minimal evidence of development, with brief text references (<i>If your always involved with video games, t.v., or online, your more than likely to be obese</i>).
Organization	Shows minimal focus and minimal organization.
Language Use	Is minimal, providing only four sentences.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in meaning.	

Many Americans today spend more time indoors than outdoors. Their or some life-style is base on three actives working, watching the media, or eating or sleeping. That isn't not alot of actives for your life. The end results is that you are less sociable, gain more weight.

Component A – Module 1 – Anchor Paper – Level 1 - B

Quality	Commentary
Meaning	The response: Provides minimal evidence of textual understanding (<i>Many Americans today spend more time indoors than outdoors</i>), making minimal connections between information in the text and the assigned task (<i>less sociable, gain more weight</i>).
Development	Shows minimal evidence of development, with brief text references (<i>some life-style is base on three actives working, watching the media, or eating or sleeping</i>).
Organization	Shows minimal focus and minimal organization.
Language Use	Is minimal, providing only four sentences.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1 in all qualities.	

PRACTICE SET

Today there are many different technological advancements that impact our lives. The television especially. Younger children are becoming obsessed with watching television.

The media is becoming an important part of life to a young child. Most children are watching TV for a longer amount of time than they are in school. Since they are watching TV a lot, their minds are being filled with bad messages. The media is full of bad messages, that are being sent to the same group of kids that watches television the most. Too often children spend less time on their school work because they would rather watch TV and play video games. Studies show that 40% of homes watch TV during dinner, and the TV is on for 7 hours and 40 minutes each day.

There is a great deal of encouragement to participate in "TV Turnoff Week." This TV Turnoff week happens every spring from April 21st through the 27th. During this week there is no TV or video games. TV Turnoff Week is a positive thing because children will have more time to spend with family, can read more, and maybe help around the house. It is a sad thing that during this week kids are bored and don't know what to do with themselves.

The media isn't very helpful to a child's education, and is sending bad messages. The TV takes away from family time, school studies, and there can be a possible obesity towards children. Therefore, I encourage you and your family to participate in TV Turnoff Week.

Today's media takes over real life. ~~some kids are~~
~~the~~ TV is considered the number one activity. ~~It~~ Yearly, TV is shown to take up more time than school and is closely being joined by video games and the internet. The average 18-year-old watches approximately 200,000 ~~hours~~ acts of TV violence. TV is shown to displace other activities. TV Turn-Off Week may help this situation.

TV Turn-Off Week is a National event. It is ~~being~~ being held this year ~~in~~ ^{from} April 21 to April 27. Normally, it is held every Spring. For this one week, participating households must keep the remotes ~~in~~ in the closet and the video games under the bed. A National Organization suggests ideas for kids who participate because research shows that they can't find ~~anything~~ ^{something} to do. Some suggestions are writing a story, washing the dog, riding a bike, or climbing a tree. Hickory, N.C. is ready to participate, so what about you?

Research shows that kids spend over 28 hours a week watching TV and only ^a 1/2 hour talking to Dad. On average, approximately 7 hours and 40 minutes of TV is watched per day. Normally, it is different shows in different rooms of one household. Researchers say that ~~watching~~ ^{watching} TV, ~~and~~ playing video games + going on the internet means less quality time with the family, poor reading skills, poor grades in school, poor social skills, and obesity. A survey was taken to see how many people watch TV during dinner and 40% said they do.

Karen Dill says that *back in "her" day there were only ~~at~~ three ~~more~~ local networks. She said she did not grow up in a "media saturated environment." ~~At~~ Dill says to think of your greatest memory and asks if it includes your television set. Mine does, does yours? The three most basic

things in an average person's life are work, eating
& sleeping, and ~~the television set~~. "the tube."

Don't you think TV-Turn-off week would
help get people together and start new hobbies
or traditions?

TV + video games ~~can~~ wouldn't be so
bad if they weren't so popular. If the TV was
shut for even just an hour or more a day,
family's could become closer and grades could
increase. Family's could talk to one another,
students could study for the vocabulary test
they forgot about ~~and~~ ^{or} people could get some
fresh air by going for a walk in the park.

You could get some exercise done as well
as have quality time with your significant other.
That is just one hour, imagine an entire week!

The media has taken over today's
generation. Television is today's number one

Activity. It is shown to be more of an activity than going to school. Video games and the internet are also in that category. TV Turn-off week can help those 40% of families who watch TV during dinner become more of a family and talk about things, ~~and~~ experiences, and memories. You'd be surprised, kids, what you could learn about your parent's hidden past if you just hit the "off" button.

In today's society we are dependent on media for our daily interactions. "The number one activity among kids is watching television and video games and internet surfing follow ~~lastly~~ closely behind". What kind of message does this really send when many "18 year old encounter 200 thousand acts of violence throughout their lives because of the media." "Each year kids spend more time watching television than being in school". Due to all of this "children do poorly in school, show anti-social behaviors with their peers and families and is also causing obesity." "T.V. Turnoff week" is something that would benefit us greatly so we can try and break our dependency on the media. For one week in April parents and children must make a promise

that they will not watch ~~or play~~ television or play video games. It may be hard for some but when "20 hours a week is spent watching television and only a half hour is devoted to talking to a family member" then something has to be done. What is ~~disturbing~~ alarming is that many children do not know what they will do without television or video games. The media has consumed so much of their lives that they don't know any else.

Lets change this ~~with~~ ^{during} "T.V. turnoff week" suggestions can be made to fill up the time. Activities like writing stories, doing chores around the house, riding your bike, picking up a sport. Many things can be done to spend time away from the television, computer

and video games. Hopefully "T.V. turnoff week" is just a starting off point. Hopefully, many families will see how beneficial it is to decrease ~~their and of them~~ their ~~and~~ and their childrens time in front of the television, computer and videogames.

Increasing the power that the media has on us is not only hurting individuals but society as a whole. If we change our routines in life then maybe we can decrease our reliability on the media and make family the most important. "T.V. turnoff week" can not ^{and everyday thing.} only be just a week. We can make it ^{so} we are spending more time with family and friends than watching tv. or playing video games. Just remember that there was a time when media did not play such a huge role in the lives of people and it could happen again if we try.

There are many positive things the TV Turnoff week has. The positive things that TV turnoff week has is that you can do your home work wash the dog and wash the car. If you do this TV Turnoff week than it will make you smarter. I think that everyone that gets this article will do this and not watch tv for a week. This will help you and then you can do something with your life and not just sit there and eat chips and drink ~~juice~~ soda and watch tv and play video games. Get out there and do something with your life not watch tv your whole life and play video games.

I think this will change your life
Fast.

There are many positive effects on the families from participating in "TV Turnoff week". Just as the speech said by Karen Dill, kids spent most of their day watching tv then focussing on their school work. Kids spent twenty eight hours a week watching television and seven hours and twenty eight minutes a day. Also forty percent of the families watch television during dinner. I personally don't find that acceptable.

There are positives about the "TV TurnOff week" because It gives parents and kids to realize that there are other things you can do rather than just sit home and watch tv or the media. Kids, all they know ~~how~~ to do is come home from school and watch television, or play video games. Therefore, they then do poorly @ in school, their academic grades most likely drop. Kids don't know what they'd do if they did turn off the media, because they are so use to the media, they spent most of their time watching tv and playing video games.

The national "TV turnoff network" for one week I personally think would be a great idea. It ~~just~~ just leaves kids nothing else to do but either write a story, climb a tree, wash their dog or perhaps do their homework, which they probably never do because being so caught up with watching their favorite shows, playing their favorite video games etc. This would also have a positive affect on their families because then they'd have a peaceful dinner, and be able to communicate with one another rather than being distracted by the media.

Families can then form a better relationship with their kids because then they wouldn't be so caught up with tv and the media. Maybe then the kids and family would be able to accomplish more than ~~before~~ before. The TV turnoff week, would be a great idea for our society.

Component A – Module 1 – Practice Set Paper A – Level 3

Quality	Commentary
Meaning	<p>The response: Conveys a basic understanding of the text, making explicit connections between information and ideas in the text and the assigned task (<i>TV Turnoff Week is a positive thing because children will have more time to spend with family, can read more, and maybe help around the house</i>).</p>
Development	<p>Develops some ideas (<i>children are watching TV for a longer amount of time</i>) more fully than others (<i>media is full of bad messages</i>), with some specific and relevant details from the text (<i>40% of homes watch TV during dinner, and the TV is on for 7 hours and 40 minutes each day</i>).</p>
Organization	<p>Maintains an appropriate focus on how media impacts our lives and how participation in “TV Turnoff Week” can be positive. The response exhibits a logical sequence of ideas but lacks internal consistency (<i>It is a sad thing that during this week kids are bored and dont know what to do with themselves</i>).</p>
Language Use	<p>Uses appropriate language that is occasionally imprecise (<i>there can be a possible obesity towards children</i>), with some awareness of audience and purpose (<i>Therefore, I encourage you and your family to participate in TV Turnoff Week</i>). The response occasionally makes effective use of sentence structure and length (<i>Too often children spend less time on their school work because they would rather watch TV and play video games</i>).</p>
Conventions	<p>Demonstrates control of conventions, exhibiting only occasional errors in punctuation (<i>lives.The; messages, that; dont; education, and</i>) and grammar (<i>group of kids that</i>).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.</p>	

Component A – Module 1 – Practice Set Paper B – Level 4

Quality	Commentary
Meaning	<p>The response: Reveals an in-depth analysis of the text (<i>TV Turn-off week can help those ... become more of a family and talk about things, experiences, and memories</i>), making clear and explicit connections between information and ideas in the text and the assigned task (<i>Don't you think TV Turn-off week would help get people together and start new hobbies or traditions and family's could become closer and grades could increase ... talk to one another ... get some exercise ... have quality time with your significant other</i>).</p>
Development	<p>Develops some ideas (negative impact of media on kids and positive effects of "TV Turnoff Week" on the family) more fully than others (Dill's media exposure in "<i>her</i>" day and challenge to recall greatest memories), with some specific and relevant details from the text (<i>kids spend over 28 hours ... watching TV and only a ½ hour talking to Dad ... different shows in different rooms of one household ... means less quality time with the family and TV Turn-off week can help those 40% of families who watch TV during dinner</i>).</p>
Organization	<p>Maintains a clear and appropriate focus on how <i>the media has taken over today's generation</i> and how participating in "TV Turnoff Week" will have positive effects on the family. The response exhibits a logical sequence of ideas but lacks internal consistency (<i>Dill says to think of your greatest memory and asks if it includes your television set. Mine does, does yours? The three most basic thing's ... are work, eating & sleeping, and "the tube"</i>).</p>
Language Use	<p>Uses language that is generally precise (repeated use of ampersand), with a sense of voice and evident awareness of audience and purpose (<i>Hickory, N.C. is ready to participate, so what about you and That is just one hour, imagine an entire week</i>). The response varies structure and length of sentences to enhance meaning (<i>You'd be surprised, kids, what you could learn about your parent's ... if you just hit the "off" button</i>).</p>
Conventions	<p>Demonstrates control of conventions, exhibiting only occasional errors in punctuation (<i>thing's and family's</i>), capitalization (<i>National and Spring</i>), and word omission (<i>TV was shut for</i>).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in development and organization.</p>	

Component A – Module 1 – Practice Set Paper C – Level 3

Quality	Commentary
Meaning	<p>The response: Reveals an in-depth analysis of the text, making clear and explicit connections between information and ideas in the text and the assigned task (<i>“T.V. Turnoff week” is something that would benifit us greatly so we can try and break our dependency on the media, If we change our routines in life then maybe ... make family the most important, We can make it and everyday thing so we are spending more time with family</i>).</p>
Development	<p>Develops some ideas (the dependency on the media) more fully than others (the changes and benefits during “TV Turnoff Week”), with some specific and relevant details from the text (<i>many ... encounter 200 thousand acts of violence ... because of the media; kids spend more time watching television then being in school ... do poorly in school, show anti-social behaviors ... causing obesity; Activities like writing stories ... riding your bike</i>).</p>
Organization	<p>Maintains an appropriate focus that <i>in today’s society we are dependent on media for our daily interactions</i> and how “TV Turnoff Week” can decrease that dependency and benefit the family, exhibiting a logical sequence of ideas through an introduction, a discussion of participation and benefits, and a conclusion.</p>
Language Use	<p>Uses appropriate language (<i>Increasing the power that the media has on us is not only hurting individuals but society as a whole</i>), with some awareness of audience and purpose (<i>Just remember that there was a time when media did not play such a huge role in the lives of people and it could happen again if we try</i>). The response occasionally makes effective use of sentence structure and length (<i>Hopefully, many families will see how benifical it is to decrease their and their childrens time in front of the television, computer and video games</i>).</p>
Conventions	<p>Demonstrates partial control of conventions, exhibiting occasional errors in spelling (<i>benifit</i>), punctuation (missing commas, <i>18 year old, anti-social, time. Activities, childrens</i>), capitalization (<i>for</i>), grammar (<i>many “18 year old and 20 hours ... is,</i>), and word omission (<i>and is also causing obesity and don’t know any else</i>) that may hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in meaning.</p>	

Component A – Module 1 – Practice Set Paper D – Level 2

Quality	Commentary
Meaning	The response: Conveys a simple understanding of the text (<i>There are many positive thing the TV Turnoff week has</i>), making superficial connections to the assigned task (<i>it will make you smarter and This will help you and then you can do some thing with you life and not just sit there</i>).
Development	Develops ideas briefly, using some detail from the text (<i>you can do your home work wash the dog and wash the car</i>).
Organization	Suggests a focus on the positive things about “TV Turnoff Week” but lacks organization.
Language Use	Uses language that is basic (<i>If you do this TV Turnoff week than it will make you smarter, I think this will change you life fast, the</i> for “that,” <i>than</i> for “then,” <i>you</i> for “your”), with little awareness of audience or purpose (<i>I think that everyone that gets theis artical will do this and not watch tv for a week</i>). The response attempts to vary sentence structure (<i>Get out there and do something with your life not watch tv your whole life and play video games</i>) but with little success.
Conventions	Demonstrates emerging control, exhibiting frequent errors in spelling (<i>home work, theis, artical, brink</i>), punctuation (<i>home work wash, help you and then, games Get, life not, games I think</i>), capitalization (<i>Chips</i>), and grammar (<i>many positive thing</i>) that may make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.	

Component A – Module 1 – Practice Set Paper E – Level 3

Quality	Commentary
Meaning	<p>The response: Reveals an in-depth analysis of the text (<i>This would also have a positive affect on their famimilies ... they'd have a peaceful dinner, and be able to commnicate; form a better relationship with their kids; accomplish more</i>), making clear and explicit connections between information and ideas in the text and the assigned task (<i>which they probably never do ... so caught up with watching their favorite shows, playing ... video games and they wouldnt be so caught up with t.v and the media</i>).</p>
Development	Develops some ideas (<i>The national "TV turnoff network" ... would be a great idea</i>) more fully than others (<i>positives about the "TV TurnOff week"</i>), with some specific and relevant details from the text (<i>write a story, climb a tree, wash their dog ... do their homework</i>).
Organization	Maintains an appropriate focus on the positive effects on the family from participating in "TV Turnoff Week," exhibiting a logical sequence of ideas through an introduction, a discussion of some positive effects from participating, and a conclusion.
Language Use	Uses appropriate language that is occasionally imprecise (<i>kids spent twenty eight hours a week watching television and seven hours and twenty eight minutes a day, It gives parents and kids to realize, than for "then"</i>), with some awareness of audience and purpose (<i>The TV turnoff week, would be a great idea for our society</i>).
Conventions	Demonstrates emerging control, exhibiting frequent errors in spelling (<i>focussing and commnicate</i>), punctuation (<i>twenty eight; watch television, or play; in school, their academic; the media, because; week I personally think would</i>), capitalization (<i>kids, It, families</i>), grammar (<i>kids spent ... families watch and It gives parents and kids ... other things you can do</i>), and word omission (<i>most of their day watching tv than focussing</i>).
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in meaning and weaker in conventions.</p>	