

**NEW YORK STATE  
COMPONENT RETEST**

**ENGLISH  
COMPONENT A  
MODULE 1**

**THURSDAY, MAY 6, 2010**

**RATING GUIDE**

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

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

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 scored 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 an account about being encouraging to others. Then you will write a response based on the situation below. You will hear the account twice. You may take notes on the next page at any time during the readings.

**The Situation:** Your school service club is organizing a mentoring program that will focus on middle school students. As part of a training session for the new mentors, your job is to prepare a presentation on how the mentors can be most encouraging to these younger students. In preparation for your presentation, listen to the account by Hal Urban on two types of friendships. Then use relevant information from the account to write your presentation.

**Your Task:** Write the **first draft** of your presentation about being encouraging to middle school students.

**Guidelines:**

**Be sure to:**

- Tell your audience what they need to know about being encouraging to middle school students
- Use specific, accurate, and relevant information from the account to support your explanation
- Use a tone and level of language appropriate for a presentation to the students in your school service club
- Organize your ideas in a logical and coherent fashion
- Indicate any words taken directly from the account by using quotation marks or by referring to the speaker
- Follow the conventions of standard written English

**The Situation:** Your school service club is organizing a mentoring program that will focus on middle school students. As part of a training session for the new mentors, your job is to prepare a presentation on how the mentors can be most encouraging to these younger students. In preparation for your presentation, listen to the account by Hal Urban on two types of friendships. Then use relevant information from the account to write your presentation.

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

When I started my teaching career at age twenty-five, a colleague who was about eight years older “took me under his wing.” I felt honored because he was an outstanding teacher, and I knew I could learn a lot from him. He took the time to point out the things I was doing wrong and explained what some of my students didn’t like about me. I always appreciated his criticism and worked hard to improve in these areas. As we became friends, he also gave me advice regarding my personal life. Here, also, he pointed out things I was doing wrong. Again, I appreciated his criticism. It was nice to have a friend who was willing to be so honest. There were a number of areas in which I needed to improve, both professionally and personally, and I was glad to have someone point them out. Whenever I got off track, which seemed often, he was there to show me how I’d done it. Sometimes I wondered if I’d ever become the teacher or the person that I wanted to be. But at least I always had someone to show me where I was going wrong.

As I began the sixth year of my career, our faculty was joined by Tim Hansel, who had transferred from another school. It was obvious from the first day that he was immensely popular with the students. Still learning myself, I wanted to see what his magic was. Since we were teaching the same two subjects and became team teachers in one of them, we had daily contact. It didn’t take long to find out why Tim was so effective and so well liked. He seemed to have a special talent for bringing out the best in other people. With his students, instead of emphasizing their mistakes, he emphasized either what they did right or what they *could* do. In each of his classes he consistently did three things: he greeted the students as they entered the room, he praised them for their achievements, and he constantly encouraged them to be their best.

But it didn’t stop there. Tim always had something good to say to me, too. He pointed out all the things I was doing well. He said he admired me for my dedication and that it was obvious that my hard work was paying off. He reminded me often how much my students liked me and how much they were learning because of my teaching. As we began to spend time together outside of school, he found other things to compliment me about. The effect of all this was that he helped me see some things that had never gotten my attention before: what I was doing *right* both as a teacher and as a person.

What became of these two friendships? Sadly, the first one ended after many years. I say *sadly* because this is a person I’d greatly admired. He had a distinguished teaching career and is a man of integrity. Most of his criticism of me was valid, and I learned a great deal from him. But one of the main reasons it ended was that the criticism was so constant. It was never balanced with any form of

praise, and eventually it wore me down. The other friendship continues to flourish after thirty years. In fact, it grows richer as we grow older. I can still count on Tim to give me a lift whether I need one or not. He still reminds me about what's good in the world and what's good in me. I've known only a few people who've had as positive an effect on my life. He still has that special talent for bringing out the best in other people. Fortunately, it includes me.

Tim has mastered a powerful skill—the ability to affirm others. *Affirm*, in my opinion, is the most powerful word in our language. It means looking for and finding good in people. It means building others up and encouraging them. It means finding reasons for praise and applause. It means nurturing and being supportive. It means reinforcing what others do well. Most of all, it means giving people reasons to celebrate.

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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.

During our lives we face obstacles with our academic goals or personal lives. People face the most obstacles during their school years. ~~People~~ <sup>Students</sup> ~~is~~ <sup>Younger students</sup> need the guidance of more experienced students on how ~~to~~ the tasks are done. <sup>The</sup> middle school students need people to help keep them on track with their tasks, but most of all encourage the students to do their best at the tasks. The best way for the middle school students to be encouraged is by creating a balanced friendship with them. The friendship should be both criticizing and comforting.

In the account by Hal Urban he explains two types of friendships that helped

him excel in his career. ~~The~~ He briefly explains how one friendship with a elder staff member has helped point out the ~~parts~~ ~~and~~ ~~of~~ areas ~~that~~ in need of improvement in both his professional life and personal life, while a newer friend Jim Hansel has helped show the speaker what he was doing right and ~~to~~ encourage him to continue his methods. Now to help <sup>mentor</sup> the middle school students ~~and~~ it's best to have a balance of both encouragement and criticism. You must point out what the student is doing right <sup>and</sup> make them confident of their abilities so they will continue to work hard at school at their best. You must also help keep them on track with their <sup>tasks,</sup> ~~tasks,~~ tell them what they need to improve on

in their studies, <sup>and</sup> correct them on the mistakes made. ~~As~~ you can't ~~always~~ <sup>always</sup> ~~point~~ point out what they're doing wrong or they won't learn from the mistake and they may lose confidence if constantly corrected. You also can't always praise them or they may start slacking off and thinking ~~that~~ that they're always ~~and~~ right. A perfect balance of encouragement and ~~criticism~~ <sup>criticism</sup> will help get the student far in life.

In conclusion the best way to help the middle school students succeed in ~~at~~ their tasks it's best to have a balanced friendship with the student. ~~It's~~ It's best to teach the student the correct way of completing tasks, but also

encourage the student on their ~~a~~ abilities.  
a student needs to learn by being  
comforted and corrected.

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

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Reveals an in-depth analysis of the text (<i>The best way for the middle school students to be encouraged is by creating a balanced friendship with them. The friendship should be both critizing and conforting</i>), making clear and explicit connections between information and ideas in the text and the assigned task (<i>point out what the student is doing right and make them confident of their abilities so they will continue to work hard at school and tell them what they need to improve on in their studies, and correct them on the mistakes</i>).</p>
<b>Development</b>	<p>Develops ideas clearly and fully, making effective use of relevant and specific details from the text to explain how the mentors can be encouraging to students (<i>one friendship with a elder staff member has helped point out the areas in need of improvement in both his proffesional life and personal life, while a newer friend Tim Hansel has helped show ... what he was doing right and encourage him to continue his methods and you can't always point out what they're doing wrong ... they may lose confidence ... You ... can't always praise them or they may start slacking off</i>).</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on how a mentor should <i>have a balanced friendship with the student</i>. The response exhibits a logical and coherent structure through use of appropriate transitions (<i>but most of all, The best way, Now to help mentor, You must also help, In conclusion</i>).</p>
<b>Language Use</b>	<p>Uses appropriate language that is occasionally imprecise (<i>down for "done," work hard at school at their best, the best way to help ... students succed in their tasks it's best to have</i>), with some awareness of audience and purpose (<i>Now to help mentor the middle school students it's best to have a balance of both encouragement and critizem</i>). The response occasionally makes effective use of sentence structure and length (<i>It's best to teach the student the correct way of completing tasks, but also encourage the student on their abilitys</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control of conventions, exhibiting occasional errors in spelling (<i>acedamic, critizing, conforting, proffesional, succed</i>), punctuation (missing commas), capitalization (<i>made. you and right. a</i>), and grammar (<i>a elder, Hansel has helped ... and encourage, student ... make them, student on their</i>) that may 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 and conventions.</p>	

As young adults in middle school ~~you~~ one can be ~~very~~ fragile and timid. A mentor is there to both help teach and encourage. A former teacher Hal Urban explains the importance of a mentors friendship and the two different types of friendship. Although both friendships are greatly helpful, one friendship can last a lifetime.

~~One friendship is deeply honest~~

Criticism is a strong characteristic of one friendship, ~~but~~ ~~can~~ ~~be~~ ~~deep~~ ~~enough~~. This friend is easy to point out the wrong <sup>a person is</sup> ~~you are~~ doing both in the work ~~or~~ field and your life at home. This person may show you all the wrong, but doesn't make you feel encouraged. ~~At~~ At some point ~~the~~ the constant criticism may weigh

you down. This friendship may not last very long.

~~The~~ On the other hand the ~~friend~~ friendship can both criticize, but praise too. Thal Urban was befriended by Jim Harsel, whose teaching style was both affective and well liked. Jim emphasized what you did ~~&~~ right opposed to what you did wrong and he showed what you ~~was~~ could do. He constantly greeted, ~~and~~ praised, and encouraged others. Optimism truly has an affect on a person and finding a compliment can give a person a reason to celebrate.

~~Thal Urban~~ In the end Thal Urban stayed good friends with Jim Harsel ever after thirty years. This

is because he kept his lead criticism to ~~Urban~~ a low and his praises to a high. Although the other friendship was greatly ~~appreciated~~ appreciated it can weigh pull a person down. ~~One~~ One would most certainly agree with Urban in saying the ~~most~~ most important word is ~~affirm~~ "affirm". And ~~a~~ a mentor should be there to affirm others, with finding the good, encourage, and most certainly give a person a reason to celebrate.

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

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b>            Conveys a basic understanding of the text, making explicit connections between information and ideas in the text and the assigned task (<i>A mentor is there to both help teach and encourage and a mentor should be there to affirm others with finding the good, encourage, and ... give a person a reason to celebrate</i>).</p>
<b>Development</b>	<p>Develops some ideas (a friendship based on praise) more fully than others (a friendship based on criticism), with some specific and relevant details from the text (<i>This friend is easy to point out the wrong ... both in the work field and your life at home; constant criticism may weigh you down; Tim emphasized what you did right ... He constantly greeted, praised, and encouraged others. Optimism truly has an affect ... and ... can give a person a reason to celebrate</i>).</p>
<b>Organization</b>	<p>Maintains an appropriate focus on <i>the importance of a mentors friendship</i> and that an affirming friendship can last a lifetime. The response exhibits a logical sequence of ideas through an introduction, a discussion of the differences between a criticizing and a praising friendship and their effects, and a conclusion.</p>
<b>Language Use</b>	<p>Uses appropriate language that is occasionally imprecise (<i>easy</i> for “quick,” <i>whos</i> for “whose,” <i>affective</i> for “effective,” <i>their</i> for “there”), with some awareness of audience and purpose (<i>Although both friendships are greatly helpful, one friendship can last a lifetime</i>). The response occasionally makes effective use of sentence structure and length (<i>One would most certainly agree with Urban in saying the most important word is “affirm”</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control of conventions, exhibiting occasional errors in spelling (<i>opossed</i> and <i>trully</i>), punctuation (missing commas, <i>mentors friendship</i>, <i>doesnt</i>), grammar (<i>a person ... your</i> and <i>finding ... encourage ... give</i>), and usage (<i>both criticize, but praise</i>) that may hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 3 in all qualities.</p>	

It's important for younger teens, such as many middle school students, to have good encouragement ~~in their life~~ to give them some sort of mental path on where they're going in life. A good idea for this would be to have mentors of a little older than these students to help them out with this.

Now you see, there are two different types of friendships. One of these kinds is the type of person who will always be honest and give you advice how to be more successful or a better person. In some instances, this may be the kind of person someone needs in their life, but may not turn out to be a life long companion because the criticism might get overwhelming and lower a person's self esteem. This is when the other type of friendship comes in hand.

It's good to have a friend or mentor, that will never put you down, but praise your good

aspects, kind of like a role model. Someone who will always point out your good traits, rather than tell you how to be better. Middle school is a tough time in a young teens life, not knowing exactly where they belong or how to act. Someone that will "emphasize what they do right or how they could be", which are the words of Hau Urban in his story of the two kinds of friendships. This friendship usually lasts and even flourishes.

As stated before, young teens have a hard place in life because they don't always see exactly the good in them. That's why these middle school students should have mentors, who will be most effective in their lives and encourage them to be the best they can be.

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

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b>            Conveys a basic understanding of the text, making explicit connections between information and ideas in the text and the assigned task (<i>A good Idea for this would be to have mentors of a little older than these students to help them and It's good to have a ... mentor, that will never put you down, but praise your good aspects</i>).</p>
<b>Development</b>	<p>Develops some ideas (a praising friendship) more fully than others (a criticizing friendship), with some specific and relevant details from the text (<i>critizism might get overwhelming and lower ... self esteem; Someone who will always point out your good traits, rather that tell you how to be better; "emphasize what they do right or how they could be"</i>).</p>
<b>Organization</b>	<p>Maintains an appropriate focus on why middle school students should have mentors <i>who will be most effective in their lives and encourage them to be the best they can be</i>. The response exhibits a logical sequence of ideas but lacks internal consistency (<i>Middle school is a tough time in a young teens life, not knowing exactly where they belong or how to act</i>).</p>
<b>Language Use</b>	<p>Uses appropriate language that is occasionally imprecise (<i>of a little older, hand</i> for "handy," <i>that</i> for "than," <i>they don't always see exactly the good in them</i>, a sentence fragment), with some awareness of audience and purpose (<i>It's important for younger teens ... to have good encouragement to give them some sort of mental path</i>). The response occasionally makes effective use of sentence structure and length (<i>This is when the other type of friendship comes in hand</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control of conventions, exhibiting occasional errors in spelling (<i>instinces, life long, critizism</i>), punctuation (a misused semicolon; <i>self esteem; mentor, that will; misused periods, teens life</i>), capitalization (<i>Idea</i> and <i>But</i>), grammar (<i>a young teens life ... they</i>), and word omission (<i>give you advice how to be</i>) that may hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 3 in all qualities.</p>	

Friends can be based on different things to different people. It can be based on trust, or how that person treats you. Middle school students might not know what to look for in a friend. That's why mentors can be great people for ~~mentoring~~ encouraging. The account by Hal Urban demonstrated two types of friendship: one that didn't last a lifetime, and one that did.

Urban's first friendship he shared was with a guy who he taught with. He thought he can learn so much from this man. Urban thought he was ~~an~~ a honest guy. This man however criticized Urban's every move in teaching.

Criticizing a friend is good when you do it once in a while. But when it becomes an all the time thing, it is bad. You don't want to have a friendship with someone rude. Sadly that friendship ended many ~~3~~ years later.

Hal Urban then met another man who goes by the name Tim Hansel. Tim Hansel was a teacher who transferred from another school. Tim brought out the best in Hal. Unlike the other man, Tim always had good things to say. Tim helped Hal become a better ~~peer~~ teacher. This friendship is still ~~3~~ strong and it has been for the past ~~30~~ thirty years.

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

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b>            Conveys a basic understanding of the text (<i>two types of friendship: one that didn't last a lifetime, and one that did</i>), making superficial connections to the assigned task (<i>Middle school students might not know what to look for in a friend. That's why mentors can be great people for encouraging</i>).</p>
<b>Development</b>	<p>Develops some ideas (Urban's first friendship) more fully than others (friendship with Tim Hansel), with some specific and relevant details from the text (<i>Urban's first friendship ... was with a guy who he taught with. He thought he can learn so much ... thought he was a honest guy. This man ... critized Urban's every move in teaching ... that frienship ended and Urban then met ... Tim Hansel. Tim ... transferred from another school ... brought out the best in Hal ... always had good things to say ... helped Hal become a better teacher</i>).</p>
<b>Organization</b>	<p>Maintains an appropriate focus on encouraging students to make lasting friendships, exhibiting a logical sequence of ideas through an introduction, a discussion of a friendship that ended and a friendship that is still strong.</p>
<b>Language Use</b>	<p>Uses appropriate language that is occasionally imprecise (<i>who</i> for "whom" and <i>all the time thing</i>), with some awareness of audience and purpose (<i>You don't want to have a friendship with someone Rude</i>). The response occasionally makes effective use of sentence structure and length (<i>Unlike the other man, Tim always had good things to say</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control of conventions, exhibiting occasional errors in spelling (<i>critized</i>), punctuation (<i>trust, or how</i> and missing commas), capitalization (<i>Rude</i>), and grammar (<i>Friends ... it, He thought he can, a honest</i>) that may hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in meaning.</p>	

In Life, your friends are the people who stand behind you and support you.... that is a friend but sometimes your best friends are the ones who not only help you and protect you, but those who help you do what's right and not what is wrong.

People come and go but good friends will stay with you forever, the ones who encourage you and help you or even help you understand what's wrong and what's right. Encouragement is a very powerful thing. Encouraging others is a very important thing, to make others feel good about themselves and the people around them. In the account by Hal Urban, the teacher that had a hard time teaching had a friend who would criticize her but in doing so helped her realize her mistakes and try to fix them and then met a person who gave her encouragement. Both of these types of friendships are equally as important.

to peoples lives, those who criticize you may help you but can be emotionally draining and can make people feel bad about themselves and those who encourage you may make you feel good but wont help you realize your mistakes, so the best person is someone who has a balance of the 2 for they are the ones that tell you wrong from right but also encourage you and help you fix it, that is why they dont make you feel bad about yourselves but help fix your mistakes

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

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b>                      Conveys a basic understanding of the text (<i>Hal Urban ... had a friend who would criticized, then met a person who Gave her encourigmint, the best person is someone who has a balance of thes 2</i>), making superficial connections to the assigned task (<i>Encouragment is a very powerful thing. Encouraging others is a veary inportent thing, to make others feel good about themselves</i>).</p>
<b>Development</b>	<p>Develops some ideas (the teacher that criticized) more fully than others (the teacher that encouraged), with some specific and relevant details from the text (<i>the teacher thad a hard time teaching had a friend who would criticized her but in doing so helped here relize her mis takes and try to fix them</i>).</p>
<b>Organization</b>	<p>Suggests a focus on the qualities that make a good friend and suggests organization through an introduction and a discussion of the two types of friendships.</p>
<b>Language Use</b>	<p>Uses language that is basic (<i>best friends are the ones who not only help you ... but those who help you, 2 for “two,” they ... tell you wrong from right but also ... help you fix it</i>), with little awareness of audience or purpose. The response attempts to vary sentence structure (<i>People come and go but good friends will stay with you foreve, the ones who ecourag you and help you or even help you understand wuts wrong and wuts right</i>) but with little success.</p>
<b>Conventions</b>	<p>Demonstrates emerging control, exhibiting frequent errors in spelling (<i>friends, suport, sometimes, wuts, foreve</i>), punctuation (a misuse of an ellipsis, comma splices, <i>peoples lives</i>, a missing hyphen; <i>wont</i>), capitalization (<i>Life and Gave</i>), grammar (<i>had a friend who would criticized her</i>), and word omission (<i>had a hard time teaching had a friend</i>) that may make comprehension difficult.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in meaning and development.</p>	

mentoring can start at a young age, but could very likely happen at an older age too. When students have someone who tells them what they're doing wrong it helps them in many ways. There are many ways to help younger students, like just being nice to them or saying hi.

If these younger students come to this service every day, then they will start to have more ~~confidants~~ confidants in themselves. Besides that they will have a new friend who can help them out. If the student doesn't go to the club then, naturally the friends who they already have will try to help. Although it might save time after school, who knows if these friends are giving them good advice and this could be less encouraging for them. Not having that older student who prays

them for what they did right. Either way it is in the best interest for the student to choose themselves.

In conclusion this program could help them. Or there friends that they already have could help them out to. This program is ~~to help~~ ~~to~~ ~~make~~ ~~them~~ make them selfs feel better with them selfs.

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

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b>            Conveys an incomplete understanding of the text (<i>When students have someone who tells them what there doing wrong it helps them in many ways</i>), making superficial connections to the assigned task (<i>There are many ways to help younger studen, like just being nice to them or saying hi</i>).</p>
<b>Development</b>	<p>Develops ideas briefly, using some detail from the text (<i>they will start to have more confedents in them selfs ... they will have a new friend who can help them out and Not having that older studen who prays them for what they did right</i>).</p>
<b>Organization</b>	<p>Lacks an appropriate focus (<i>this program could help them. Or there friends ... could help them</i>) but suggests organization through paragraphing.</p>
<b>Language Use</b>	<p>Uses language that is basic (<i>to</i> for “too,” <i>there</i> for “they’re,” <i>prays</i> for “praise,” <i>there</i> for “their”), with little awareness of audience or purpose (<i>This program is to help the make them selfs feel better with themselfs</i>). The response attempts to vary sentence structure (<i>mentoring can start at a young age, but could very likly happen at an older age to</i>) but with little success.</p>
<b>Conventions</b>	<p>Demonstrates emerging control, exhibiting frequent errors in spelling (<i>likly, confedents, them selfs, naturaly</i>), punctuation (<i>saying hi; missing commas; then, naturaly; them. Not; them. Or</i>), capitalization (<i>mentoring</i>), grammar (<i>someone who tells</i>), and usage (<i>best interest for the student</i>) that may make comprehension difficult.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 2 in all qualities.</p>	

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

Mentors can be better encouraging to students by critique them and encouraging them. At times students should critique ~~them~~ <sup>and</sup> encourage. ~~They~~ <sup>Students</sup> should be critique because it shows them what ~~they~~ they doing right and wrong, students should be encourage to do their best.

In the account Tim Hansel encourage the other teacher to do better.

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

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Provides minimal evidence of textual understanding ( <i>Mentors can be better encouraging to Students by Critique them and encouraging them</i> ), making minimal connections between information in the text and the assigned task ( <i>it shows them what they doing right and wrong</i> ).
<b>Development</b>	Shows minimal evidence of development, with only one reference to the text ( <i>Tim Hansel encourage the other teacher to do better</i> ).
<b>Organization</b>	Shows minimal focus and minimal organization.
<b>Language Use</b>	Is minimal, providing only four sentences.
<b>Conventions</b>	Is minimal, making assessment of conventions unreliable.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 1 in all qualities.	

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

The Mentors have different ideas than what  
it suppose to be done. One for the Mentors have  
Constructive Criticism. Which is telling people  
what they need to hear, in a ~~bad~~ bad  
way. You are helping other people when  
You do Constructive Criticism.

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

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Provides minimal evidence of textual understanding ( <i>You are helping other people when You do Constructive Criticism</i> ), making minimal connections between information in the text and the assigned task ( <i>One fo the Mentors have Constructive Criticism</i> ).
<b>Development</b>	Shows minimal evidence of development.
<b>Organization</b>	Shows minimal focus and minimal organization.
<b>Language Use</b>	Is minimal.
<b>Conventions</b>	Is minimal, making assessment of conventions unreliable.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 1 in all qualities.	

# **PRACTICE SET**

Component A - Module 1 - Practice Set Paper A

Hello Mentors,

When mentoring the middle school students, be sure to compliment rather than criticize them. Although criticism can be informative and helpful, generally, people prefer to be complimented and praised for their achievements. Friendships tend to grow richer as you grow older when people compliment others. It gives them a positive outlook on things in the world. Complimenting others also describes what's good in the world and it has a positive effect on people. In contrast, criticizing all the negative things about a subject can get depressing. Looking at "a glass half empty doesn't bring a bright and shiny day." When you point out all the negative components and no positive components in a situation, it will bring everyone down. Indeed, criticism is needed to get better in things, but compliments are needed as well. According to the passage, the narrator states that her friendship remained strong with Tim, a friend who constantly complimented her and affirmed others. The passage also states that "affirm" means finding the good in people and praising their achievements, nurturing people and giving people a reason to celebrate. Her other friend always criticized her but she grew apart from him. After a

years, their friendship ended due to the constant negative remarks and its effect on her. Therefore, relationships tend to last longer and become stronger when there is encouragement rather than criticism all of the time. Be friendly to your students and encourage them about this service.

Friendship. What is a friendship and how does it affect you as a person?

Well there are many types of friendships some good and others not so much. The good ones are the ones where both people try to find the best in each other. The bad ones are the ones where one person thinks he/she is better than the other and always points out mistakes.

In the passage we just listened to a man had to ~~two~~ major friendships in his life and they both affected him very differently. The first friendship occurred when he was 25 yrs old and was new to teaching. He met a

who was 8 yrs older than him and who he felt he could learn ~~quite~~ a lot from. They became friends but this man only pointed out his mistakes and he eventually got sick of it.

The ~~second~~ second friendship was one where he met a man named Tim Hamel. He was a teacher as well who was liked by many. He was a good person who even if someone was wrong would point out the positive.

So, as you all may know, we are organizing a mentoring program for middle schoolers. Encouraging them is the main goal of this program, but we are also here to show them where they can improve their skill.

Component A - Module 1 - Practice Set Paper D

Hal Urban had written an account about two types of friendships that were encouraging to him. Both friendships were similar in that they were both encouraging but were separated by its methods.

One friendship was based on constant criticism focused on all of Hal's negative qualities. This friendship came to an end after many years. The other friendship was based on pointing out Hal's positive traits and everything he had done well or what he could do well.

Hal Urban began his teaching career when he was 25, and had some doubt about his skill as a teacher. Hal looked up to this teacher that was 9 years older than him and began to listen ~~to~~<sup>what</sup> this teacher had to say. The teacher would tell Hal what he was doing wrong and criticize what he didn't like. Hal appreciated that someone could tell him honestly how they felt.

At first this encouraged Hal to work on his negatives and what he did not do well. Although, after a while this criticism was no longer constructive. It became tiresome and had come to an end.

Hal Urban's 6th year as a teacher he met another teacher named Tim Hansel. Hal noticed how well-liked Tim was and wondered why. Hal shortly became friends with Tim and realized why Tim is so popular. Tim emphasized on what one did right or what one could do right. When teaching Tim focused on these three points: 1. greeting students 2. praised students hard work 3. encouraged students to do their best and work hard. After a relationship between Tim and Hal had grown, ~~Hal~~ Hal began to notice good things about him that had never been brought to his attention before due to Tim. Hal could always count on Tim to give him a lift and remind Hal the good things about life.

Based on the two different friendships, one lasted longer and encouraged Hull much greater. With the use of praise and focusing on one's positive attributes, encouragement is much better. Criticism gets old and after a while no longer encourages.

Component A - Module 1 - Practice Set Paper E

One of the most important aspects of life is having a role model who encourages you to do above your level best. Most people think that criticism is necessary in order for a person to realize their mistakes. However, in an account by Hal Urban, it is proved that having a mentor who praises you for ~~the~~ <sup>your</sup> positive qualities rather than your negative qualities is much more effective.

Having an influential person ~~around~~ <sup>in life</sup> who can point out your mistakes and guide you is an essential part of growing up. However, constantly criticizing someone can ~~lead to outcomes that~~ <sup>wear down a person.</sup> In this account, Hal Urban mentions a mentor who was ~~over~~ eight years older than him and who ~~got~~ pointed out his mistakes. He would also give him advice about his professional and personal life.

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

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b>            Conveys a basic understanding of the text, making explicit connections between information and ideas in the text and the assigned task (<i>When mentoring the middle school students, be sure to compliment rather than criticize them</i>).</p>
<b>Development</b>	<p>Develops some ideas (a friendship based on compliments) more fully than others (a friendship based on criticism), with some specific and relevant details from the text (<i>her friendship remained strong with Tim ... who constantly complimented her and affirmed others; “affirm” means finding the good in people and praising their achievements, nurturing people and giving people a reason to celebrate; Her other friend always criticized her ... their friendship ended due to the constant negative remarks</i>).</p>
<b>Organization</b>	<p>Maintains an appropriate focus on how <i>relationships tend to last longer and become stronger when there is encouragement rather than criticism</i>, exhibiting a logical sequence of ideas through an introduction, a discussion of the differences between a complimenting and a criticizing friendship, and a conclusion.</p>
<b>Language Use</b>	<p>Uses appropriate language that is occasionally imprecise (<i>done</i> for “down”), with some awareness of audience and purpose (<i>Looking at “a glass half empty doesn’t bring a bright and shiny day”</i>). The response occasionally makes effective use of sentence structure and length (<i>Although criticism can be informative and helpful, generally, people prefer to be complimented and praised for their achievements</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control of conventions, exhibiting occasional errors in spelling (<i>nurturing</i>), punctuation (<i>world and it has and criticized her but she grew</i>), paragraphing, and grammar (<i>After a years and due to ...remarks and its effect</i>) that may hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 3 in all qualities.</p>	

**Component A – Module 1 – Practice Set Paper B – Level 2**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b>  Conveys a simple understanding of the text (<i>there are many types of friendships some good and others not so much</i>), making superficial connections to the assigned task (<i>The good ones are the ones where both people try to find the best in eachother. The bad ones are the ones where one ... always points out mistakes</i>).</p>
<b>Development</b>	<p>Develops ideas briefly, using some detail from the text (<i>The first friendship occured when he was 25 yrs old ... he felt he could learn a lot ... this man only pointed out his mistakes and he eventually got sick of it and The second friendship was ... Tim Hansel ... He was a good person who even if someone was wrong would point out the positive</i>).</p>
<b>Organization</b>	<p>Suggests a focus on good and bad friendships and suggests some organization through an introduction and a brief discussion of Hal Urban’s good and bad friendships.</p>
<b>Language Use</b>	<p>Uses appropriate language that is occasionally imprecise (<i>to</i> for “two” and <i>yrs</i>), with some awareness of audience and purpose (<i>a man had to major friendships in his life and they both affected him very differently</i>). The response occasionally makes effective use of sentence structure and length (<i>what is a friendship and how does it affect you as a person?</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control of conventions, exhibiting occasional errors in spelling (<i>eachother</i> and <i>occured</i>), punctuation (<i>well there are, friendships some, listened to a man, life and they, mistakes and he</i>), capitalization (<i>what</i> and <i>well</i>), and word omission (<i>He met a who</i>) that may hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use and conventions.</p>	

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

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Provides minimal evidence of textual understanding, making minimal connections between information in the text and the assigned task ( <i>Encouraging them is the main goal ... we are also Here to show them where they can improve</i> ).
<b>Development</b>	Shows minimal evidence of development.
<b>Organization</b>	Shows minimal focus and minimal organization.
<b>Language Use</b>	Is minimal, providing only two sentences.
<b>Conventions</b>	Is minimal, making assessment of conventions unreliable.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 1 in all qualities.	

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

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b>                      Conveys a basic understanding of the text (<i>two types of friendships that were encouraging</i>), making superficial connections to the assigned task (<i>With the use of praise and focusing on one’s positive attributes, encouragement is much better. Criticism gets old and ... no longer encourages</i>).</p>
<b>Development</b>	<p>Develops some ideas (friendship focused on positives) more fully than others (friendship focused on negatives), with some specific and relevant details from the text (<i>Hal looked up to this teacher that was 8 years older, The teacher would tell Hal what he was doing wrong, At first this encouraged Hal ... after a while this criticism was no longer constructive, Hal noticed how well-liked Tim was and wondered why, Tim emphasized on what one did right, Hal could always count on Tim to give him a lift and remind Hal the good things about life</i>).</p>
<b>Organization</b>	<p>Maintains an appropriate focus on two types of friendships meant to encourage but with different results. The response exhibits a logical sequence of ideas through an introduction, a discussion of the two teachers’ different approaches to encouragement, and a conclusion.</p>
<b>Language Use</b>	<p>Uses appropriate language that is occasionally imprecise (<i>then</i> for “than,” <i>emphasized on what one did right, him</i> for “himself”), with some awareness of audience and purpose (<i>Both friendships were similar in that they were both encouraging but were seperated by its methods</i>). The response occasionally makes effective use of sentence structure and length (<i>Based on the two different friendships, one lasted longer and encouraged Hal much greater</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control of conventions, exhibiting occasional errors in spelling (<i>seperated</i> and <i>criticise</i>), punctuation (<i>teacher he met, When teaching Tim focused, students hard work</i>), grammar (<i>they were both ... its, someone could tell ... how they, realized why Tim is ... Tim emphasized, Tim focused on ... greeting ... praised ... encouraged</i>), and word omission (<i>listen what this teacher had to say, Hal Urban’s 6<sup>th</sup> year</i> for “During Hal Urban’s 6<sup>th</sup> year,” <i>remind Hal the good things</i>) that may hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in meaning.</p>	

**Component A – Module 1 – Practice Set Paper E – Level 2**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Conveys a simple understanding of the text ( <i>One of the most important aspects of life is having a role model who encourages you to do above your level best</i> ), making superficial connections to the assigned task ( <i>having a mentor who praises you for your positive qualities rather than your negative qualities is much more effective</i> ).
<b>Development</b>	Develops ideas briefly, using some detail from the text ( <i>Hal Urban mentions a mentor who was eight years older ... who pointed out his mistakes ... also give him advice about his professional and personal life</i> ).
<b>Organization</b>	Suggests a focus on how a mentor who praises, rather than criticizes, can be most effective and suggests some organization through an introduction and some discussion of a criticizing mentor.
<b>Language Use</b>	Uses appropriate language that is occasionally imprecise ( <i>above your level best</i> and <i>criticizing someone can wear down a person</i> ), with some awareness of audience and purpose ( <i>Having an influential person in life who can point out your mistakes and guide you is an essential part of growing up</i> ). The response occasionally makes effective use of sentence structure and length ( <i>Most people think that criticism is necessary in order for a person to realize their mistakes</i> ).
<b>Conventions</b>	Demonstrates partial control of conventions, exhibiting occasional errors in punctuation ( <i>qualities rather ... qualities is</i> ), grammar ( <i>a person to realize their</i> ), and word omission ( <i>in life</i> for “in your life”) that may 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.	