

**NEW YORK STATE  
COMPONENT RETEST**

**ENGLISH  
COMPONENT A  
MODULE 1**

**MONDAY, MAY 16, 2005**

**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>	<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>	<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>	<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>	<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>	<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>	<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>	<ul style="list-style-type: none"> <li>—develop ideas briefly, using some detail from the text</li> </ul>	<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>	<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>	<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>	<ul style="list-style-type: none"> <li>—lack an appropriate focus but suggest some organization, OR suggest a focus but lack organization</li> </ul>	<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>	<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>	<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>	<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>	<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>	<ul style="list-style-type: none"> <li>—demonstrate control of conventions, exhibiting only occasional errors</li> </ul>	<ul style="list-style-type: none"> <li>—demonstrate partial control of conventions, exhibiting occasional errors that may hinder comprehension</li> </ul>	<ul style="list-style-type: none"> <li>—demonstrate emerging control, exhibiting frequent errors that may make comprehension difficult</li> </ul>	<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 Olympic swimmer Ethelda Bleibtrey. Then you will write a response based on the situation described 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 newspaper is publishing a special issue focusing on how some people succeed in spite of their physical limitations. You have chosen to write an article about Ethelda Bleibtrey, an Olympic swimmer who succeeded despite her limitations. In preparation for writing your article, listen to an account by Mel Allen. Then use relevant information from the speech to write your article.

**Your Task:** Write the **first draft** of your article on how Ethelda Bleibtrey overcame her physical limitations to succeed.

**Guidelines:**

**Be sure to:**

- Tell your audience what they need to know to help them understand how Ethelda Bleibtrey succeeded despite her physical limitations
- Use specific, accurate, and relevant information from the account to support your explanation
- Use a tone and level of language appropriate for a school newspaper article
- Organize your ideas in a logical and coherent manner
- 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 newspaper is publishing a special issue focusing on how some people succeed in spite of their physical limitations. You have chosen to write an article about Ethelda Bleibtrey, an Olympic swimmer who succeeded despite her limitations. In preparation for writing your article, listen to an account by Mel Allen. 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

If it hadn't been for a case of polio, a basement swimming pool, and a water-polo player with a radical idea, Ethelda Bleibtrey's life might have been unremarkable.

In 1918, when she was 16 years old, Ethelda, the daughter of a mortician, left her hometown of Waterford, New York, to attend Erasmus Hall High School, a private school in Brooklyn. While there, she fell victim to polio. To strengthen her weakened limbs, she joined the newly formed Women's Swimming Association of New York City.

The swimmers, who took their exercise in a small heated pool in the basement of a nearby hotel, had attracted the attention of Louis deBreda Handley, a world-class swimmer and water-polo player. Handley volunteered to coach them. He had analyzed the swimming strokes of the day and thought he knew a more efficient way to move through water. The girls provided an opportunity for him to test his theories.

Handley taught the girls a stroke he called the six-beat-double-trudgen crawl. (It soon became known simply as the American crawl.) It required three leg kicks to each powerful arm stroke—a radical departure from the practice of the day. He also taught them to breathe by turning the head slightly to the side, instead of the rolling motion employed by the Australians, the elite swimmers of the period. None of the girls learned the stroke quicker or swam faster than the blond, blue-eyed Ethelda.

Handley ended each swim practice with a game of water polo. This improved the girls' endurance and, combined with their streamlined stroke, gave them speed and stamina never before seen in women swimmers.

On August 16, 1919, over 5,000 spectators surrounded the swimming pool on Manhattan Beach, just beyond Coney Island. They had come to watch a quarter-mile race between Ethelda, who had only a year of competitive experience, and Australian Fanny Durack, who held 11 world records. The race generated unprecedented excitement because women athletes were still a curiosity.

Though Fanny was considered unbeatable, Ethelda led from start to finish, astonishing onlookers. When it was over, the crowd erupted with "a spontaneous volley of applause which has seldom been surpassed at a swimming meet in this country," reported the *New York Times*. "Spectators slapped one another on the back, jumped into the air with glee; women . . . hugged one another, and sometimes in mistake or out of pure, unexalted joy—the man nearest them." With the victory, Ethelda assured herself a spot on the American Olympic team for the following summer.

In August 1920, the U.S. Olympic team set sail on a transport ship for Antwerp, Belgium. They were over 200 strong, including—for the first time in Olympic competition—more than a dozen women swimmers. Many believed that Ethelda was the

brightest star among the female athletes onboard.

(From *The Most Perfect Swimmer*, by Mel Allen. Yankee Publishing Incorporated from the 2003 Old Farmer's Almanac. Reprinted by permission of Yankee Publishing Incorporated.)

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.

It is said that a person can do anything if ~~they~~<sup>he or she</sup> sets his or her mind to it. Despite physical limitations, a strong will and sense of determination can deviate a person from invalid to superstar. Ethelda Bleibtrey, the blonde-headed, blue-eyed star swimmer <sup>from Waterford, NY</sup> was able to fight the ravages of polio and earn acclaim for her outstanding swimming skills only because she was willing to work hard to overcome her physical weaknesses.

Ethelda contracted the devastating disease polio during her stay at Brooklyn, New York's Crasmus Hall High School. The illness ~~of~~ rendered her muscles <sup>very</sup> weak. Rather than accept this disability, Ethelda joined the Women's Swimming Association of New York City, which practiced at a hotel's underground pool, in order to regain her strength. Few could have imagined that Ethelda's skills would surpass those of her teammates!

Othelda's blossoming career was greatly helped by professional swimmer and water polo player Louis Handley, who coached the squad. His revolutionary stroke, "The American Crawl," as well as an inventive breathing method, propelled his team to success. This success was manifest in Othelda's upset victory over top Australian swimmer Fanny Durick. As a result of this victory, Mrs. Bleibrey earned the opportunity to swim at the 1920 Summer Olympic Games in Antwerp, Belgium.

Othelda Bleibrey is a true example of the potential to overcome physical limitations. Though she suffered the agonies of polio, she managed to become "the brightest star among the female athletes" at the Olympics. Her accomplishments are so extraordinary because she did the impossible and shone despite the odds being against her.

**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, making clear and explicit connections between information and ideas in the text and the assigned task (<i>Despite physical limitations, a strong will and sense of determination can elevate a person from invalid to superstar</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 Ethelda Bleibtrey overcame her physical limitations to succeed (<i>Rather than accept this disability, Ethelda joined the Women’s Swimming Association...in order to regain her strength and Ms. Bleibtrey earned the opportunity to swim at the 1920 Summer Olympic Games</i>).</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on Ethelda Bleibtrey’s determination to overcome her physical limitations. The response exhibits a logical and coherent structure through use of appropriate devices and transitions (<i>This success, As a result, Though she suffered</i>).</p>
<b>Language Use</b>	<p>Uses language that is precise (<i>Ethelda contracted the devastating disease and This success was manifest in Ethelda’s upset victory</i>), with awareness of audience and purpose (<i>Few could have imagined that Ethelda’s skills would surpass those of her teammates</i>). The response varies sentence structure to enhance meaning (<i>His revolutionary stroke, “The American Crawl,” as well as an inventive breathing method, propelled his team to success</i>).</p>
<b>Conventions</b>	<p>Demonstrates control of conventions.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 4 in all qualities.</p>	

There are always aspects in a person's life that limit them. Only a selective few are able to overcome obstacles in their path. Ethelda Bleibtrey is one of the few who overcame her physical limitations, one being surviving from polio, the other being born a woman.

When Ethelda was sixteen years old, she transferred to a private school in Brooklyn, New York. It was there she contracted the polio disease. She survived, but her body was extremely weak. Instead of doing nothing about it, Ethelda became empowered. She joined the women's swimming association to strengthen her body.

In the year 1918, it was uncommon

For women to participate in sports, the women's swimming association intrigued a male water poloist named Louis Hanley. Hanley watched the women and decided to coach them. He taught them new techniques of swimming and had them play water polo after each practice. This intense fitness regime caused Ethelda Bleibtrey to become stronger. She had better endurance, speed, and stamina in the water.

A turning point in Ethelda's life came only one year after swimming competitively. She was to race Fanny Durak, an eleven time world record holder. All her hard work paid off as she crossed the finish line before Fanny, the entire crowd cheering.

After that incredible race, Ethelda was offered a spot on the Olympic swim team. This team had spots for one dozen other women swimmers. This marked the time when Ethelda overcame all her obstacles. She had shown she was strong enough to swim professionally and she had overcome the limitations of being a woman. She proved that women had just as much right to participate in sports as men.

Many people in the world have weaknesses that they struggle against to succeed. Ethelda Bleibrey is a prime example of one who has succeeded. The force of her determination caused her to surpass all odds.

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

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> 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>This marked the time when Ethelda overcame all her obstacles. She had shown she was strong enough to swim professionally and she had overcome the limitations of being a woman</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 Ethelda Bleibtrey overcame the physical limitations of polio (<i>her body was extremely weak. Instead of doing nothing about it, Ethelda became impowered. She joined the woman’s swimming association to strengthen her body</i>), as well as how Ethelda Bleibtrey overcame the perception that women were physically limited when it came to sports (<i>She proved that women had just as much right to participate in sports as men</i>).</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on Ethelda Bleibtrey’s polio and gender as physical limitations to overcome. The response exhibits a logical and coherent structure through use of appropriate devices and transitions (<i>Instead of doing nothing about it</i> and <i>After that incredible race</i>).</p>
<b>Language Use</b>	<p>Uses language that is appropriate, with some awareness of audience and purpose and occasionally makes effective use of sentence structure or length (<i>Ethelda Bleibtrey is one of the few who overcame her physical limitations, one being surviving from polio, the other being born a woman</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control of conventions, exhibiting occasional errors in spelling (<i>transferred, impowered, regimine</i>), capitalization (<i>old, She; woman’s swimming association; olympic</i>), and usage (<i>poloist</i>) which do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 4, although it may be somewhat weaker in language use and conventions.</p>	

Though physical limitations do not affect everyone, many people in this world are often hit with problems that they must work around. Though sometimes, these problems may be obstructing, many times, people with disabilities often work harder to overcome their problems. An example of this would be Ethelda Bleibtrey who was hit with polio.

To strenghten her limbs and muscles, she joined the Women's Swimming Association's Turin Team. There she practiced swimming with other girls in the pool of a nearby hotel. ~~There~~, their coach saw promising results in these girls and used different techniques to make them better swimmers. He taught the girls a new stroke called the American crawl, which incorporated three leg kicks to one powerful arm stroke. He also ended each swimming

practice with a game of water polo. This increased the girls' endurance, strength, and stamina. Breathing techniques were also taught to them. Instead of the rolling method, he taught the girls to turn their head slightly to the side and take a breath. Using these techniques, the girls became stronger and they had speed and power that was not before seen in women's sports. Using these coaching techniques, Ethelda slowly worked her way to the top.

In a quarter mile race between Ethelda and an Australian swimmer, the winner was highly anticipated. Though the swimmer from Australia held 11 titles, Ethelda won. People everywhere were excited, and she was guaranteed

a place on the U.S. Olympic team.

Using her as an example, we can see how ~~the~~ people overcome their disabilities and how they succeed. She is truly a hero.

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

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<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>people with disabilities often work harder to overcome their problems. An example of this would be Ethelda Bleibtrey who was hit with polio</i> ).
<b>Development</b>	Develops some ideas (Ethelda Bleibtrey’s training as a swimmer) more fully than others (Ethelda Bleibtrey’s victory over the Australian swimmer), with some specific and relevant details from the text ( <i>She joined the Women’s Swimming Association’s Swim Team and Though the swimmer from Australia held 11 titles</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus on Ethelda Bleibtrey’s hard work to overcome her physical limitations. The response exhibits a logical sequence of ideas through use of some appropriate devices and transitions ( <i>To strengthen her limbs and muscles and Using these coaching techniques</i> ).
<b>Language Use</b>	Uses language that is generally appropriate, although, at times, imprecise ( <i>Ethelda Bleibtrey who was hit with polio</i> ). The response occasionally makes effective use of sentence structure or length ( <i>Using her as an example, we can see how people overcome their disabilities and how they succeed. She is truly a hero</i> ).
<b>Conventions</b>	Demonstrates partial control of conventions, exhibiting occasional errors in spelling ( <i>encorporated, strenght, gauranteed</i> ), punctuation (extraneous commas), and usage ( <i>every where</i> for “everywhere”).
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 3 in all qualities.	

Despite limitations, many people succeed at becoming top athletes. They may have to work a bit harder, yet they still surpass the competition while still having physical disabilities. Olympic swimmer Etheld Bleibtry is a perfect example of this.

When Ethelda, the daughter of a mortician was 11 years old in 1918 she left her home in Waterford, NY to attend a private school in Brooklyn. Shortly after Ethelda arrived to Brooklyn she developed polio. To strengthen her joints she joined the Women's Polo Association of New York City. The girls, under the coaching of world class swimmer and water polo player Louis Debreita Handly practiced in a basement swimming pool at a nearby hotel. Handly thought he knew a more effective way to swim so he developed the "american crawl." He also taught the women to breathe by turning their heads to the side. To improve the endurance and stamina of the girls, Handly ended each practice with a

water polo game. No one could swim faster than Ethelda

On August 16, 1919, 5,000 spectators surrounded a pool to watch a  $\frac{1}{4}$  mile race that included Ethelda Bleibtrey and Australian Fanny Durick. Fanny was expected to win this race. However, Ethelda led the entire time. Ethelda then earned a spot on the U.S. Olympic swimming team. In August of 1920, Ethelda and the rest of the Olympians set sail for Belgium. Ethelda was thought by many to be the "brightest star" among the female Olympians.

Even though Ethelda developed Polio, she proved herself to be a top Olympic swimmer. Because of the hard work and dedication she put into her swimming, she succeeded tremendously. Her success just goes to prove that if you are determined enough and work hard, you can achieve great things, despite physical limitations.

**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 some explicit connections between information and ideas in the text and the assigned task (<i>Even though Ethelda developed Polio, she proved herself to be a top Olympic swimmer</i>). The connections to the task are superficial in the body of the response.</p>
<b>Development</b>	Develops some ideas (a chronology of Ethelda’s actions from 1918 to 1920) more fully than others (how Ethelda’s physical limitations affected her athletic success), with some specific and relevant details from the text ( <i>under the coaching of world class swimmer and water polo player Louis Debreata Handly</i> ).
<b>Organization</b>	Suggests a focus on hard work leading to achievement, although the two body paragraphs drift from this focus. The response generally exhibits a logical sequence of ideas but occasionally lacks internal consistency ( <i>No one could swim faster follows ended each practice with a water polo game, a non-racing sport</i> ).
<b>Language Use</b>	Uses language that is generally appropriate, with some awareness of audience and purpose ( <i>Despite limitations, many people succeed at becoming top athletes</i> ). The response occasionally makes effective use of sentence structure or length ( <i>To improve the endurance and stamina of the girls, Handly ended each practice with a water polo game</i> ).
<b>Conventions</b>	Demonstrates control of conventions, exhibiting only occasional errors in spelling ( <i>mortitian</i> ) and punctuation (missing commas).
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions and somewhat weaker in organization.</p>	

There are those who are challenged when performing everyday activities done with ease by others. An example of the determination needed to succeed in something that is extra challenging is the case of Ethelda Bleibtrey. Ethelda a 16 year old girl going to school at Erasmus Hall High School in Brooklyn, New York in 1918 was diagnosed with polio.

When Ethelda unclocked this news she did not wallow in self pity but instead she decided to do something about it. She learned that swimming would strengthen her limbs. Even though this required Ethelda to exert extra energy into overcoming her obstacle she did not quit. Ethelda joined the womens swimming association that was coached by former world class swimmer and polo champion Louis Dabreda Handly.

With Handley's help Bleibtrey was able to train herself using the modern techniques of her coach to become a competitive swimmer. On August 16, 1919 over 5,000 spectators showed up to watch Ethelda challenge Fanny, an Australian who was considered unbeatable. In the crowds astonishment Ethelda Fanny kept the lead through the whole race.

With these results, Ethelda was able to move on to the 1920 Olympics and she was able to triumph in the face of diversity.

**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, making some explicit connections between information and ideas in the text and the assigned task (<i>Even though this required Ethelda to exert extra energy into overcoming her obstacle she did not quit</i>).</p>
<b>Development</b>	Develops ideas briefly, using some detail from the text ( <i>former world class swimmer and polo champion Louis Dabreda Handly and On August 16, 1919 over 5,000 spectators</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus on Ethelda Bleibtrey’s commitment to overcome her physical limitations. The response suggests some organization.
<b>Language Use</b>	Uses language that is generally appropriate with an awareness of audience and purpose ( <i>An example of the determination needed to succeed in something that is extra challenging is the case of Ethelda Bleibtrey</i> ). The response occasionally makes effective use of sentence structure or length ( <i>With Handley’s help Bleibtrey was able to train herself using the modern techniques of her coach to become a competitive swimmer</i> ).
<b>Conventions</b>	Demonstrates partial control of conventions, exhibiting occasional errors in spelling ( <i>exhert</i> ), punctuation (missing commas, <i>womens, crowds</i> ), inappropriate capitalization, and usage ( <i>In</i> for “To” and <i>diversity</i> for “adversity”) that may hinder comprehension.
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in development.</p>	

It seems as though nothing could prevent Ethelda Bleibtrey from becoming one of the most remarkable swimmers in the Olympics. As a victim of Polio Ethelda decided to strengthen herself and join a swimming association (WSAN). There she learned certain techniques that would bring her to the top. Hardly an experienced swimmer would teach the women <sup>of the association</sup> the American crawl and also to breathe turning their head slightly to the side for air. It was said no one learned faster than the blonde with blue eyes Ethelda. As time went on these techniques improved Ethelda's endurance and gave <sup>her</sup> speed and stamina. Soon enough on Aug. 16, 1990 Ethelda was able to show the world her abilities. An audience of almost five thousand spectators surrounded a swimming pool located on Manhattan beach to view her

challenge Fanny Durag (holding 11 records). This was a quarter mile race that had everybody anxious. Sure enough Ethelda proved her ambition and talents. All the spectators were excited and full of joy as they patted each other on the back as a show of happiness for her. This win gave her a spot in the U.S. Olympic in Belgium. Even if there were only a little over a dozen women Ethelda Bleibtrey stood out the most.

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

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Conveys a simple understanding of the text by summarizing, but makes only minimal connection to the assigned task ( <i>As a victim of Pollio Ethelda decided to strengthening herself</i> )
<b>Development</b>	Develops ideas briefly, using some detail from the text ( <i>An audience of almost five thousand spectators surrounded a swimming pool located on Mahanttan beach</i> ).
<b>Organization</b>	Suggests a focus on Ethelda Bleibtrey's success as a swimmer. The response suggests organization through a listing of information from the text, but a lack of paragraphing weakens organization.
<b>Language Use</b>	Uses language that is basic ( <i>that would bring her to the top</i> and <i>Sure enough Ethelda proved her ambition and talents</i> ), with little awareness of audience or purpose. The response makes some attempt to vary sentence structure ( <i>Even if there were only a little over a dozen women Ethelda Bleibtrey stood out the most</i> ) but with little success.
<b>Conventions</b>	Demonstrates partial control of conventions, exhibiting occasional errors in spelling ( <i>strengthening, surrounded, challege, quater</i> ), punctuation (missing commas), and usage ( <i>their head</i> for "their heads").
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions.</p>	

Ethelda Bleibtrey who attend Erasmus Hall private school became a successful Olympic swimmer in spite of her physical limitations. Ethelda joined the women swimming Association of New York City. She practiced at a near by hotel, a professional swimmer volunteered to coach Ethelda and others that participated in the swimming lesson. Hiroll taught them how to do the 6 beat double frend crawl; 3 leg kick with each powerful arm stroke, and breath turning slightly to the side. With all the coaching Ethelda got from Hiroll it paid off because went to a swimming competition and alot of spectators show up, Ethelda was pick to get a spot on the Olympic team. This year in the olympic team there was a dozen of girls made the olympic team. Out of all the girls Ethelda was the smartest girl.

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

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b>            Conveys an incomplete understanding of the text by failing to address Ethelda Bleibtrey’s polio, the physical limitation that she had to overcome. The response makes only superficial connections to the assigned task (<i>Ethelda Bleibtrey...became a successful Olympic swimmer in spite of her physical limitations</i>).</p>
<b>Development</b>	Develops ideas briefly, using some details from the text ( <i>Ethelda joined the women swimming Association and Ethelda was pick to get a spot on the Olympic team</i> ).
<b>Organization</b>	Suggests a focus on Ethelda Bleibtrey’s success as a swimmer and suggests organization through a brief summary of the text.
<b>Language Use</b>	Uses language that is basic and occasionally imprecise ( <i>3 leg kick with each powerful armstroke, and breath turning slightly to the side and This year in the Olympic team there was a dozen of girls made the Olympic team</i> ). The response makes some attempts to vary sentence structure ( <i>Out of all the girls Ethelda was the smartest girl</i> ), but with little success.
<b>Conventions</b>	Demonstrates emerging control, exhibiting frequent errors in spelling ( <i>voluntered</i> ), punctuation (comma splices and missing commas), grammar ( <i>attend</i> for “attended,” <i>show</i> for “showed,” <i>pick</i> for “picked”), capitalization ( <i>women swimming Association</i> ) and usage ( <i>women</i> for “women’s,” <i>near by</i> for “nearby,” <i>alot</i> for “a lot”) that may make comprehension difficult.
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 2 in all qualities.</p>	

an olympic swimmer who succeeded despite her limitations. your school newspaper is publishing a special issue focussing on how some people succeed inspite of their physical limitations. about the olympic swimmer Ethela Bleibtrey.

In the passage according to the author she was very bright young person who just needed some help from others so she could continue her life with her dreams she always wanted to accomplish, even she had a sickness problem in her body she always want to do something for herself while she was going to school. she went to a private school in Brooklyn which a high school name stamuis hall, she started swimming in a basement swim pool whe she was 16 year old raising up in Brooklyn.

While she was trying to accomplish her goal she had some type of sickness that happened to her a Polio sickness but she was still trying to do what she always dreams of doing, while she claims victim of her sickness she find somebody to help her with ~~that~~ dreams, one of the person of her school had help her to analyze her swimming pool A world class to provided an opportunity it required her a practice of the day.

Each swimming practice the Ethelda Bleibtrey improved the girl, in August 16, 1919 she progressed a big winning to go to Mahatan beach to do her swimming section, she had a lot of people behind the athlete young girls.

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

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b>  Conveys an incomplete, and at times, confused understanding of the text. The response alludes to the text but makes superficial connections to the assigned task (<i>your school newspaper is publishing a special issue focussing on how some people succeed in spite of their physical limitations. about the Olympic swimmer Ethelda Bleibtrey and While she was trying to accomplish her goal she had some type of sickness...but she was still trying to do what she always dreams of doing</i>).</p>
<b>Development</b>	Shows minimal evidence of development, although a few details from the text are mentioned ( <i>She went to a private school in Brooklyn...name Iramus hall and she started swiming in a basement swimm pool whe she was 16 year old</i> ).
<b>Organization</b>	Suggests a focus on Ethelda Bleibtrey overcoming polio to become a swimmer and suggests organization demonstrated by attempts at paragraphing.
<b>Language Use</b>	Uses language that is often unsuitable and, at times, incoherent ( <i>while she claims victim of her sickness she find somebody to help her with that dreams and she had a lot of people behind the athete you girl</i> ), contributing to the lack of clarity of the response. Attempts to vary sentence structure are unsuccessful because of numerous sentence fragments ( <i>an olympic swimmer who succeeded despite her limitations</i> ) and run-on sentences which lead to confusion.
<b>Conventions</b>	Demonstrates emerging control, exhibiting frequent errors in spelling ( <i>succeeded, focussing, seccion, athete</i> ), punctuation (comma splices), grammar ( <i>year old</i> for “years old,” <i>dreams</i> for “dreamed,” <i>find</i> for “found,” <i>help</i> for “helped”), and usage ( <i>raising up</i> for “growing up” and <i>person</i> for “people”) that make comprehension difficult.
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat weaker in development and language use.</p>	

According to an account by Nell Allen, people succeed in spite of their physical in-  
discouragement and by their limitation.

Ethel Bleibrey overcame her physical limitations to succeed. In a badminton swimming pool and a water polo. By 1918 when she was 16 yrs old she went in a private school in Brooklyn she felt victim to polio.

It is hard to swimmer you could possibly do a lot of thing. It hard to stroke and also a departure. He show them how do do things and show them how to brave in the water.

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

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Provides minimal understanding of the text with minimal connections between information in the text and the assigned task (<i>Ethelda Bleibtrey overcame her physical Limitations to succeed and She felt victime to Polio</i>).</p>
<b>Development</b>	Shows minimal evidence of development mentioning a few details from the text ( <i>She was 16 yrs old she went in a prevate school in brooklyn</i> ).
<b>Organization</b>	Shows no focus and minimal organization by attempting an introduction and attempting paragraphing.
<b>Language Use</b>	Uses language that is largely incoherent ( <i>People succeed in spite of their physical in discourage and by there Limitation and It hard to shoke and also a duparture</i> ).
<b>Conventions</b>	Demonstrates emerging control, exhibiting frequent errors in spelling ( <i>prevate, victime, swimme, posibly, duparture</i> ), capitalization, grammar ( <i>felt</i> for “ <i>fell</i> ”), and usage ( <i>there</i> for “ <i>their</i> ”) that may make comprehension difficult.
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in conventions.</p>	

# PRACTICE SET

Component A - Module 1 - Practice Set Paper A

Ethelda Bleibtrey had to overcome having polio at a young age. At age 16 in 1918 she left Waterford, NY and went to Erasmus Hall High School. Ethelda needed to strengthen her limbs so she joined a swim team that met in a basement swimming pool of a nearby hotel. The young ladies soon had a coach to teach them.

Luis Debredda Handly came and taught the girls a stroke later known as the American crawl and a better breathing technique. The stroke had three kicks of the legs to every one stroke of the arms. Ethelda picked up this stroke the quickest. At the end of each practice the girls would play water polo. Ethelda

and the other girls had great stamina.

Ethelda soon became a sensation. In a quarter mile race she beat Frannie Durak who held 11 world records. Everyone applauded and the NY Times said that no one could beat the applause she received. This race assured her a spot on the American swim team.

Ethelda, along with more than a dozen female swimmers, were on their way to Antwerp, Belgium for the Olympics. This was the first time women could go to the Olympics for swimming. Ethelda accomplished a lot and overcame her limitations.

Ethelda Bleibtrey, a teenager in the 1910s that had polio, became an Olympic Swimmer. The important and unique thing about her is that she won a medal in the Olympics. She wasn't just competing with the other swimmers, she was competing with herself.

During highschool she joined a swim team in New York City that practiced in the hotel swimming pool in the basement. When this team caught the attention of an Olympic swimmer named Hansley, Ethelda would soon be trained by him. Hansley taught Ethelda a lot to know such as his American stroke. People like Hansley encouraged Ethelda to keep going and not give up.

The things that Ethelda used to win that race was confidence, and determination. Her main competitor was giving Ethelda a shot at the title. The combination of strength, will power, and

Hanstey's teachings allowed Ethelba to win the race and rise above her disability, what amazes most people is not that she competed in the Olympics but that she had polio and competed in the Olympics.

Component A - Module 1 - Practice Set Paper C

In the early 1900's a star was born, but people wouldn't know until almost twenty years later. Ethelda Bleibtrey was her name and she lived a remarkable story.

Many times in life things can happen that you can't control. Limitations can be set upon you that you never intended on having. But where your true character shows is when you can overcome those limitations and still be successful, much like Ethelda Bleibtrey.

At the age of 16, Ethelda was sent to a private school in Brooklyn, where she caught a case of polio. With having polio her joints and muscles needed rebuilding and activity. So she joined the swim team. This women's swim team met for practice in a small heated, in the basement of a hotel that was nearby. It was then that her life would begin to change. She joined the Womens Swim Association of New York City and

earned the attention of Louis DeBreaux Flanly, a well known swimmer and water polo player, who agreed to be their coach. Flanly had studied all different types of strokes and had come up with what he believed to be the best stroke, later to be known as the American crawl. This stroke was performed with three kicks to every arm movement and used turn style breathing. Flanly also ended each practice with a game of water polo, which he believed enhanced their endurance, stamina and speed. This type of thing was never seen before with women swimmers.

In 1919, Ethelda raced a quarter mile race with a famous Australian swimmer who had won eleven olympic titles. Ethelda, only having one year of competitive practice.

under her belt, beat the Australian and earned her spot on the American Olympic team. In 1920, Ethelda and her teammates went to Belgium to compete and it is thought that of the twelve or more girls, she was the brightest star on board.

Ethelda Bleibtrey's story just goes to show that no matter your limitations, you can still overcome and be successful. You should never let your physical limitations become mental limitations.

## Component A - Module 1 - Practice Set Paper D

Whatever you set your mind to do, with enough effort, guidance and determination, you can achieve success. This should be the motto for world class Olympic swimmer, Ethelda Bleibtrey. Despite her physical limitations, Ethelda Bleibtrey accomplished a goal that was thought by many to be impossible.

In 1918, when Ethelda Bleibtrey was only 16 years old, she was diagnosed with polio after transferring to a private school. Determined to improve her physical condition, she joined the newly formed female ~~team~~ swimming team. With the proper guidance from her world ~~ren~~own coach, she caught on to new swimming techniques very fast.

By 1919, with only one year of experience in competitive swimming, Ethelda Bleibtrey challenged ~~the~~ a girl from Australia named Fanny, who held 11 world records. Most people thought that Ethelda was surely to lose. But with tremendous effort and determination, Ethelda Bleibtrey

beat Fanny from Australia and shocked the world.

In 1920, after upsetting Fanny, Ethelda Bleibtrey was selected to be on the American swim team with over a dozen females. She was considered to be the best female swimmer at that time. Ethelda Bleibtrey's victory and success was not only beneficial for her, but for ~~to the whole female~~ all females. The story of Ethelda Bleibtrey shows that with will power, anything is possible.

Component A - Module 1 - Practice Set Paper E

How Some people Succeed in spite of their physical limitations. In 1980 a 16 years old girls name Ethelda Bleibtrey. She the daughter of Martine. She attend Erasmus Hall High School in Brooklyn. She become a victim to polio. She joyed the Swimmer Team.

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

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b>                      Conveys a basic understanding of the text, making implicit connections between information and ideas in the text and the assigned task (<i>Ethelda Bleibtrey had to overcome having polio at a young age and Ethelda acomplished a lot and overcame her limitations</i>).</p>
<b>Development</b>	Develops some ideas more fully than others, with some specific and relevant details from the text ( <i>Luis Debreda Handly came and taught the girls a stroke later known as the american crawl and In a quarter mile race she beat Frannie Durak who held 11 world records</i> ).
<b>Organization</b>	Maintains an appropriate focus on Ethelda Bleibtrey’s rise to success as a competitive swimmer. The response exhibits a logical sequence of ideas but lacks internal consistency ( <i>Ethelda picked up this stroke the quickest. At the end of each practice the girls would play water polo. Ethelda and the other girls had great stamina</i> ).
<b>Language Use</b>	Uses generally appropriate language, with some awareness of audience and purpose and occasionally makes effective use of sentence structure or length ( <i>At age 16 in 1918 she left Waterford, NY and went to Errasmus Hall High School</i> ).
<b>Conventions</b>	Demonstrates control of conventions, exhibiting only occasional errors in spelling ( <i>acomplished</i> ), punctuation (missing commas), and capitalization ( <i>american</i> ).
<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 an incomplete understanding of the text, alluding to a race (<i>The things that Ethelda used to win that race was confidence, and determination</i>), and attempting some connections between the text and the assigned task (<i>she was competing with herself and What amazes most people is not that she competed in the Olympics but that she had polio and competed in the Olympics</i>).</p>
<b>Development</b>	<p>Develops ideas briefly, using some detail from the text (<i>she joined a swim team in New York City that practiced in the hotel swimming pool in the basement</i>).</p>
<b>Organization</b>	<p>Suggests a focus on Ethelda Bleibtrey’s qualities that led to her success and suggests organization through paragraphing and some transition words (<i>When and such as</i>).</p>
<b>Language Use</b>	<p>Uses language that is basic and, at times, imprecise (<i>When this team caught the attention of an Olympic swimmer named Hansley, Ethelda would soon be trained by him and Hansley taught Ethelda a lot to know</i>). The response occasionally makes effective use of sentence structure or length (<i>The combination of strength, will power, and Hansley’s teachings allowed Ethelda to win the race and rise above her disability</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control of conventions, exhibiting occasional errors in punctuation (extraneous comma and missing period), capitalization (<i>Swimmer</i>), grammar (<i>The things...was confidence</i>), and usage (<i>highschool</i>).</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it may be somewhat stronger in language use and conventions.</p>	

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

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>But where your true character shows is when you can overcome those limitations and still be successful, much like Ethelda Bleibtrey</i>). Connections in the body paragraphs are superficial (<i>It was then that her life begin to change</i>).</p>
<b>Development</b>	Develops some ideas (Ethelda’s initial experience joining and practicing with the swim team) more fully than others (Ethelda’s accomplishments as a swimmer), with some specific and relevant details from the text ( <i>At the age of 16, Ethelda was sent to a private school in Brooklyn, where she caught a case of polio</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus on Ethelda Bleibtrey’s becoming a successful swimmer, following the chronology of the text. A logical sequence of ideas is exhibited, with only an occasional lack of internal consistency ( <i>So she joined the swim team...She joined the Womens Swim Association of New York City and earned the attention of Louis DeBreata Hanly</i> ).
<b>Language Use</b>	Uses appropriate language ( <i>Hanly had studied all different types of strokes and had come up with what he believed to be the best stroke, later to be known as the American crawl</i> ), with some awareness of audience and purpose ( <i>Ethelda Bleibtrey was her name and she lived a remarkable story</i> ). The response occasionally makes effective use of sentence structure ( <i>Hanly also ended each practice with a game of water polo, which he believed enhanced their endurance, stamina and speed</i> ), though occasionally sentences are awkward ( <i>Limitations can be set upon you that you never intended on having and With having polio her joints and muscles needed rebuilding and activity</i> ).
<b>Conventions</b>	Demonstrates control of conventions, exhibiting only occasional errors in punctuation ( <i>Womens</i> for “Women’s”) and word omission ( <i>small heated</i> for “small heated pool”).
<p><b>Conclusion:</b> 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 D – Level 3**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b>                      Conveys a basic understanding of the text, making explicit connections between information in the text and the assigned task (<i>Whatever you set your mind to do, with enough effort, guidance and determination, you can achieve success. This should be the motto for world class Olympic swimmer, Ethelda Bleibtrey</i>).</p>
<b>Development</b>	Develops some ideas (Ethelda Bleibtrey as a competitive swimmer) more fully than others (Ethelda Bleibtrey’s training to be a swimmer), with some specific and relevant details from the text ( <i>In 1918, when Ethelda Bleibtrey was only 16 years old, she was diagnosed with polio and Bleibtrey challenged a girl from Australia named Fanny, who held 11 world records</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus on Ethelda Bleibtrey’s effort, determination, and guidance. The response exhibits a chronological sequence of ideas ( <i>In 1918, By 1919, In 1920</i> ).
<b>Language Use</b>	Uses appropriate language, with some awareness of audience and purpose ( <i>Ethelda Bleibtrey’s victory and success was not only beneficial for her, but for all females</i> ). The response occasionally makes effective use of sentence structure or length ( <i>Determined to improve her physical condition, she joined the newly formed female swimming team</i> ).
<b>Conventions</b>	Demonstrates control of conventions, exhibiting only occasional errors in spelling ( <i>transferring</i> and <i>competitive</i> ) and punctuation ( <i>anythings</i> for “anything’s”).
<p><b>Conclusion:</b> 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 E – Level 1**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Conveys an incomplete understanding of the text and makes minimal connections between information in the text and the task ( <i>How some people succeed in spite of their physical limitations</i> ).
<b>Development</b>	Shows minimal evidence of development.
<b>Organization</b>	Shows minimal focus and a minimal chronology of statements based on the early portion of text ( <i>She attend Erasmust Hall High School in Brooklyn She become a victim to porlion</i> ).
<b>Language Use</b>	Uses language that is minimal ( <i>In 1980 a 16 years old girls Name Ethelda Bleaibtry</i> ).
<b>Conventions</b>	Is minimal, making assessment of conventions unreliable.
<b>Conclusion:</b>	Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in meaning.