

**NEW YORK STATE
COMPONENT RETEST**

**ENGLISH
COMPONENT A
MODULE 1**

MONDAY, MAY 15, 2006

RATING GUIDE

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

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

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

A response totally unrelated to the topic, illegible, incoherent, or blank should be 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 the use of mental aikido. 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 high school guidance office is offering a series of workshops on dealing with aggression and has asked students to submit proposals suggesting topics. You have chosen the topic of “mental aikido” for your proposal. In preparation for writing the proposal, listen to an account by Richard Carlson. Then use relevant information from the account to write the proposal.

Your Task: Write the **first draft** of a proposal suggesting a topic about mental aikido for a high school workshop about dealing with aggression.

Guidelines:

Be sure to:

- Tell your audience what they need to know to help them understand what mental aikido is and how it would help deal with aggression
- Use specific, accurate, and relevant information from the account to support your explanation
- Use a tone and level of language appropriate for a proposal
- 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 high school guidance office is offering a series of workshops on dealing with aggression and has asked students to submit proposals suggesting topics. You have chosen the topic of “mental aikido” for your proposal. In preparation for writing the proposal, listen to an account by Richard Carlson. Then use relevant information from the account to write the proposal.

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

Years ago I saw a demonstration of the martial art aikido that had a profound and permanent impact on my way of looking at life. Aikido is a gentle-looking but extremely powerful and graceful method of self-defense that takes the physical aggression and strength of your opponent and uses it to your advantage. It has the effect of disarming your opponent with seemingly little effort.

The specific demonstration I witnessed was almost unbelievable. The contest was between two men. The larger man appeared to be at least twice as strong and substantially more angry than the smaller man. The larger man charged his opponent and began swinging his fists. Without so much as blinking an eye, the smaller man calmly reached toward the charging man and moved ever so slightly to one side. To this day I don't know how it happened, but the larger man ended up on the floor, while the smaller man stood above him, not a hair out of place. A similar pattern continued for a few minutes before it became obvious to the stronger man that he had zero possibility of even so much as touching his opponent, much less hurting him. His anger turned to humility as he simply gave up.

I've learned that the emotional equivalent of aikido works wonders in life as well. I've discovered that, more often than not, a gentle approach to resolving conflicts and attacks is most effective. Rather than fighting fire with fire or rolling up my sleeves and fighting back, I attempt to defuse an angry or hostile confrontation with softness and without losing my temper.

Let me give you a practical example. I was being interviewed on a radio talk show when a caller objected to one of my main points. In a somewhat hostile tone, he said some mean things to me, clearly looking for a heated argument. Rather than defend myself or what I had said, I took a deep breath and tried to see his point of view. In a way, I was stepping out of the way of his attack, attempting to defuse his aggression. Then, very gently and with no intended sarcasm, I agreed with him. In fact, I complimented him on his ability to think through his position.

That was it. The argument was over before it had a chance to start. There was nothing left for him to be angry about. Since we were simply expressing our different points of view, it didn't really matter who was right or wrong. And even if he had kept up his hostility, he would have ended up looking pretty bad because I wasn't fighting back.

You probably can imagine how differently the situation would have turned out had I fought back or defended myself. In all likelihood, both of us would have been defensive, an argument would have sprung up, and there would have been no winners, only frustration and unresolved hostility.

It's important to know that mental aikido doesn't necessarily mean you always back down or agree with someone else's point of view. Instead, it involves selecting the perfect peaceful response, whatever that might be. It suggests redirecting negative energy that is headed toward you in a more peaceful way. It might mean that you ask a question, pause, or say nothing at all. It could mean that you ask if you can take the matter up at another time, or say that you'd like to "sit with it" for a moment. The main thrust of mental aikido is that you don't overreact, become overly defensive, yell and scream, or become bothered. You see the situation as a dance, or as an opportunity to resolve your differences peacefully and without drama. Your peace of mind and lack of reaction become your weapons in solving the problem. When you can't be rattled, others will respect you, listen to you, and have a tendency to see things your way.

The same dynamic applies to so many types of potential conflicts and confrontations. Whether it's a friend, parent, someone you're in a relationship with, or even a stranger in the street, mental aikido is a powerful tool in your quest for a more peaceful life. Start working with it today and your conflicts will have less intensity—right away.

("Practice Mental Aikido" by Richard Carlson in DON'T SWEAT THE SMALL STUFF FOR TEENS. 2001. Reprinted by permission of Hyperion.)

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.

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

A great idea ~~for~~ for a high school workshop is mental aikido. It is something that can be very beneficial to the lives of high school students if they can utilize what they learn in the workshop. Mental aikido ~~works with~~ ~~people who~~ ~~with their aggression~~ ~~to~~ ~~resolve~~ ~~these~~ comes from the martial art of aikido. This type of martial art aims at gracefully disarming an opponent by using the aggression of your opponent to your advantage. Applying this martial art to life is what makes it called mental aikido. Mental aikido can give a person a gentle approach to life.

Mental aikido can be used as another way to resolve arguments or attacks. It

helps you not to lose your temper or fight back with hostility, a scene that is all too common in high schools. Rather, mental aikido allows one to "redirect negative energy" to "select a perfect peaceful response," as stated by Richard Carlson, a user of mental aikido. Instead of yelling, overreacting, or bothering yourself about criticisms or arguments, you can resolve things peacefully, either by backing off to see things a different way, or by allowing sufficient time ^{to pass} for you to think things through before you react.

A workshop in mental aikido can only produce positive results in the classroom. Without the utilization of the emotional sense of aikido, less arguments

occur, leaving a peaceful environment.

And, personally, one who puts mental aikido into effect will see that more and more people will tend to see things your way and respect you and your ideas.

With mental aikido, every high school student can begin their quest for a peaceful life. They won't be bothered by small arguments, but yet they will have a more open mind to people and things in their surroundings. It can be more beneficial the earlier students learn mental aikido, for then, they can put it into use earlier, making both their lives and surroundings a more peaceful place.

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

Quality	Commentary
Meaning	<p>The response: Reveals an in-depth analysis of the text, making clear and explicit connections between information and ideas in the text and the assigned task (<i>It is something that can be very beneficial to the lives of high school students if they can utilize what they learn in the workshop and A workshop in mental aikido can only produce positive results in the classroom</i>).</p>
Development	<p>Develops ideas clearly and fully, making effective use of relevant and specific details from the text to explain why mental aikido is an appropriate topic for a workshop on aggression (<i>This type of martial art aims at gracefully disarming an opponent by using the aggression of your opponent to your advantage and Instead of yelling, overreacting, or bothering yourself about criticisms or arguments, you can resolve things peacefully, either by backing off to see things a different way, or by allowing sufficient time to pass for you to think things through before you react</i>) .</p>
Organization	<p>Maintains a clear and appropriate focus on the benefits of a workshop on using mental aikido to deal with aggression. The response exhibits a logical and coherent structure through use of some appropriate transitions (<i>Rather, Instead of, With mental aikido</i>).</p>
Language Use	<p>Uses language that is appropriate, with awareness of audience and purpose (<i>It helps you not to lose your temper or fight back with hostility, a scene that is all too common in high schools</i>). The response occasionally makes effective use of sentence structure or length (<i>It can be more beneficial the earlier students learn mental aikido, For then, they can put it into use earlier</i>).</p>
Conventions	<p>Demonstrates control of conventions, exhibiting only occasional errors in capitalization.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4, although it may be somewhat weaker in language use.</p>	

Agression and the issues of anger management have interested the guidance counsilers and myself for sometime. After perusing an account by Richard Carlson, a new method of dealing with aggression is clear. "Mental aikido" an emotional "martial arts" will help students in our highschool successful deal with their aggression and anger.

Mental aikido is a gentle approach to conflict. IF students learn to handle a hostile situation without ^{losing} their temper they can end conflicts simply and smartly. ^{People} ~~Some~~ are always too quick to fight back and act defensively rather than getting into a heated argument, mental aikido teaches its followers to simply step away from an attack. Learning to use "softness" instead of hostility will end aggression for our students.

Mental aikido focusses on the idea that one should select the "perfect peaceful response". This statement does not mean that one must accept everything and never disagree with others. Instead this statement explains that people should redirect negative energy in a more peaceful manner. When dealing with opposition take a breathe, pause, think it over, or ~~to~~ ^{use} other methods to end confrontation. Do not simply overact but learn to treat conflicts as a "dance" and gracefully end conflicts without ~~unnecessar~~ unnecessary drama.

This new method presents every person with a new weapon. This powerful tool allows people to have conflicts with less intensity and a ~~peaceful~~ ^{piece of} mind. Others

will see things your way and you will learn to look graceful and powerful using this gentle approach.

"Mental aikido" is a successful approach to end aggression and should ^{be implemented} ~~quietly~~ in our school. Students often are quick to act defensive and overact once conflict arises. This effective method allows students to have a powerful weapon against aggression and conflicts. ^{this emotional} ~~students~~ approach ~~will~~ ~~lead~~ works wonders and allows students to use a gentle approach to fight conflict.

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

Quality	Commentary
Meaning	<p>The response: Conveys a basic understanding of the text, making explicit connections between information and ideas in the text and the task (<i>“Mental aikido” is a successful approach to end aggression and should be implemented in our school.</i>)</p>
Development	<p>Develops some ideas more fully than others, with some specific and relevant details from the text (<i>Mental aikido focuses on the idea that one should select the “perfect peaceful response” and learn to treat conflicts as a “dance” and gracefully end conflicts.</i>)</p>
Organization	<p>Maintains a clear and appropriate focus that <i>mental aikido is a gentle approach to conflict</i> in high school. The response exhibits a logical sequence of ideas but is occasionally repetitive, especially in the conclusion (<i>quick to act defensive, allows students to have a powerful weapon, allows students to use a gentle approach.</i>)</p>
Language Use	<p>Uses appropriate language, with some awareness of audience and purpose (<i>“Mental aikido” an emotional “martial arts” will help students in our highschool successfully deal with their aggression and anger.</i>) The response occasionally makes effective use of sentence structure or length (<i>When dealing with opposition take a breathe, pause, think it over, or use other methods.</i>)</p>
Conventions	<p>Demonstrates partial control of conventions, exhibiting errors in spelling (<i>Agression, counslers, Peolpe, focusses</i>), punctuation (a missing period and missing commas), grammar (<i>should be implement in</i>), and usage (<i>highschool, successful</i> for “successfully”, <i>breathe</i> for “breath”, <i>overact</i> for “overreact”) that may hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3 in all qualities, although it is somewhat stronger in development.</p>	

During high school years things aren't always easy and all fun. teens have stress and anxiety and a certain need to fit in. That can turn into anger and unhappiness and then students who start fights, get into trouble, and disrespect their teachers. There is a way to prevent those things and maybe even stop them. The martial art, mental aikido can play an important role in high school.

Mental aikido is a martial art that deals with taking your aggression and turning it into calm and relaxed ideas. If a student tries to pick a fight with another student, then the student has to stay calm and not ^{be} angered by

by the response. If the student stopped and asked themselves, is this fight worth anything? or what will I gain from this? The student must just walk away and not say anything offensive to the other student. Mental aikido redirects negative energy and turns it to a peaceful way. The thing to do is to disarm your opponent, make him/her realize that you are not going to fight or say bad things to them. This will cause your opponent to back down and go on to something else. You will become the bigger person and avoid a potential argument or fight.

If mental aikido is used in our school, there will be a lot less conflicts between students and teachers/administration. The

Students must learn to let go of their anger and start new and fresh. The school will become a better place and the students will be happy. Students who cause trouble and get into trouble tend to be defensive and overreact to things that have no meaning in their lives. Not only will students use this method in school, they can use it with family, friends, and other relationships. If one student disagrees with another, the student can try to see their point of view and maybe even agree with them. Everyone is satisfied and no trouble began.

Our school has to become a better place and what a better way to start then

with mental aikido. Its safe, to the point, and much more relaxing. If our school has aikido alot less conflicts will happen. Even teachers and administration will be satisfied. One less thing to worry about in our teenage years.

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

Quality	Commentary
Meaning	<p>The response: Conveys a basic understanding of the text, making explicit connections between information and ideas in the text and the assigned task (<i>The martial art, mental aikido can play an important role in high school and The school will become a better place and the students will be happy</i>).</p>
Development	Develops some ideas (advantages of mental aikido) more fully than others (description of mental aikido), with some specific and relevant details from the text (<i>Mental aikido is a martial art that deals with taking your aggression and turning it into calm and relaxed ideas</i>).
Organization	Maintains a clear and appropriate focus on mental aikido as an appropriate workshop topic on dealing with aggression. The response exhibits a logical sequence of ideas but occasionally lacks internal consistency (<i>Students who cause trouble and get into trouble tend to be defensive and overreact to things that have no meaning in their lives</i>).
Language Use	Uses appropriate language, with an awareness of audience and purpose (<i>You will become the bigger person and avoid a potential argument or fight</i>). The response occasionally makes effective use of sentence structure or length (<i>Not only will students...can use it...other relationships</i>).
Conventions	Demonstrates partial control of conventions, exhibiting occasional errors in spelling (<i>alot</i>), punctuation (missing quotation marks, an apostrophe, and a question mark), capitalization (<i>Students</i>), and usage (<i>by by the response, your for “you’re”, off for “of”, then for “than”</i>) that may hinder comprehension.
<p>Conclusion: Overall, the response best fits the criteria for Level 3 in all qualities.</p>	

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

If you've caught in a situation involving an angry, aggressive person, you really have a couple of choices on what to do and how to react. Would you fight back? Run? Or would you simply use a calm, gentle way to resolve a conflict? That way, no blood will be spilled for a stupid reason. This method called mental aikido, can be used to handle certain situations that involve anger and aggression.

Aikido is a gentle, but extremely powerful and graceful method of self-defense. Apparently, it disarms the opponent. In mental aikido, one needs to take confrontations calmly and smoothly. This method suggests redirecting energy heading towards a person in a peaceful, calm way. It basically is a gentle approach to resolving conflicts and attacks, plus, it's very efficient.

The main point to mental aikido is to never overreact, don't ~~use~~ use aggression or anger, and try to take a look at

both sides of a problem. In this method, it doesn't really matter who's right or wrong.

In conclusion, mental aikido diffuses an opponent's aggression and anger. Therefore, matters can be resolved in a calm way using aikido.

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

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the text, but makes superficial connections between the information and ideas in the text and the assigned task (<i>This method called mental aikido, can be used to handle certain situations that involve anger and aggression</i>).
Development	Develops ideas briefly, using some detail from the text (<i>Aikido is a gentle, but extremely powerful and graceful method of self-defense and The main point to mental aikido is to never overreact, don't use aggression or anger, and try to take a look at both sides of a problem</i>).
Organization	Maintains an appropriate focus on mental aikido as a peaceful approach to conflict resolution. The response exhibits a logical sequence of ideas that includes an introduction, description of aikido and mental aikido, and an appropriate conclusion.
Language Use	Uses appropriate language (<i>If you're caught in a situation involving an angry, aggressive person, you really have a couple of choices</i>). The response occasionally makes effective use of sentence structure and length (<i>In conclusion, mental aikido difuses an opponent's aggression and anger</i>).
Conventions	Demonstrates partial control of conventions, exhibiting occasional errors in spelling (<i>agression, effecient, difuses</i>) and punctuation (missing commas).
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in meaning and development.	

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

Mental aikido is a good way to deal with aggression.

~~It is~~ Richard Carlson said in one account of his that mental aikido is a "gentle looking yet powerful" way of self defense. It disarms opponents with little effort. He also says that the "emotional equivalent works in life as well." He describes a time when he was on the radio and a caller disagreed with one of Carlson's views and was looking to "start a heated debate." But Carlson just agreed with the caller and let him go on. He goes on to say that ~~the~~ mental aikido was a "peaceful response" to aggressive actions. It is also a way to redirect negative comments and create a positive view.

Mental aikido is a good idea. It will teach kids to release their anger in a non-violent way and it will give them something that they can use everyday.

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

Quality	Commentary
Meaning	<p>The response: Conveys a basic understanding of the text but makes only superficial connections to the assigned task (<i>It will teach kids to release their anger in a non-violent way and it will give them something that they can use every day</i>).</p>
Development	Develops ideas briefly, using some detail from the text (<i>Richard Carlson said in one account of his that mental aikido is a “gentle looking yet powerful” way of self defense and when he was on the radio and a caller disagreed...Carlson just agreed...and let him go on</i>).
Organization	Suggests a focus on mental aikido as a way to deal with aggression. The response suggests organization through a listing of information from the text (defining mental aikido, providing a brief example of using mental aikido, and making general statements about mental aikido), followed by a brief conclusion.
Language Use	Uses appropriate language (<i>It is also a way to redirect negative comments and create a positive view</i>). The response occasionally makes effective use of sentence structure or length.
Conventions	Demonstrates partial control of conventions, exhibiting occasional errors in spelling (<i>oponents and equivelent</i>) and usage (<i>agreed the the caller</i>).
<p>Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use and conventions.</p>	

During highschool, there are many things that go on that can cause one to develop aggression. From a conflict with another student, a conflict with a teacher or even a conflict after school hours, the result of the conflict may be determined by the way it was handled by either person. As stated in the passage, a gentle approach through mental Aikido is ideal.

When having a physical dispute, Aikido is also mentioned. An example given about a small man tossing a larger man

through using this form of martial arts argues the point that ~~peaceful~~ Peaceful Actions ^{in response} to Aggressive Actions will usually end up in a less dreadful reaction.

THE ~~rest~~ speaker also touches base on the fact that if no one can rattle you, others may follow you ~~and~~, have a tendency to follow your beliefs and ~~some~~ even help you to gain respect among your peers. In ~~the~~ Both Physical + emotional situations, being calm and gentle is most often the key

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

Quality	Commentary
Meaning	<p>The response: Conveys a simple understanding of the text (<i>As stated In the passage, A gentle Approach through mental AIKIDO is IDEAL</i>). The response makes only superficial connections to the assigned task (<i>During highscool, there are Many things that go one that can cause one to develope aggression</i>).</p>
Development	Develops ideas briefly, using some detail from the text (<i>An Example given about a small man tossing a larger man and if No one can Rattle You, others May follow you</i>).
Organization	Suggests a focus on using mental aikido to deal with aggression, but the focus splits to discuss physical aikido as well. The response provides an introduction, some discussion of mental and physical aikido, and provides a concluding statement (<i>In Both Physical + emotional situations, being calm and gentil is most often the key</i>) that suggests organization.
Language Use	Uses appropriate language (<i>Aikido is also mentioned</i>) and attempts to vary sentence structure (<i>From a conflict with another student, A conflict with a teacher or EVEN A conflict after school hours, THE Result of the conflict may be determined by the way it was handeled by either person</i>).
Conventions	Demonstrates emerging control, exhibiting frequent errors in spelling (<i>develope, handeled, dreadfull, gentil</i>), capitalization, and usage (<i>highscool</i> and <i>one</i> for “on”) that may make comprehension difficult.
<p>Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use.</p>	

My Proposal For aggression is
Mental aikido. Mental aikido is a method were you use
a gentle approach of self defense.

Some Tactics to this gentle Approach of
Self defense is Don't loose you temper because that
will Just make the other person more Angry then they
already Are. Another Tatic is look at the persons points
of view And try to agree even though you Don't agree.
The last tatic I am going to talk about is looking For a
Peace response because then they agree with you then no
more Argument.

That is my Proposal to mental aikido.

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

Quality	Commentary
	The response:
Meaning	Conveys an incomplete understanding of the text (<i>try to agree even though you Don't agree</i>), making superficial connections to the assigned task (<i>My Proposal for aggression is mental aikido</i>).
Development	Develops ideas briefly, using some detail from the text (<i>a gentle approach of self defense, Don't loose you temper, look at the persons points of view, looking for a peace response</i>).
Organization	Suggests a focus on utilizing mental aikido in dealing with aggression. The response suggests organization through a listing of information from the text (<i>Some Tatics to this gentle Approach of Self defense is</i>).
Language Use	Uses language that is basic, with little awareness of audience or purpose (<i>That is my proposal to mentle aikido</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>Tatics</i>), punctuation (a missing apostrophe), grammar (<i>Some tatics...is</i>) and frequent errors in capitalization (<i>Tatics, Don't, Angry, And</i>) and usage (<i>were</i> for “where”, <i>loose</i> for “lose”, <i>then</i> for “than”, <i>peace</i> for “peaceful”) that may make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.	

The high school guidance office
offers a series of workshops dealing
with aggression. "Mental Ailso" is the
topic I used for my proposal.

~~also~~ Ailso has an input on life
method and self defense.

Ailso is a sure way to believe
in yourself and get along with
them ~~to all other people~~ other people
and not worrying about anyone
else.

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

Quality	Commentary
Meaning	The response: Provides minimal evidence of textual understanding, and minimal connection between information in the text and the assigned task (<i>Aiko is a sure way to...get along with them other people</i>).
Development	Shows minimal evidence of development.
Organization	Shows minimal focus and organization, providing only a rewording of the task followed by a couple of details.
Language Use	Is minimal.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1 in all qualities.	

An efficient way of dealing with aggression is to take part in mental Aikido. Aikido is a graceful and extremely powerful method of self defense. Mental Aikido helps you take an easier non-violent approach to deal with aggression.

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

Quality	Commentary
Meaning	The response: Provides minimal evidence of textual understanding, making minimal connections between information in the text and the assigned task (<i>An efficient way of dealing with aggression is to take part in mental Aikido</i>).
Development	Shows minimal evidence of development, other than a couple of general text references (<i>Aikido is a...method of self-defense</i>).
Organization	Shows minimal focus and evidence of organization, providing only an introductory statement followed by a couple of details.
Language Use	Is minimal, providing only three original sentences.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1 in all qualities.	

PRACTICE SET

What is mental aikido? It's a strategy to resolve problems peacefully without dealing with frustration. This method helps people deal with self-defense. According to Richard Carlson this is a powerful advantage. He once said there was a contest between two men. One man was twice as large as the other man and was more angry. He charged at the smaller person and ended up losing. His anger turned into humility. The small man won not a hair out of place! If you fight with fire you're going to lose. However, if you fight with softness a positive outcome will come about. Mental aikido is a great proposal for aggression. It's a method to ask questions, pause & think. Conflicts will have less intensity if students use mental aikido. Mental aikido is a powerful tool quested in a peaceful life.

Component A - Module 1 - Practice Set Paper B

mental Aikido has many possibilities as a defense against aggression. mental Aikido is a good way to diffuse arguments and hostility. A high school workshop on mental aikido would help teens deal with the stress of growing up.

mental Aikido is a very disciplined, controlled reaction to a situation. It involves reactions that are not out of control or intuitive. The person practicing Aikido simply takes the hostile energy and refocuses it toward a peaceful solution. mental Aikido draws on the martial arts tactic of "using the opponents energy against him." This practice allows for no wasted energy on heated arguments or fistfights. mental Aikido teaches self-discipline and control.

mental Aikido will help high-schoolers deal with aggression in many ways. One of these is the aspect of control that it emphasizes. The control will allow for less fights and for teens to "think outside the box" and see someone else's point of view. Another aspect that will be beneficial is the ability to cause

peace instead of chaos. The human nature is to like everything to be at peace, so it makes us feel good when we can help. Finally mental aikido has the ability to adapt to any situation. Aggression that comes from anywhere or in any form, mental aikido helps people to deal with the problem. It could be stress of school, sports, work, parents, or any number of things; mental aikido helps to handle every sort. Also it will teach teens that there are other ways of handling stress than physically.

Mental Aikido can be a very helpful tool in alleviating stress levels in teenagers in high school. Mental Aikido trains kids to think like another person and not follow instincts.

There are many different ways to deal with anger. One method that works very well is called aikido. Aikido is a form of self-defense. It helps people control their anger, and if needed, the ability to defend themselves.

There are many good reasons to make aikido a workshop for anger. It teaches you how to diffuse a situation, if you are confronted. You don't overreact, or become frustrated. This workshop would be a great way to teach students how to walk away from situations that may turn violent, but at the same time teach them how to defend themselves without provoking, if they are attacked.

Component A – Module 1 – Practice Set Paper D

Mental aikido would be very helpful in school. It would cause the percentage of fights or arguments to drop considerably. It would be a great idea for a workshop for all students because of the fact it could help calm people down. Less tension in the schools would be great

Component A – Module 1 – Practice Set Paper E

A human being is an entity that thrives on equilibrium. This state of balance could be implemented mentally and physically. Aggression on the other hand tips the scales and does not allow the ideal conditions to continue. Mental jido is a method that helps one avoid aggression and continue to ~~live~~ ^{live} a halcyon serenity. This type of martial art and mentality does not allow one to over-react or become too defensive. On the contrary, it stresses peace of mind and the ability to not be rattled. The way to peace is the way of aikido.

Aikido can be implemented in many situations experienced by an aggressive student. During political debates in school people tend to become very fired-up and belligerent. Instead of attacking your opponent verbally and ~~mentally~~ ^{physically}, one can instead try to understand ~~his/her~~ ^{his/her} point of view. Then after reflecting on the situation and the bias itself then peacefully one can state his/her ~~own~~ perspective on the issue and if worst comes to worst, compromise. This selective mental battling via non-aggressive techniques is the essence of mental aikido. One does not have to ~~attack~~ ^{or break} to succeed but rather receive and then mold. Instead of trying to break an adversary down by attacking them one can just receive ~~the~~ one's argument and then mold it into ~~something more~~ ~~more~~ a more agreeable form.

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

Quality	Commentary
Meaning	<p>The response: Conveys an incomplete understanding of the text (<i>It's a stragedy to rescive problems peacefully without dealing with fustration and helps people deal with self-defense</i>), making superficial connections to the assigned task (<i>Conflicts will have less intensity if students use mental aikido</i>).</p>
Development	Develops ideas briefly, using some detail from the text (<i>According to Richard Carlsen this is a powerful advantage. He once said there was a contest between two men</i>).
Organization	Suggests a focus on utilizing mental aikido but shifts focus to an example of physical aikido (<i>He charged at the smaller person and end up losing</i>). The response suggests organization through the use of transitions (<i>According to</i> and <i>However</i>).
Language Use	Uses language that is basic and occasionally imprecise (<i>If you fire with fire your going to lose</i>).
Conventions	Demonstrates emerging control of conventions, exhibiting frequent errors in spelling (<i>stragedy, rescive, fustration, humality</i>), punctuation (missing commas), grammar (<i>He charged...and end up</i>), and usage (<i>your</i> for "you're"), and word omission (<i>you fire with fire</i> for "you fight fire with fire") that makes comprehension difficult.
<p>Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.</p>	

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

Quality	Commentary
Meaning	The response: Conveys a basic understanding of the text, making explicit connections between information and ideas in the text and the assigned task (<i>A high school workshop on mental aikido would help teens deal with the stress of growing up</i>).
Development	Develops some ideas (peaceful resolution of conflicts using control) more fully than others (handling stress), with some specific and relevant details from the text (<i>Mental Aikido draws on the martial arts tactic of “using the opponents energy against him.” and mental Aikido teaches self-discipline and control</i>).
Organization	Maintains a clear and appropriate focus on mental aikido as an appropriate workshop topic on dealing with aggression (<i>Mental Aikido will help high-schoolers deal with aggression in many ways and it will teach teens that there are other ways of handling stress than physically</i>). The response exhibits a logical sequence of ideas, with an occasional lack of internal consistency (<i>the ability to cause peace instead of chaos. The human nature is to like everything to be at peace</i>).
Language Use	Uses appropriate language, with some awareness of audience and purpose (<i>Mental Aikido can be a very helpful tool in alleviating stress levels in teenagers in high school</i>). The response occasionally makes effective use of sentence structure (<i>Mental Aikido is a very disciplined, controlled reaction to a situation</i>).
Conventions	Demonstrates partial control of conventions, exhibiting occasional errors in punctuation (a missing apostrophe, <i>high-schoolers</i> , and missing commas), capitalization (<i>Aikido</i>), and usage (<i>of</i> for “from”).
Conclusion: Overall, this response best fits the criteria for Level 3 in all qualities.	

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

Quality	Commentary
Meaning	The response: Conveys an incomplete understanding of the text by discussing aikido rather than mental aikido (<i>It helps people control their anger, and if needed, the ability to defend themselves</i>). The response makes only superficial connections to the assigned task (<i>Their are many good reasons to make aikido a workshop for anger</i>).
Development	Develops ideas briefly, using some details from the text (<i>It teaches you how to diffuse a situation, if you are confronted. You don't overreact, or become frustrated</i>).
Organization	Suggests a focus on utilizing aikido, and suggests organization with an introduction followed by a brief discussion of aikido. The response lacks a conclusion.
Language Use	Uses language that is somewhat appropriate (<i>Their are many different ways to deal with anger and Aikido is a form of self-defense</i>), with little awareness of audience and purpose. The response attempts to make effective use of sentence structure (<i>This workshop would be a great way to teach students how to walk away from situations that may turn violent, but at the same time teach them how to defend themselves without provoking, if they are attacked</i>).
Conventions	Demonstrates partial control of conventions, exhibiting occasional errors in spelling (<i>overreact</i> and <i>frustrated</i>) and usage (<i>Their</i> for "There") that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2, although it may be somewhat stronger in language use and conventions.	

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

Quality	Commentary
Meaning	The response: Provides minimal evidence of textual understanding with minimal connections between information and ideas in the text and the assigned task (<i>It would be a great idea for a workshops for are students</i>).
Development	Shows minimal evidence of development, repeating the same idea (<i>cause the percentage of fights...to drop and help calm people down</i>).
Organization	Shows minimal focus (<i>Mental aikido would be very helpful in school</i>) and no evidence of organization.
Language Use	Is minimal, presenting only four brief sentences.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, this response best fits the criteria for Level 1 in all qualities.	

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

Quality	Commentary
Meaning	<p>The response: Conveys a basic understanding of the text, making some explicit connections between the information and ideas in the text and the assigned task (<i>Mental aikido is a method that helps one avoid aggression and continue to have a halcyon serenity and Aikido can be implemented in many situations experienced by an aggressive student</i>).</p>
Development	Develops some ideas (the overall benefits of aikido) more fully than others (the benefits of mental aikido in a school environment), and includes some specific and relevant details from the text (<i>This type of martial art and mentality does not allow one to over-react or become too defensive and one can instead try to understand his/her point of view</i>).
Organization	Maintains a clear and appropriate focus on the benefits of using mental aikido to deal with aggression. The response exhibits a logical sequence of ideas, but lacks internal consistency (<i>One does not have to attack or break to succeed but rather receive and then mold and one can just receive one's argument</i>).
Language Use	Uses language that is appropriate, with some awareness of audience and purpose (<i>The way to peace is the way of aikido</i>). The response occasionally makes effective use of sentence structure and length (<i>On the contrary, it stresses peace of mind and the ability to not be rattled</i>).
Conventions	Demonstrates partial control of conventions, exhibiting occasional errors in spelling (<i>aggression</i> and <i>billigerent</i>), punctuation (missing commas, <i>over-react</i> , <i>fired-up</i>), and usage (<i>worst comes to worst</i>) that do not hinder comprehension.
<p>Conclusion: Overall, the response best fits the criteria for Level 3 in all qualities.</p>	