

**NEW YORK STATE  
COMPONENT RETEST**

**ENGLISH  
COMPONENT A  
MODULE 2**

**THURSDAY, APRIL 25, 2002**

**RATING GUIDE**

**LISTENING AND WRITING FOR INFORMATION AND UNDERSTANDING RUBRIC**

Quality	Responses at this level: <b>4</b>	Responses at this level: <b>3</b>	Responses at this level: <b>2</b>	Responses at this level: <b>1</b>
<p><b>Meaning: the extent to which the response exhibits sound understanding, interpretation, and analysis of the task and text(s)</b></p>	<p>-reveal an in-depth analysis of the text -make clear and explicit connections between information and ideas in the text and the assigned task</p>	<p>-convey a basic understanding of the text -make explicit connections between information and ideas in the text and the assigned task</p>	<p>-convey a simple or incomplete understanding of the text -allude to the text but make superficial connections to the assigned task</p>	<p>-provide confused, minimal, or no evidence of textual understanding -make minimal, inaccurate or no connections between information in the text and the assigned task</p>
<p><b>Development: the extent to which ideas are elaborated using specific and relevant evidence from the text(s)</b></p>	<p>-develop ideas clearly and fully making effective use of relevant and specific details from the text</p>	<p>-develop some ideas more fully than others, with some specific and relevant details from the text</p>	<p>-develop ideas briefly, using some detail from the text</p>	<p>-show minimal or no evidence of development</p>
<p><b>Organization: the extent to which the response exhibits direction, shape, and coherence.</b></p>	<p>-maintain a clear and appropriate focus -exhibit a logical and coherent structure through use of appropriate devices and transitions</p>	<p>-maintain a clear and appropriate focus -exhibit a logical sequence of ideas but may lack internal consistency</p>	<p>-lack an appropriate focus but suggest some organization, OR suggest a focus but lack organization</p>	<p>-show minimal or no focus or organization</p>
<p><b>Language Use: the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety</b></p>	<p>-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</p>	<p>-use appropriate language, with some awareness of audience and purpose -occasionally make effective use of sentence structure or length</p>	<p>-use language that is basic or unsuitable, with little awareness of audience or purpose -attempt to vary sentence structure but with little success</p>	<p>-use language that is minimal, incoherent or inappropriate</p>
<p><b>Conventions: the extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar, and usage</b></p>	<p>-demonstrate control of conventions, exhibiting only occasional errors</p>	<p>-demonstrate partial control of conventions, exhibiting occasional errors that may hinder comprehension</p>	<p>-demonstrate emerging control, exhibiting frequent errors that may make comprehension difficult</p>	<p>-are minimal, making assessment of conventions unreliable -may be illegible or not recognizable as English</p>

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

**Overview:** For this part of the test, you will listen to a speech by Jim Spadaccini about the early history of chocolate in the Americas and write a response based on the situation described below. You will hear the speech twice. You may take notes on the next page at any time during the readings.

**The Situation:** A national candy company is running a contest on the history of chocolate. Enter the contest by writing an essay on the background of chocolate in the Americas. In preparation for writing your essay, listen to a speech about the early history of chocolate in the Americas. Then use relevant information from the speech to write your essay.

**Your Task:** Write the **first draft** of an essay on the history of chocolate in the Americas for a national candy company's contest.

**Guidelines:**

**Be sure to:**

- Tell your audience what they need to know to help them understand the early history of chocolate in the Americas.
- Use specific, accurate, and relevant information from the speech to support your explanation.
- Use a tone and level of language appropriate for a contest essay.
- Organize your ideas in a logical and coherent manner.
- Indicate any words taken directly from the speech by using quotation marks or by referring to the speaker.
- Follow the conventions of standard written English.

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Almost everybody has experienced the exotic, tantalizing, taste bud tickling sweetness of a Hershey's® or Nestle® chocolate morsel. The way it can melt in one's mouth has captivated millions worldwide. But chocolate wasn't ~~as~~ always as easy to come by as it is today; In fact at one time it was so valued that the native Indians used it as currency! Yes, chocolate has come a long way since the Colonial period.

The evolution of modern chocolate probably began on August 15, 1502, when Christopher Columbus seized a native ship on one of his numerous journeys to the Americas. It was on this ship that the first European encountered chocolate. At that time though, Europeans did not realize the potential value of these dried cocoa seeds. This realization occurred approximately twenty years later, when Hernando Cortez brought back to Spain 3 chests full of the tasty monetary unit.

The beans that these early explorers encountered were probably obtained from the fruit of the forastera cocoa ~~tree~~ tree. Of the three varieties of cocoa trees, this one provides 90% of today's chocolate. More rare is the Creola tree. Chocolate derived from the fruit

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of the Creola is prized by chocolate lovers for its prestigious quality. A blend of the previous two, the Trinitario is the third variety of tree. Unfortunately, Americans can't simply grow chocolate ~~in~~ in our back yards. These trees can only be found in tropical areas, like Africa, Central America, or the Carribean region.

It's worth importing chocolate though, because to us Americans, nothing could replace the industry that provides us with our favorite cereals, ice creams, and candy bars.

**Component A – Module 2 – Anchor Paper – Level 4-B**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b> Reveals an in-depth analysis of the text, making generally clear and explicit connections between information and ideas in the text and the assigned task (<i>But chocolate wasn't always as easy to come by as it is today; In fact at one time it was so valued that the native Indians used it as currency! Yes, chocolate has come a long way since the Colonial period</i>).</p>
<b>Development</b>	<p>Develops ideas clearly and fully, making effective use of relevant and specific details from the text (<i>At that time though, Europeans did not realize the potential value of these dried cocoa seeds and These trees can only be found in tropical areas, like Africa, Central America, or the Carribbean region</i>).</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus (<i>The evolution of modern chocolate</i>). The response exhibits a logical and coherent structure and a fluid, seamless movement from idea to idea and sentence to sentence.</p>
<b>Language Use</b>	<p>Uses language that is precise (<i>tantalizing, evolution, prestiglous</i>) with a strong sense of voice and evident awareness of audience and purpose (<i>Almost everybody has experienced the exotic, tantalizing, taste bud tickling sweetness of a Hershey's<sup>®</sup> or a Nestle<sup>®</sup> chocolate morsel. The way it can melt in one's mouth has captivated millions worldwide</i>). The response varies structure and length of sentences to enhance meaning (<i>The evolution of modern chocolate probably began on August 15, 1502, when Christopher Columbus seized a native ship on one of his numerous journeys to the Americas. It was on this ship that the first European encountered chocolate</i>).</p>
<b>Conventions</b>	<p>Demonstrates control of conventions, exhibiting only occasional errors.</p>
<p><b>Conclusion:</b> Overall, this response best fits the criteria for Level 4 in all qualities.</p>	

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~~A Hershey's chocolate bar is one of the stereotypes of American culture.~~ Chocolate has been a long favored food throughout the development of the United States of America. People incorporate this unique - flavored treat in drinks, snacks, and desserts. However, the usefulness of chocolate and its popularity has not always been known throughout the world.

In August of 1502, Christopher Columbus took his fifth and final voyage to the Americas. While on the land of Honduras, his crew found an extremely large dug out of a canoe. Within this transportation vehicle, Columbus found cocoa beans. He decided to take along their skipper as a guide. As Christopher Columbus's son, Ferdinand, later reported, the natives treated the almond shaped beans like precious jewels. It is now known that in Central America these beans were used as currency. Their value was more than just food, it allowed for the purchasing of other food, land, or material goods. Christopher Columbus brought back the beans to Europe where their initial importance went unnoticed.

After some time, Hernandez Cortez returned from his voyage with three chests full of beans. These were treasured items since they were the precious assets of the conquered Aztecs.

Cocoa Trees are now found in Central America, the Caribbean, Africa, Southeast Asia, and New Guinea. They are grown as hand-sized yellow and green pods. Within this rippled texture, there is a fibrous white pulp known as the fruit. Its flavor is mild with a subtle bittersweet taste of chocolate. Nestled in the pure pulp are dark purple seeds, more commonly referred to as Chocolate beans.

This simple tree has produced a long lasting affect on human culture. Christopher Columbus and Hernandez Cortez may have introduced this delicacy to Europe, however it truly originated in the Americas. The beginning of chocolate like Americas occurred before colonization. Therefore, chocolate is truly an American tradition.

**Component A – Module 2 – Anchor Paper – Level 4-A**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Reveals in-depth analysis of the text, making clear and explicit connections between information and ideas in the text and the assigned task (<i>However, the usefulness of chocolate and its popularity has not always been known throughout the world and The beginning of chocolate in the Americas occurred before colonization. Therefore, chocolate is tru an American tradition.</i>).</p>
<b>Development</b>	<p>Develops most ideas fully making use of relevant and specific details from the text (<i>As Christopher Columbus’s son, Ferdinand, later reported, the natives treated the almond shaped beans like precious jewels</i>), although some irrelevant non-textual information (<i>There value was more than just food, it allowed for the purchasing of other food, land, or material goods</i>) and some unclear text reference (<i>These were treasured items since they were the presicuous assets of the conquered Aztecs</i>) somewhat weakens the development.</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on the background of chocolate in the Americas (<i>Christopher Columbus and Hernandez Cortez may have introdued this delicacy to Europe, however it truly originated in the native Americas</i>). The response exhibits a logical and coherent structure, based on proving that the history of chocolate began in the Americas and more appropriate devices and transitions (<i>fifth and final; As... later reported; It is now known; After sometime; Therefore</i>).</p>
<b>Language Use</b>	<p>Uses language that is precise (<i>like precious jewels and assets of the conquered Aztecs</i>) with some awareness of audience and purpose (<i>Chocolate has been a long favored food throughout the development of the United States of America and Therefore, chocolate is truley an American tradition</i>). The response occasionally makes effective use of sentence structure (<i>People incorporate this unique-flavored treat in drinks, snacks and desserts and Nested in the pure pulp are dark purple seeds, more commonly referred to as chocolate beans</i>).</p>
<b>Conventions</b>	<p>Demonstrates control of conventions, exhibiting only occasional errors in spelling (<i>foun, suttle, human cultue</i>), capitalization (<i>chocolate</i>), and usage (<i>lacting affect and there value</i>). (<i>dug out of a canoe, Columbus foun cocoa beans, hunan cultue, a long lasting affect</i>).</p>
<p><b>Conclusion:</b> Overall, this response best fits the criteria for Level 4, although it is somewhat weaker in development and language.</p>	

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Chocolate can be dated all the way back to the time of Christopher Columbus and the Native Americans. Christopher Columbus had just recently discovered the New World. On his 4<sup>th</sup> and final trip to the New World in 1502, he encountered a Native American canoe the size of a galley. In the canoe, he found many items including cacao beans. These cacao beans were important to the Native Americans in that they used them for trading. They were of great value to them.

After Columbus' trip to the New World, he went to the King and introduced this new item to him. The King was not too impressed with the cacao beans from Honduras. Cacao beans, "chocolate beans", did not make their debut until about 20 years later when conquistador Hernando Cortez introduced the beans to the King. This time, the King was impressed with the beans from the Aztecs. This led to the popularity of chocolate in Europe.

Today, many different kinds of ~~beans~~ bean trees can be found all over the world. Most trees can be found in Central and South America, the Caribbean, South East Asia, Africa, and even in the small area of Sumatra and New Guinea. Ninety percent of the production of chocolate comes from the forastero tree. The Criollo beans are known for their aroma and delicacy. And finally, the Trinitario beans are a cross of the forastero and criollo.

The history of chocolate can be dated back to the Age of Colonialism. Twenty years after Christopher Columbus introduced the beans to the King, Spanish conquistador Hernando Cortez introduced these chocolate treasures to the King. This is when chocolate became very popular in the European culture. This soon spread to the Americas causing a world-wide love for chocolate.

**Component A – Module 2 – Anchor Paper – Level 3-C**

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>Chocolate can be dated all the way back to the time of Christopher Columbus and the Native Americans</i>).</p>
<b>Development</b>	<p>Develops some ideas more fully than others, with some specific and relevant details from the text (<i>On his 4<sup>th</sup> and final trip to the New World in 1502, he encountered a Native American canoe the size of a galley</i>). Development is weakened by unjustified text references (<i>After Columbus' trip to the New World, he went to the King and introduced this new item to him</i>) and details not included in the text (<i>This led to the popularity of chocolate in Europe and This soon spread to the Americas causing a world-wide love for chocolate.</i>).</p>
<b>Organization</b>	<p>Maintains an appropriate focus on the history and background of chocolate (<i>The history of chocolate can be dated back to the Age of Colonialism and Today, many different kinds of bean trees can be found all over the world</i>). The response exhibits a sequence of ideas that is weakened by repetition (<i>These cacao beans were important to the Native Americans in that they used them for trading. They were of great value to them</i>). The abrupt transition (<i>led to the popularity of chocolate in Europe to Today, many different kinds</i>) harms internal consistency.</p>
<b>Language Use</b>	<p>Uses appropriate language (<i>in that they used them for trading and make their debut</i>) with some awareness of audience and purpose (<i>This soon spread to the Americas causing a world-wide love for chocolate</i>). The response occasionally makes effective use of sentence structure or length (<i>The King was not too impressed with the cacao beans from Honduras. Cacao beans, or "chocolate beans," did not make their debut until almost 20 years later where conquistador Hernando Cortez introduced the beans to the King</i>).</p>
<b>Conventions</b>	<p>Demonstrates control of conventions, exhibiting only occasional errors, in spelling (<i>delicossy</i>) and usage (<i>where for "when" and faulty pronoun references</i>).</p>
<p><b>Conclusion:</b> Overall, this response best fits the criteria for Level 3, although it is somewhat stronger in conventions and weaker in organization.</p>	

6 or 11

The early history of chocolate is a very interesting story. Chocolate today is so much a part of our culture. Most holidays such as Halloween, Easter, Christmas, & Valentine's Day all include chocolate. The history of chocolate should be recognized because it is so common, & eaten so frequently.

The Native Americans specifically the Aztec Indians chocolate was a big part of their lives. It was used as their form of currency. When Columbus came to America for his fourth & last voyage, on August 15, 1502, he seized a vessel full of cocoa beans. He brought back three chest fulls of cocoa beans, that was stolen from the ~~the~~ Aztec.

How did the native American get chocolate? It is usually grown wild in the jungle. In places like Caribbean, Africa, South East Asia, Samoa, & New Guinea. On this tree

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are stems, and on the stems  
are pods. There is a rippled  
outer layer of the pods.  
When this layer is peeled  
back, the inside is the fruit  
of the Cocoa tree: It is  
a white powder, like a chunk  
of pulp. It is mild tasting  
and chocolate flavored.

The most common type  
of cocoa is forasters. The  
most rare type of cocoa  
is Creola. Usually chocolate  
companies they have the most  
money used this type. Tintan  
is a combination between these  
two types.

The history of chocolate  
should be recognized because  
it is so common and eaten  
so frequently. Chocolate is  
a special treat that people  
usually take for granted.  
It should be recognized as the  
delicacy that it is.

**Component A – Module 2 – Anchor Paper – Level 3-B**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b>            Conveys a simple understanding of the text, making superficial connections between the text and the assigned task (<i>The early history of chocolate is a very interesting story</i>).</p>
<b>Development</b>	Develops some ideas more fully than others. Development is weakened by misleading ( <i>he siezed a vessel full of cocoa beans</i> ) or unjustified ( <i>He brought back three chest fulls of cocoa beans, that was stolen from the Aztec and the fruit of the cocoa tree. It is a white powder</i> ) references.
<b>Organization</b>	Maintains an appropriate focus ( <i>The early history of chocolater is a very interesting story</i> ). The response exhibits a generally logical sequence of ideas, with some internal inconsistencies ( <i>How did the natice American get chocolate? It is usually grown wild in the jungle</i> ).
<b>Language Use</b>	Contains some awareness of audience and purpose ( <i>Chocolate today is so much a part of our culture</i> ). However, language is often basic ( <i>On this tree are stems, and on the stems are pods</i> ), and flawed sentences are common ( <i>The Native Americans specificay the Aztec Indians chocolate was a big part of their lives; In places life Carribean, Africa, South East Asia, Samoa, &amp; New Guinea; Usually chocolate companies they have the most money use this type</i> ). The response reveals little awareness of how to use sentences to achieve effect.
<b>Conventions</b>	Demonstrates partial control of conventions, exhibiting occasional errors in spelling ( <i>naticce, delicatously</i> ), punctuation, and usage ( <i>life</i> for “like” and <i>pealed</i> for “peeled”).
<p><b>Conclusion:</b> Overall, this response best fits the criteria for Level 3, although it is somewhat weaker in meaning and in language use.</p>	

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Chocolate as we know it, is one of the most treasured sweets. Thousands of products are made from chocolate, everything from cereal to chocolate covered cherries. Chocolate has a history that starts in the colonial period when it was first widely spread.

The plant chocolate comes from is called a cacao tree. The plant can be found in many places such as the Caribbean, Africa and Southeast Asia. The cacao tree has dozens of yellow green pods which when you take the covering off you can find a white pulp inside. This is the fruit of the cacao tree. The pulp has a subtle, bitter sweet chocolate flavor. After this is processed in a factory it becomes what we know all too well as chocolate.

There are three different kinds of chocolate beans. Forester bean makes up 40% of the world's chocolate beans. Criollo is the rarest and is sought after by major chocolate companies everywhere. Trinitario is a cross between forester and Criollo.

On Christopher Columbus's last voyage to the Americas, he stumbled upon a large native vessel filled with goods and cacao beans. He was the first European to see these beans. They ~~took~~ <sup>ceased</sup> the vessel and the skipper who became his guide. When they took the beans back to Spain the Spanish King did not care too much for the cacao beans. Later Christopher's son wrote that the natives seemed to value

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The cacao beans were very much, when one was dropped they all jumped down to get it. What they did not realize was that the beans were the natives' currency. Later another explorer brought a chest full of the beans back to Spain and they became one of the many treasures stolen from the Aztecs.

Chocolate in many people's minds is the tastiest treat in all the forms it comes in. It was only a matter of time before this plant was widely spread.

**Component A – Module 2 – Anchor Paper – Level 3-A**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b>            Conveys a basic understanding of the text, making explicit connections between information in the text and the assigned task (<i>Thousands of products are made from chalcolate and Chalcolate has a history that starts in the colonial period</i>).</p>
<b>Development</b>	<p>Develops some ideas more fully than others, such as the section on the Chocolate plant, with specific and relevant details from the text (<i>The cacao tree has dozens of yellow green pode; The pulp has a settle, bitter sweet chalcolate flavor; Craillo is the rarest and is sought after by major cholcolate companies everywhere</i>). The section on the colonial history of chocolate is less fully developed.</p>
<b>Organization</b>	<p>Maintains an appropriate focus on the sources and history of chocolate though the historical section contains some internal inconsistencies (<i>They ceased the vessel and the skipper who became his guild. When they took the beans back to spain the spanish King did not care too much fore the cacao beans. Later Chrislofers son wrote that the natives seemed to value the cacao beans very much</i>).</p>
<b>Language Use</b>	<p>Uses appropriate language although some attempts use language from the speech result in imprecision, (<i>guild</i>) for “guide”, <i>cease</i> for “seize”, and <i>settle</i> for “subtle”. Some awareness of audience and purpose is evident (<i>Thousands of products are made from chalcolate, everything from cereal to chocolate covered cherries</i>). The response occasionally attempts varied sentence structure (<i>The cacao tree has dozens of yellow green pode which when you take the covering off you can find a white pulp inside. This is the friut of the cacao tree</i>) with uneven success.</p>
<b>Conventions</b>	<p>Demonstrates partial control of conventions, exhibiting occasional errors in spelling (<i>chalcolate, pode, currancy</i>) punctuation (especially apostrophes), capitalization (<i>spain</i>), and usage (<i>to</i> for “too”) that may hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, this response best fits the criteria for Level 3.</p>	

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Many people don't know much about chocolate and the history of its origins but they do enjoy the sweet and satisfying taste of it. Chocolate comes from coco or cacao beans which grow from cacao trees. The trees have yellow-green pods that hang from the tree, the cacao is the fruit of the tree. When sliced open you can experience the fresh mild taste with subtle chocolate flavor. This tree is a native of both South and Central America alike. There are 3 main cacao trees and each a variation of beans. The Criollo tree are the best and companies want it. ~~The spread of the cacao tree started in colonial times~~  
~~in colonial times.~~

The spread of the cacao bean started in colonial times, ~~when~~ <sup>by</sup> Christopher Columbus. ~~When he~~ found out the native americans found so much use in them. But when the coco beans were brought back to Spain the king overlooked their value. Thought the Spanish saw no need for them the native americans valued them so that they used them as currency / money.

So in conclusion coco beans or cacao beans are a delicious we have the experience of ~~eat~~ eating everyday and ~~we~~ we take advantage of this.

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

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b>                      Conveys a simple understanding of the text (<i>Chocolate Comes from coco or cacao beans which (grow from cacao trees)</i>) and makes superficial connections to the assigned task (<i>Many people dont know much about chocolate and the History of Its origins</i>).</p>
<b>Development</b>	Develops ideas briefly, using some detail from the text ( <i>When sliced open you can exprience the fresh mild taste with suttle chocolate flavor and The spread of the cacao beans started in colonial times, By Christopher Columbus</i> ) and uses a rudimentary structure ( <i>one sentence of introduction, a paragraph of sources, a paragraph of history, and a brief conclusion</i> ).
<b>Organization</b>	Suggests a focus on chocolate and its history.
<b>Language Use</b>	Uses language that is basic with a hint (of audience) awareness ( <i>but they do enjoy the sweet and satisfying taste of it</i> ). Many sentences are flawed ( <i>When He found out the natives americans found so much use in them and Thought the Spanish saw no need for them the native americans valued them so that they used them as currency/money</i> ).
<b>Conventions</b>	Demonstrates partial control of conventions, exhibiting occasional errors in spelling (suttle, coco), punctuation, paragraphing (the second sentence should start a new paragraph), capitalization (History, By), and usage (When sliced open you) that may hinder comprehension.
<p><b>Conclusion:</b> Overall, this response best fits the criteria for Level 2, although it is somewhat stronger in conventions.</p>	

6 or 11

If you ever visit the Amazon you will want to be sure to take a tour through the woods, the cacao trees are a rare site to see and taste. The tall palm tree-like trees are full of yellow-green pods. There is a process to opening these pods, you need practice, but once they are open they are full of ~~white~~ purplish things, that when dried are known as "cocoa beans." They can be found in the Caribbean, Africa and New Guinea. The rarest beans are Criollo, known for their "aroma and delicacy." The most common is the Forastero bean, Christopher Columbus was the first to ~~discover~~ encounter these, near Honduras on Aug 15 1502. He came across a large dugout canoe "as long as a galley" filled with goods for trade, including cocoa beans, which, at the time, him and his crew didn't know were used for currency by the Indians. Christopher Columbus stole these and brought them back, where the potential >

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value was overlooked by the Spanish King. This is just another example of how History is a record of mans inhumanity to man.

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

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b>            Conveys a simple understanding of the text although there is some confusion exhibited in the conclusion (<i>This is just another example of how History is a record of mans inhumanity to man</i>). Connections to the task are superficial (<i>If you ever visit the Amazon you will want to be sure to take a tour through the woods and Christopher Columbus stole these.</i>)</p>
<b>Development</b>	Develops ideas briefly, using some detail from the text ( <i>They can be found in the Carribbean, Africa and New Guinea; The most common is the Forestero bean; Christopher Columbus was the first to encounter these near Honduras on August 15 1502.</i> )
<b>Organization</b>	Lacks an appropriate focus ( <i>This is just another example of how History is a record of mans inhumanity to man</i> ) but exhibits a rudimentary organizational structure in the description of the cacco trees, where sentences have some logical sequence.
<b>Language Use</b>	Uses language that is basic ( <i>full of purplish things</i> ), with a hint of audience awareness ( <i>If you ever visit the Amazon</i> ). Attempts to vary sentences are largely unsuccessful ( <i>There is a process to opening these pods, you need practice and He came across a large dugout canoe – “as long as a galley” filled with goods for trade, including cocoa beans, which, at the time, him and his crew didn’t know were used for currency by the Indians</i> ).
<b>Conventions</b>	Demonstrates partial control of conventions, exhibiting occasional errors in grammar ( <i>him and his crew</i> ) punctuation ( <i>mans inhumanity</i> ), and paragraphing which do not hinder comprehension.
<b>Conclusion:</b>	Overall, this response best fits the criteria for Level 2, although it is somewhat stronger in conventions.

6 or 11

CHOCOLATE! ONE OF THE MOST TASTEFUL TREATS YOU CAN BUY AT DIFFERENT STYLES AND FLAVORS. DEEP IN THE WEED JUNGLE OF CENTRAL SOUTH AMERICA YOU CAN FIND AN INTERESTING TREE CALLED THE 'CACAO'. HUNG FROM THE BRANCHES ARE YELLOW GREEN PODS. THESE PODS CONTAIN A WHITE PULP INSIDE THE FRUIT OF THE CACAO WHICH IS MILD TASTING, AND HAS A SUDDF BITTER TASTE WHICH AFTER BEING DRIED AND PROESS, WILL COME TO US AS THE CHOCOLATE BEANS. THE MOST RAREST & PRICED OF THE ALL IS THE CHOCOLATE "CRIOLLO". CRIOLLO HAS SUCH AN AROMA & DELICASY WHICH MAKES IT SOUBH-AFTER BY MANY CHOCOLATE MAKERS. ON AUGUST 15, 1502 ON CHRISTOPHER COLUMBUS'S 4<sup>th</sup> TRIP TO AMERICA CAME UPON A LARGE DUG OUT CANNOE IN HONOURAS WHICH INCLUDED CACAO. HE WAS THE FIRST EUROPEAN TO COME ENVOUNTER WITH THE BEANS. THESE BEANS WERE AT ONCE THE CURRENCY OF A LOCAL CITY AT THE TIME OF THE LAST CENTURY. SPANISH CONQUESTADOR HERNANDO CORTES BROUGHT A 3CHESTFULL OF CACAO AFTER HE HAD STOLEN IT AND BROUGHT IT TO HIS COUNTRY. THERE IT WAS WHEN THE FIRST TIME THE VALUE OF THE BEANS WAS REVEALED.

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

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b>            Conveys a simple understanding of the text (<i>Deep in the wild jungle of central South America you can find an intresting tree called the “cacao”</i>). Connection to the assigned task is minimal (<i>Chocolate! One of the most tasteful treetrs you can buy</i>).</p>
<b>Development</b>	Develops ideas briefly, using some detail from the text ( <i>Hung from the branches are yellow green pods</i> ). Most of the development is limited to a list of text references.
<b>Organization</b>	Suggests a focus in that all of the writing concerns chocolate in some way. However, no organization is present, as sentences appear to be in random order, with little or no connection.
<b>Language Use</b>	Uses language that is basic, though the response attempts to include more precise language from the speech ( <i>such an aroma &amp; delacasy which makes it sough-after by many chocolate makers</i> ). There is a hint of audience awareness ( <i>Chocolate! One of the most tasteful treetrs you can buy</i> ). Attempts to vary sentence structure meet with little success ( <i>On August 15, 1502 on Christopher Columbus’es 4<sup>th</sup> trip to America came upon a large dug out canoe in Honduras which included cacao. He was the first European to come encounter with the beans</i> ).
<b>Conventions</b>	Demonstrates emerging control exhibiting frequent errors in spelling ( <i>diffrent, intresting</i> ), punctuation, capitalization (all caps), paragraphing, and grammar and usage ( <i>3 chestful, to come encounter with</i> ) that make comprehension difficult.
<b>Conclusion:</b>	Overall, this response best fits the criteria for Level 2, although it is somewhat weaker in meaning.

6 or 11

Chocolate was discovered a long time ago way before 1582 when Christopher Columbus set sail. It was said that it was discovered by this couple that decided to take a trip to the Amazon. Even then they realized that people had knowledge of the chocolate or cacao beans because only few people were about to have it and eat it. The couple that discovered it had no idea it was chocolate because it was, "yellow, green, pink and it was considered fruit."

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

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Conveys a confused understanding of the text ( <i>It was said that it was discovered by this couple that decided to take a trip to the Amazon</i> ). Brief text references are not connected to the assigned task ( <i>yellow, green pods</i> and <i>Christopher Columbus</i> .)
<b>Development</b>	Provides minimal evidence of development, ( <i>yellow, green pods</i> ).
<b>Organization</b>	Shows no focus or organization.
<b>Language Use</b>	Uses language that is minimal.
<b>Conventions</b>	Is minimal, making assessment of conventions unreliable.
<b>Conclusion:</b> Overall, this response best fits the criteria for Level 1.	

11  
Early this week I listen to a speech about the early history of chocolate in the Americas. The person in charge of the speech talked how he found this great and beautiful tree ~~oreday~~. This tree was called a cacao. The cacao tree was cultivated in the wild jungle. Inside the fibrous white chocolate is ~~no~~ developed. Most people use the cacao tree for chocolate beans. ~~and~~  
The cacao is located in North and South America. You can find the cacao tree mostly around the equator near Africa, east Asia, and ~~and~~ southeast, etc. The cacao started around the age of colonies. Christopher Columbus who was the 1st european, on August 15, 1492, Columbus founded cacao. ~~and~~ ~~and~~ Almonds that fell off the tree like ~~and~~ an eye had fallen.

This is basically where chocolate comes from. I never had it but it sounds good. This treasure is none to not be stolen or bothered with.

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

<b>Quality</b>	<b>Commentary</b>
	<b>The response:</b>
<b>Meaning</b>	Provides little evidence of textual understanding ( <i>The person in charge of the speech talked how he found this great and beautiful tree one day</i> ). There are minimal connections between information in the text and the assigned task ( <i>Early this week I listen to a speech, This is basacilly where chocolate comes from</i> ).
<b>Development</b>	Provides minimal evidence of development ( <i>Most people use the cacao tree for chocolate beans and Columbus founded cacao</i> ).
<b>Organization</b>	Shows minimal focus ( <i>about the early history of chocolat</i> ) and organization. Sentences appear to be in random order.
<b>Language Use</b>	Uses language that is minimal and at times incoherent ( <i>The cacao tree was alienated in the wild jungle. Inside the fiberous white chocolate is developed; The cacao started around the age of coloniast; This tressure is none to not be stolen or bothered with</i> ).
<b>Conventions</b>	Demonstrates emerging control, exhibiting frequent errors ( <i>Early this week I listen to a speech; talked how he found; Norh</i> ) that make comprehension difficult ( <i>Colombus founded cacao and I never had it but it signs good</i> ).
<b>Conclusion:</b> Overall, this response best fits the criteria for Level 1, although it is stronger in conventions.	

PRACTICE

SET

6 or 11

Some love it some dis~~like~~ like some can't eat it at all  
chocolate. It comes in many different forms ~~with~~<sup>dark</sup>,  
with nut, or in the shape of a cartoon character. Very  
few are in lighten on the ~~history~~ background of  
chocolate.

Chocolate grows wild in the jungle in the form of  
yellowish green pods as the ~~at~~ outside the core you find  
a white pulp that ~~is~~<sup>has a mild taste</sup> which is what we now call  
chocolate. Chocolate started growing in the south america <sup>as well as</sup>  
Then spreaded to south east asia, and Africa. There are three  
different types phorstara, creola, and tatareen. phorstara is made  
up of 90% of production. Creola is found to be sweet. Tatareen is  
just a cross of phorstara, and creola. Columbus was the  
first european to come across chocolate he found it around  
honduris. He found out quickly that the native americans  
valued ~~the~~ coco beans. They use coco beans as curanse.  
Columbis ~~brought~~<sup>brought</sup> the coco beans back to Europe but they had  
little value. ~~20~~ Twenty years later columbis's son brought  
coco beans back to Europe and had ~~them~~ realise they have  
a greater value in his time than his fathers.

Some love it, some dis~~like~~ like it some can't eat it at all  
I love chocolate, ~~and~~ and the history behind it.

Chocolate is one of the most tasteful treat in America. The history of chocolate in America dates back to before Christopher Columbus first set foot on the western hemisphere. Chocolate today has widely spread across the world.

In a speech by Jim Spadaccini, he recalls a trip he took along with his wife in the Amazon jungle. Their guide showed them a tree that grew wild with large yellow green pods. The tree was called the Cocoa Tree. Few have ever tasted the fruit of the Cocoa Tree. That day their guide cut a pod from the tree and cut through the pod to reach the fruit. Inside the fruit was chunks of white pulp with purple colored seeds. These seeds are known as ~~cocoa~~ chocolate beans. When he tasted the fruit he tasted the sweetness of the chocolate.

The Cocoa Tree is a native of Central and South America, but is now found throughout the world, usually located near the equator.

When Christopher Columbus sailed to the Americas one of his crew members noticed that the people of the Americas would carry these white almonds around, and if one fell they would quickly fall to the ground to get the almond. The people of the Americas used the Cocoa beans as currency. When Christopher Columbus returned to Spain with these beans the court ruled that these beans were not valuable and were passed over. Twenty years later, Conquistador Hernando Cortez brought back three cases of Cocoa beans to Spain. This find was thought to be one of many treasures stolen from the aztecs.

In the swamps surrounding of the Amazon, there grows a tree. Not a Palm tree or a redwood, but a cocoa tree. This tree grows pods of yellow and green stained color. But what lies inside the flavored white mild-tasting pulp is a treasure all in itself. IT'S THE TREASURE OF COCOA BEANS.

The dark people known known as cocoa beans were first discovered by Christopher Columbus on August 15, 1502 during his voyage of Honduras. On the voyage he seized a vessel of goods and took them along with one of the crew members. One of the items stolen were "Almond" shaped items. These beans were used as currency and had exceptional value. Columbus took the beans to the king and queen but they did not believe in value and disregarded the beans. 30 years later the Hernando Cortez brought the beans back and they were recognized as a treasure.

Today, cocoa beans are cultivated along the equator and grow in many tropical areas. Three major types of trees are Forastero which provides 90% of world's production of cocoa beans. The Criollo which is the rarest and most prized tree due to its mouth watering flavor. And the Trinitario which is a cross between the Forastero and the Criollo.

Chocolate beans produce all sorts of sweets and candies that the human race used to indulge in. From past to present the beans are still recognized as a treasure and in a Hershey's Kiss, the treasure lies inside the wrapping.

7 of 12

as do the beans in the pods on the coffee trees

## Chocolate.

Native Americans used to use chocolate beans as a form of currency. If one bean dropped on the floor, many people would try to get it because it was worth so much. The Native Americans were grateful that Christopher Columbus and his crew never found out that they used it for currency.

In places such as South America, the Caribbean, and Somalia, up until about a ~~century~~ century ago still used it for trade and to buy things.

Today cocoa can still be found in parts of South America, and the Caribbean. Although it is not used as currency any more, it still makes an enjoyable treat.

Everyone, everywhere loves chocolate, whether it's dark chocolate, milk chocolate, orange chocolate or whatever. But let no one sit there in the grocery line and think how is chocolate made, no one really cares. ~~that's~~

Well chocolate comes from a tree called a cacao tree, this hand sized fruit has a rippled outer layer, with white pulp inside.

It has a mild taste to it.

Inside the white pulp are purple colored seeds called chocolate beans.

This tree or plant is found in Central & South America, but is also cultivated in countries close to the equator like the Caribbeans, Africa, and South East Asia.

Out of the three varieties of these trees is the Criollo tree.

These trees started or came about during colonial times. The first person to encounter these trees was Christopher Columbus. In those time cacao beans were used as currency or money.

At first when cacao beans came around in Spain the value of these beans were overlooked by the king of Spain. But twenty yrs. later they were brought back & the value was then not overlooked.

So when you are in the Grocery store or buying chocolate you will then know where chocolate really came from! This delicacy that we're all open to love is but a bean.

**Component A – Module 2 – Practice Paper A – Level 2**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b>            Conveys a simple understanding of the text (<i>Chocolalate started growing in the south america, as well as central america. Then spreaded to south east asia, and Africa</i>). Superficial connections are made to the assigned task (<i>very few are in lighten on the background of chocolate</i>).</p>
<b>Development</b>	Develops ideas briefly, using some detail from the text, mentioning a description of cacao trees and Columbus’ contact with cacao. Development is weakened by numerous unjustified text references ( <i>Creola is fond to be sweet and Twenty years later columbis’s son brought coco beans back to Europe and had relise they have a greater value in his time than his fathers</i> ).
<b>Organization</b>	Suggests an appropriate focus ( <i>background of chocolate</i> ) and presents a rudimentary organizational structure, with an introduction, body, and conclusion.
<b>Language Use</b>	Uses language that is basic, with some awareness of audience and purpose ( <i>Some love it, some dis like it some can’t eat it at all I love chocolate, and the history behind it</i> ). Attempts to vary structure result in numerous run-on and incorrectly constructed sentences ( <i>Chocolate grows wild in the jungal in the form of yellowish green pods as the outside the core you find a white pulp that has a mild tast wich is what we no as chocolate and phorstara is made up of 90% of production</i> ).
<b>Conventions</b>	Demonstrates emerging control, exhibiting frequent errors in spelling ( <i>shap, wich, curanse</i> ), punctuation, paragraphing, capitalization ( <i>colombis’s hondoris</i> ), grammer ( <i>spreaded</i> ), and usage ( <i>we no</i> ) that may make comprehension difficult.
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 2.</p>	

**Component A – Module 2 –Practice Paper B – Level 4**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Conveys an in depth understanding of the text, recounting both the experience of the narrator and the background of chocolate in the Americas: (connections between the text and the assigned task are explicit) ( <i>The history of chocolate in America dates back to before Christopher Columbus first set foot on the western hemisphere</i> ).
<b>Development</b>	Development is somewhat weakened by an unjustified text reference ( <i>When Christopher Columbus returned to Spain with these beans the court ruled that these beans were not valuable and were passed over.</i> ) Develops ideas clearly and fully though the discussion of Spadacini’s trip is irrelevant to the task.
<b>Organization</b>	Maintains an appropriate focus on sources and history of chocolate. The organization exhibits a logical sequence of ideas, in the same order as the speech. An introduction is followed by a paragraph on sources of chocolate, and a history paragraph, but there is no conclusion to the response.
<b>Language Use</b>	Uses appropriate language ( <i>dates back to before Christopher Columbus first set foot on</i> ), with an awareness of audience and purpose ( <i>Chocolate is one of the most tasteful treat in America</i> ). The response occasionally makes effective use of varied sentence structure ( <i>These seeds are known as chocolate beans and The Cocoa Tree is a native of Central and South America, but is now found throughout the world, usually located near the equator</i> ).
<b>Conventions</b>	Demonstrates control of conventions, exhibiting occasional errors in spelling ( <i>chocolate</i> ), punctuation ( <i>America’s</i> ), and grammar and usage ( <i>was chunks</i> ) which do not hinder comprehension.
<b>Conclusion:</b> Overall, this response best fits the criteria for Level 4, although it is somewhat weaker in meaning.	

**Component A – Module 2 – Practice Paper C– Level 4**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Reveals an in-depth analysis of the text, making clear and explicit connections between text and task (<i>But what lies inside the flavored white mild-tasting pulp is a treasure all in itself. It's the treasure of cocoa beans and From past to present the beans are still recognized as a treasure</i>).</p>
<b>Development</b>	<p>Develops ideas clearly and fully, making effective use of relevant and specific details from the text. The responses uses a wide range of information from the text (<i>dark purple beans, vessel of goods, Creola which is the rarest</i>).</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on the background of chocolate in the Americas and chocolate as a treasure. The organization of ideas is chronological that is, introduction, Christopher Columbus and the arrival of cacao in Europe, current botanical and economics information, and a strong conclusion rather than simply following the order of the speech.</p>
<b>Language Use</b>	<p>Uses language that is precise (<i>seized a vessel of goods</i>), with a sense of voice and evident awareness of audience and purpose (<i>From past to present, the beans are still recognized as a treasure and in a Hershey's kiss, the treasure lies inside the wrapping, as due the beans in the pods on the cocoa trees</i>). The response is skillful at varying structure and length of sentences to enhance meaning (<i>But what lies inside the flavored white mild-tasting pulp is a treasure all in itself. It's the treasure of cocoa beans.</i>)</p>
<b>Conventions</b>	<p>Demonstrates control of conventions, exhibiting only occasional errors (<i>the tree grow; his voyage of Honduras; as due the beans</i>).</p>
<b>Conclusion:</b>	<p>Overall, the response best fits the criteria for Level 4 in all qualities.</p>

**Component A – Module 2 – Practice 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 and ideas in the text and the assigned task (<i>The history of chocolate in America started on August 15, 1502 when Christopher Columbus discovered it in a canoe full of other goods and supplies. He discovered it in the form of Chocolate beans</i>).</p>
<b>Development</b>	<p>Develops some ideas more fully than others, such as the description of sources of chocolate. The section on the history of chocolate is somewhat weakened by unjustified text references (<i>The Native Americans were grateful that Christopher Columbus and his crew never found out that they used it for currency</i>).</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on the history of chocolate in America. The response exhibits a logical sequence of ideas, a purposeful use of text references (<i>He discovered it in the form of chocolate beans</i>), and transitions effectively to the next paragraph (<i>The chocolate bean comes from the fruit of a cocoa tree</i>). As a result, the description of cacao trees and beans is explicitly tied to the task. The last three paragraphs, which concern the history and current crops, are tied together by the theme of currency (<i>Native Americans used to use chocolate beans as a form of currency; still used it for trade and to buy things; Although it is not used as currency any more</i>).</p>
<b>Language Use</b>	<p>Uses appropriate language, although somewhat repetitious (<i>chocolate</i>), with some awareness of audience and purpose (<i>Today cocoa can still be found... It still makes an enjoyable treat</i>). Attempts at varying sentence structure are often unsuccessful (<i>They are yellow green pods with white pulp inside, this is the fruit of the pod; The first, Forestero, which makes up 90% of the world's chocolate; It is the rarest form of chocolate, but it is the most enjoyably satisfying kind of chocolate, this is also the most expensive kind of chocolate</i>).</p>
<b>Conventions</b>	<p>Demonstrates control of conventions, exhibiting only occasional errors (<i>there dark purple coloring</i>).</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in organization and conventions.</p>	

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

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Conveys a simple understanding of the text ( <i>Well chocolate comes from a tree called a cacao tree</i> ). However, connections to the assigned task are superficial ( <i>In those time cacao beans were used as currency or money</i> ).
<b>Development</b>	Develops ideas briefly, using some detail from the text. For the most part, the response list ideas from the text. Some details are inaccurate ( <i>These trees started or came about during colonial times. The first person to encounter these trees was Christopher Columbus</i> ) or self contradictory ( <i>In those time cacao beans were used as currency or money</i> ).
<b>Organization</b>	Suggests a focus ( <i>But I bet no one sits there in the grocery line and thinks how is chocolate made, No one really cares</i> ) in the introduction, reasserted in the conclusion ( <i>So when you are in The Grocery Store or buying chocolate you will then know where chocolate really came from</i> ), but the body paragraphs appear to follow the order of the text.
<b>Language Use</b>	Uses language that is basic and at times vague ( <i>beans came around in Spain</i> ). There is some awareness of audience ( <i>Everyone, everywhere loves chocolate and This delicasey that we've all grown to love is but a bean</i> ). The response reveals little success at varying sentence structure ( <i>Out of the three varieties of these trees is one Criolla tree</i> ).
<b>Conventions</b>	Demonstrates partial control of conventions, exhibiting occasional errors in spelling ( <i>wether, carribeans</i> ), punctuation ( <i>its dark</i> ), capitalization ( <i>Grocery Store</i> ), and grammar ( <i>In those time and value...were</i> ) most of which do not hinder comprehension. most of which do not hinder comprehension.
<b>Conclusion:</b>	Overall, this response best fits the criteria for Level 2, although it is stronger somewhat in conventions.