

**NEW YORK STATE  
COMPONENT RETEST**

**ENGLISH  
COMPONENT A  
MODULE 1**

**MONDAY, APRIL 26, 2004**

**RATING GUIDE**

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

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

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 a speech about the history of the Star Spangled Banner and how it became our national anthem. Then you will write a response based on the situation described below. You will hear the speech twice. You may take notes on the next page at any time during the readings.

**The Situation:** Your local newspaper recently reported about a movement to change the national anthem. Write a letter to the editor explaining why you feel the Star Spangled Banner should remain the national anthem. In preparation for writing your letter, listen to a speech by Eva March Tappan. Then use relevant information from the speech to write your letter.

**Your Task:** Write the **first draft** of your letter to the editor of your local newspaper explaining why you feel the Star Spangled Banner should remain the national anthem. *Write only the body of the letter.*

**Guidelines:**

**Be sure to:**

- Tell your audience what they need to know about why the Star Spangled Banner should remain the American national anthem.
- Use specific, accurate, and relevant information from the speech to support your explanation.
- Use a tone and level of language appropriate for a letter to the editor of a newspaper.
- Organize your ideas in a logical and coherent manner.
- Indicate any words taken directly from the speech by using quotation marks or by referring to the speaker.
- Follow the conventions of standard written English.

The Star Spangled Banner is a song steeped in American history <sup>and</sup> rich with American spirit. All that went into the birth of our national anthem, from the sewing of the flag about which the song was written, to the circumstances surrounding the song's creation, is yet another integral part of the making of America and to throw that history away would be shameful.

In 1814 the United States was well into a heated battle with the British, and American cities were often on guard for attack. Baltimore was one of these cities. The third largest city in the nation, with 45,000 inhabitants and a lucrative port, this Maryland city was a prime target, protected only by its Fort M'Henry. The British fleet of 50 ships was planning on attacking via the Chesapeake Bay, <sup>and</sup> all of Baltimore was awaiting the attack anxiously. Among the people was many young Pickersgill, who had decided to sew

a flag with 15 white stars and 15 stripes in honor of her nation and the American fight for freedom. Even though her humble home could not harbor the stitching of such a large flag, Dickersgill and her 13-year-old daughter Caroline were determined to complete the flag, and thus ~~completed~~<sup>finished</sup> it in a local brewery.

Their hard work did not go unnoticed. On September 13, the British attacked Baltimore. "If Fort Mchenry stands, the city is safe," asserted Francis Scott Key, a young American man located nearby the battle in a small ship. The flag Mary ~~had~~<sup>had</sup> sewn acted as a marker of the Americans' success, or failure, as it was unknown to Key all that was going on. His glimpses of the flag were all he had. The bursts of bombshells in the night air and blown smoke of the cannons allowed Key to

Keep an eye on the flag. In the morning, the American flag still flew, and Key knew that his nation had won.

In an ode to the flag and to his country, Key wrote <sup>a poem</sup> about his experience, ~~and~~ paying homage to the steadfastness of the flag, not ~~at~~ unlike the American troops themselves. His poem spread almost immediately, ~~and~~ gaining popularity and distinction for its words. The unofficial anthem of the people then became the national anthem, as noted by Congress, in 1931, immortalizing <sup>that</sup> ~~the~~ fateful night, that fateful fight, that flying flag that represents the ~~true~~ <sup>true</sup> American spirit.

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

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Reveals an in-depth analysis of the text, making connections between information and ideas in the text and the assigned task (<i>All that went into the birth of our national anthem...sewing of the flag...circumstances surrounding the song's creation...to throw that history away would be shameful</i>).</p>
<b>Development</b>	<p>Develops ideas clearly and fully, making effective use of relevant and specific details from the text including Mary Young Pickersgill's influence on the creation of the Star Spangled Banner (<i>decided to sew a flag...in honor of her nation and the American fight for freedom</i>) and Francis Scott Key's account that inspired him to write the Star Spangled Banner (<i>The flag Mary had sewn acted as a marker of the Americans' success, or failure and Key wrote a poem</i>).</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on the significance of the Star Spangled Banner as it relates to American history. The response exhibits a logical and coherent structure through use of appropriate devices and transitions (<i>Their hard work did not go unnoticed</i>).</p>
<b>Language Use</b>	<p>Uses language that is precise with a sense of voice and evident awareness of audience and less of purpose (<i>The Star Spangled Banner is a song steeped in American history and rich with American spirit</i>). The response successfully varies sentence structure (<i>His poem spread almost immediately, gaining popularity and distinction for its words</i>).</p>
<b>Conventions</b>	<p>Demonstrates control of conventions.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 4 in all qualities.</p>	

In 1931, after 100 years of becoming known to the public, Francis Scott Key's poem was designated by congress as the nation's National Anthem. How can one erase a major ~~movement~~ event in American history and years of tradition? This is what is proposed by the changing of a country's anthem, one that caught on for 100 years from poem to song and then was respected for over the past 70 years. A written piece about our nation's ~~war~~ war against Britain symbolizes our freedom and strength.

In 1814, when British ships entered the Chesapeake Bay civilians were frightened and anxious awaiting where attack would occur. Many moved inland before the shots began and then were worried when Baltimore was hit. The British fleet would first have to destroy Fort Mchenry to get to a populated and industrial city, one that could destroy this young

country if destroyed itself.

Inside, the city of Baltimore waved a banner of 15 white stars and 15 red and white stripes. A true symbol of a beginning country. It would go on to represent a triumph over the most powerful nation in the country. As shooting, and blasting bombs continued for over 24 hours Francis Scott Key awaited on an American ship constantly looking into the smoke filled skies. He often observed the flag still waving through the smoke. As night came it became harder to see the flag but with the flames lighting the sky it was still visible.

After firing had ended Key was able to observe a banner still waving but unsure which one it was. As it grew lighter, and smoke began to lift, Key noticed that yes, it still was the American flag. At this time he began writing, jotting down lines to

a poem about his sights and feelings. The poem was eventually brought to a tavern and people began singing it to a familiar tune. Eventually caught on.

This song was declared the nation's national anthem because of its symbolic meaning. The song is a representation of all battles in which the American people conquered the British.

Without these particular times this nation would not be what it is. The song symbolizes the strength of the nation. It should not be any different due to the power of its words.

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

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Reveals an in-depth analysis of the text, making clear and explicit connections between information and ideas in the text and the assigned task ( <i>How can one erase a major event in American history and A written piece about our nation's war against Britain symbolizes our freedom and strength</i> ).
<b>Development</b>	Develops ideas clearly and fully, using relevant and specific details from the text to explain why the Star Spangled Banner should remain the national anthem ( <i>Inside, the city of Baltimore waved a banner of 15 white stars and 15 red and white stripes...Francis Scott Key awaited on an American ship</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus on the significance of the Star Spangled Banner as a symbol of American freedom and strength ( <i>This song was declared the nation's national anthem because of its symbolic meaning</i> ). The response exhibits a logical and coherent structure using appropriate transitions ( <i>As night came</i> and <i>After firing had ended</i> ).
<b>Language Use</b>	Uses language that is generally precise ( <i>The British fleet would first have to destroy Fort McHenry to get to a populated and industrial city</i> ) with a sense of voice and evident awareness of audience and purpose. The response varies sentence structure to enhance meaning ( <i>As night came it became harder to see the flag but with the flames lighting the sky it was still visible</i> ).
<b>Conventions</b>	Demonstrates partial control of conventions, exhibiting occasional errors in punctuation and capitalization resulting in fragments ( <i>stripes. A true symbol...country</i> ), as well as omitted words ( <i>awaiting where attack would occur</i> and <i>Eventually caught on</i> ), and misspellings ( <i>civilions</i> ) that may hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 4 in all qualities, although it is somewhat weaker in conventions.	

The Star Spangled Banner has been the United States national anthem for many decades. Seeing as it personifies what our nation stands for and brilliantly describes the hardships our citizens had to overcome, I cannot imagine what could be more fitting. Part of what makes our anthem so special is because of the image it creates in its listeners minds and the chills it sends up the spines of those who sing it proudly.

In 1814 when the British sailed their ships into Chesapeake Bay heading for Baltimore, the citizens of the city and its surrounding area first thought of how they were going to protect their newly founded nation against one of the greatest powers in the world. The passion for the survival and longevity of the United States ~~showed~~ was easily perceived. Soldiers, sailors, men, women and children

all worked together to do whatever they could. Mary Young Pickensgill and her young daughter Caroline worked together in a tavern to produce the flag that would wave above the ever important Fort M'Henry. While Francis Scott Key waited on the little American boat in the Chesapeake Bay, that flag served as a symbol of what he was hoping to lose - his country. As the bombs and bullets were flying through the air, Key would just look for the flag and as long as he saw flying high in the air, he kept his sense of hope.

The most poignant piece of Key's poem and the story behind it was when he still saw the flag flying after the attack ended. These lines are the ultimate symbol of victory. The Star Spangled Banner is representative of so much

history, comradeship and national pride that it would not only be unnecessary to change the song, but it would be like saying that our history and fight for existence should be written, forgotten and disregarded.

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

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b>            Conveys a basic understanding of the text, making explicit connections between information in the text and the assigned task (<i>it personifies what our nation stands for and brilliantly describes the hardships our citizens had to overcome and The Star Spangled Banner is representative of so much history, commradery and national pride</i>).</p>
<b>Development</b>	<p>Develops some ideas more fully than others, with some specific and relevant details from the text (<i>Pickersgill and her young daughter Caroline worked...to produce the flag that would wave above the ever important Fort McHenry and The most poignant piece of Key's poem...was when he still saw the flag flying after the attack</i>).</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on the symbolism of the anthem and how it affects people (<i>it personifies what our nation stands for and the image it creates in it's listener's minds and the chills it sends up the spines of those who sing it proudly</i>). The response exhibits a logical sequence of ideas.</p>
<b>Language Use</b>	<p>Uses language that is appropriate with some awareness of audience and purpose (<i>it would be like saying that our history and fight for existence should be written, forgotten and disregarded</i>). The response occasionally makes effective use of sentence structure or length (<i>While Francis Scott Key waited on the little American boat in the Cheasapeake Bay, that flag served as a symbol</i>).</p>
<b>Conventions</b>	<p>Demonstrates control of conventions, exhibiting occasional errors in spelling (<i>Spangeled and commradery</i>) and punctuation (<i>it's</i> instead of <i>its</i>). Also, it seems a word is misspelled and a word is omitted (<i>as long as he say flying</i>, should be "as long as he saw it flying").</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 3 in all qualities.</p>	

The Star Spangled Banner is a symbol of the tremendous lengths that the colonists ~~went~~ <sup>endeavored</sup> to in order to successfully transform the Americas into "the land of the free and the home of the brave." ~~To change~~ <sup>If the</sup> the national anthem, <sup>was replaced</sup> ~~would~~ be to ~~crush~~ the traditions that began almost 200 years ago, literally on the forefront of battle, would be crushed and forgotten. Disregarding such an integral part of our history would be immoral.

In 1814, Maryland was in trouble as nearly 50 <sup>British</sup> ships sailed into the Chesapeake Bay. As the ships <sup>crept</sup> ~~traveled~~ upstream, it became apparent that Baltimore, a thriving city of 45,000, was the targeted prize. Mary Young

Pickersgill, a widower, had sewn a flag with 15 white stars and 15 red and white stripes. The flag was an emblem of the defiance of a country about to take on the most powerful nation in the world.

On September 13, the guns released fire, which continued for a <sup>seemingly</sup> never-ending 24 hours. The signal rockets ~~and~~ <sup>looked like</sup> beautiful firey arches across the night sky. Francis Scott Key had a particularly terrifying view of the Battle at Ft. Mchenry. He had been held captive by the British, tied to an enemy ship, ~~helpless~~ hapless & alone. Eventually, the fighting stopped and the fog cleared. Slowly, ~~he began~~ by the blaze of the cannons, he began

to see the stars and stripes still standing. He knew at that moment that British had not overpowered the strong force fighting for freedom. He began scribbling the lyrics on an old letter. Suddenly, the tune caught on in houses and taverns throughout the new nation.

The National Anthem Star Spangled Banner was officially declared the National Anthem by Congress in 1931. It represents the hardships that Americans suffered through that fateful day and the hard work Americans achieve each day.

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

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b></p> <p>Conveys a basic understanding of the text by addressing the historic significance of the Star Spangled Banner as <i>a symbol of the tremendous lengths that the colonists endeavored in order to successfully transform the Americas</i>. The response makes some explicit connections between text and task (<i>If the national anthem was replaced...Disregarding such an integral part of our history would be immoral</i>).</p>
<b>Development</b>	<p>Develops some ideas more fully than others to describe the battle that inspired Key, using some relevant and specific details (<i>50 British ships sailed into the Chesapeake Bay...Pickersgill, a widower, had sewn a flag...Francis Scott Key had a particularly terrifying view of the Battle</i>).</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on the importance of the victory which inspired Key (<i>The flag was an emblem of the defiance of a country</i>). The response exhibits a logical sequence of ideas, but occasionally lacks internal consistency (<i>He began scribbling the lyrics on an old letter. Suddenly, the tune caught on in houses and taverns and It represents the hardships that Americans suffered through that fateful day and the hard work Americans achieve each day</i>).</p>
<b>Language Use</b>	<p>Uses language that is appropriate (<i>an integral part, crept upstream, that fateful day</i>), though occasionally imprecise (<i>the tremendous lengths that the colonists endeavored in order to successfully transform</i>) with some awareness of audience and purpose (<i>If the national anthem was replaced the traditions...would be crushed and forgotten</i>). The response varies sentence structure to enhance meaning (<i>The flag was an emblem of the defiance of a country about to take on the most powerful nation in the world</i>).</p>
<b>Conventions</b>	<p>Demonstrates control of conventions, exhibiting only occasional errors in spelling (<i>firey</i>) and capitalization (<i>Battle and National Anthem</i>).</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.</p>	

The national Star Spangled Banner could remain the national anthem. I feel this way because on September 13, 1814 at 7 a.m., people of Baltimore were attacked. British fleets came in Chesapeake bay and started bombing the people. Alarms went off to warn the people. When the British got passed Fort Mifflin they saw a flag flying. It had stripes and stars on it. A woman named Mary Young Pickens stitched the American flag. Her daughter helped and because it was so big, they made it in a Baltimore bunery. Through all of the smoke huge bomb shells were exploding, some went off in the air. Baltimore had 45,000 inhabitants there. A Maryland lawyer saw through the smoke the flag still flying. He would look often to make sure it was still there. He watched the whole place fill with fire, smoke, when the bombs went off it lit up the sky. When the sky was lit he saw the banner still flying at Fort Mifflin. It lasted

24 hours.

The British soldiers wouldn't let Francis Scott Key (Maryland lawyer) go to Fort Mifflin. They told him he had to stay there until battle was over. When he saw the flag against the smoke, he knew Fort Mifflin survived. Francis wrote a poem about the battle. His uncle sent it to the printer. The poem was sent to a carrier for patriots. The poem was the Star Spangled Banner. It caught on quick and still are powerful this day.

The Star Spangled Banner represents what the people in Baltimore went through. It's a song of courage, pride and self-sacrifice. Star Spangled Banner is what our history went through, so we never forget what happened on that horrible day. It is a way of Patriotism.

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

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b>                      Conveys a basic understanding of the text (<i>The Star Spangled Banner represents what the people in Balitmore went through</i>), making explicit connections between information in the text and the assigned task (<i>The Star Spangled Banner sould remain the national anthem</i>).</p>
<b>Development</b>	Develops some ideas more fully than others (The British attack) including some specific and relevant details from the text ( <i>on September 13, 1814 at 7a.m., people of Baltimore were attacked</i> ), but the response also contains irrelevant information ( <i>Baltimore had 45,000 inhabitants there</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus on the events that led to the creation of the Star Spangled Banner but lacks internal consistency ( <i>some went of in the air. Balitmore had 45,000 inhabitants there</i> ).
<b>Language Use</b>	Uses language that is generally appropriate with some awareness of audience and purpose ( <i>The Star Spangled Banner represents what the people in Balitmore went through</i> ). The response attempts to vary sentence structure ( <i>His uncle sent it to the printer. The poem was sent to a carven for patriots</i> ).
<b>Conventions</b>	Demonstrates partial control of conventions, exhibiting frequent errors in spelling ( <i>sould, soo, went of, lite, aganist, self-surving, catched, and Pairotism</i> ), and occasional errors in capitalization ( <i>Chessapeak bay and american</i> ), punctuation, and verb tense ( <i>stitch</i> instead of “stitched”) that may hinder comprehension.
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 3 in all qualities.</p>	

Dear Local Newspaper,

It has come to my attention that your newspaper has reported on the movement to change our beloved national anthem. How could you fight to tear down something that holds so much meaning to our country. Our national Anthem, "The Star-Spangled Banner" has come to symbolize all that America stands for. It gives us a reason to fight, whether it is against the British naval fleet at Fort Mifflin on September 13, 1777 or even in the war on terror our nation is currently enduring. If we change our anthem now it would be a grave injustice to all of those who bravely perished fighting for our cause, regardless of the time period. The brilliant words of Francis Scott Keyes have come to be readily identified with the American persona. What other song could possibly fill this role? Not only does this anthem provide a fond remembrance to those who bravely fought for our country, it gives future Americans a hope. The fact that the flag still remained after the "perilous fight" shows that America can preserve any situation.

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

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Conveys a simple understanding of the text by two passing references ( <i>the British naval fleet at Fort McHenry on September 13, 1814 and Francis Scott Keyes</i> ).
<b>Development</b>	Develops ideas briefly, using some details from the text.
<b>Organization</b>	Suggests a focus that the Star Spangled Banner remain the national anthem ( <i>What other song could possibly fill this role</i> ). Some organization is suggested through the use of appropriate transitions ( <i>If and Not only</i> ).
<b>Language Use</b>	Uses language that is precise ( <i>The brilliant words of Francis Scott Keyes have come to be readily identified with the American persona</i> ) with some sense of voice ( <i>If we change our anthem now it would be a grave injustice</i> ) as well as varied sentence structure ( <i>Not only does this anthem provide a fond remembrance to those who bravely fought for our country, it gives future Americans a hope</i> ).
<b>Conventions</b>	Demonstrates control of conventions, exhibiting only occasional errors in spelling ( <i>remembrance and presevere</i> ), punctuation, paragraphing, and capitalization.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is stronger in language use and conventions.	

The Star Spangled Banner has been our national anthem since 1931, when Congress designated it. The Speech by Eva March Tappan provides examples of how the Star Spangled Banner is an important part of our history.

In Tappan's speech she portrays two important characters, Francis Scott Key and Mary Young Peckersville. Mary and her 13 year old daughter had to sew her flag together in a brewery because her house wasn't big enough. Her flag included 15 white stars and 15 red and white stripes. The British ships aimed their cannons at Baltimore's Fort Henry.

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

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Conveys an incomplete understanding of the text by mentioning Francis Scott Key and Mary Young Pickersgill. The response makes only superficial connections to the assigned task ( <i>The speech...provides examples of how the Star Spangled Banner is an important part of history</i> ).
<b>Development</b>	Develops ideas briefly, using some details from the text ( <i>Mary and her 13 year old daughter had to sew her flag together in a brewery and Her flag included 15 white stars and 15 red and white stripes</i> ).
<b>Organization</b>	Lacks an appropriate focus by introducing the historical importance of the Star Spangled Banner and then discussing Mary Young Pickersgill with no mention of her connection to the Star Spangled Banner. Paragraphing and some use of transitions ( <i>In Tappen's speech</i> ) suggest organization.
<b>Language Use</b>	Uses language that is basic and attempts to vary sentence structure with little success ( <i>The Star Spangled Banner has been our national anthem since 1931, when Congress designated it</i> ).
<b>Conventions</b>	Demonstrates control of conventions, exhibiting occasional errors.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions.	

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

We should keep the National Anthem because it is part of our history. It shows triumph over hard times. Maryland, in 1814 the British planning an attack on Baltimore and the only protection was Fort Mifflin. They had 50 ships but the Fort held up. It protected Baltimore. The flag raised high over Fort Mifflin. That's when the National Anthem was sung. It shows us conquering our enemies. That's the song of freedom.

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

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Conveys an incomplete understanding of the text ( <i>The flag raised high over Fort McHenry. That's when the national anthem was song</i> ). The response makes only superficial connections to the assigned task ( <i>We should keep the national anthem because it is part of our history</i> ).
<b>Development</b>	Develops ideas briefly, using some details from the text ( <i>In 1814 the British planning an attack on Baltimore and they had 50 ships</i> ).
<b>Organization</b>	Suggests a focus ( <i>It shows triumph over hard times</i> ), but the brevity of the response, precludes organization.
<b>Language Use</b>	Uses language that is basic, and at times imprecise ( <i>Maryland, in 1814 the British planning an attack and that their song of freedom</i> ) with little awareness of audience. Attempts to vary sentence structure with little success ( <i>they had 50 ships but the fort held up and It shows us conquering our enemies</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting errors in spelling ( <i>triumph, Forte, song</i> for “sung”), punctuation, and capitalization mixing lower case and capital letters throughout.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2 in all qualities.	

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

The reason why the banner should stay is because the man who wrote the poem with the feelings of pride, success, and hope. So people should not change some thing people hold dear because some people will have mixed feelings about people who didn't have to sacrifice nothing. People will be taking it for granted. So the banner should not get change just leave it alone.

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

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Provides minimal evidence of textual understanding (<i>the man who wrote the poem</i>) and makes minimal connections between the text and the assigned task (<i>So people should not change some thing people hold dear</i>).</p>
<b>Development</b>	<p>Is minimal, with little evidence of development beyond vague references to the text (<i>some people will have mixed feelings about people who didn't have to sacrifice nothing</i>).</p>
<b>Organization</b>	<p>Is minimal, hinting at a focus that people have strong, emotional ties to the Star Spangled Banner (<i>the man who wrote the poem with the feelings of pride, success, and hope</i>). Introductory and concluding statements are the only indication of organization in the response.</p>
<b>Language Use</b>	<p>Uses language that is basic (<i>the banner should stay</i>), but with a hint of awareness of audience (<i>the banner should not get change just leave it alone</i>). The response attempts to vary sentence structure with little success (<i>So people should not change something...people who didn't have to sacrifice nothing. People will be taking it for granted</i>).</p>
<b>Conventions</b>	<p>Demonstrates emerging control exhibiting frequent errors in punctuation, capitalization (mixing of lower case and capital letters throughout), and grammar (<i>didn't have to sacrifice nothing</i> and <i>Change</i> for “changed”).</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in language use and conventions.</p>	

# **PRACTICE SET**

After I read the passage I think that the star spangled Banner she remains the National Anthem, because that was the time when America first became a nation, and they went through a whole lot before coming up with that.

In 1814 the British army had one of the American generals, in their position when they were fighting the war, so they couldn't let him go because they didn't want him carrying any information.

In that time that when Francis Scott Key wrote a poem about problems he was going through and what he saw.

When he wrote the poem he talked about the American flag, and that

how it became the national anthem  
because he express his feeling and  
his pain. so that why I thing  
the national anthem should remain  
because of Francis Scott Key's  
pain he went through and the  
American nation too.

To whom it may concern,

An article was recently printed announcing the development of a movement to change the American national anthem. The fact that such a movement was even fathomed is an insult to our country. The Star Spangled Banner is not a simply written poem sang to an old tune. It is a symbol of our country and all we have gone through to make it our own.

The events leading up to Francis Scott Key's creation of the Star Spangled Banner alone are reason enough to preserve the national anthem. The rich historic tale begins on an early autumn morning. The year is 1814 and Maryland is engulfed by fear. "The British are here! The British are here!" The word ~~was~~ could be heard far and wide. The question was, who

would it be? Which city would fall victim to the ~~over~~ fifty powerful ~~warships~~ English warships that made their way to the Chesapeake Bay like sheeted ghosts gliding over the glistening water? Baltimore was the destination, and the British would not leave until the populated city was turned to ashes.

Francis Scott Key, from ~~an~~ <sup>the</sup> small vessel he was held captive on, watched the bombs and flares rocketing from the warships to the ~~port~~ port. He watched the flag Mary Pickersgill created ~~dodge~~ dodge cannon balls as it waved in the wind. Would the flag fall to the British? he wondered anxiously. He would soon find out.

~~For~~ Nearly twenty-four hours later

the sight of the American flag ~~stood~~  
triumphantly standing possessed Key  
and caused him to spout poetry.  
The Star Spangled Banner was written  
in the midst of one of America's early  
victories. To ~~take~~ ~~down~~ ~~the~~ ~~stars~~ strip this  
song of its title, America's national  
anthem, is to burn a piece of  
history.

To whom it may concern,

Recently, it has come to my attention of your desire to alter the anthem that has symbolized the liberty of our nation for centuries. Feeling absolute pride each instance I hear the Star Spangled Banner, I am in total opposition to this poor and extremely controversial decision. <sup>¶</sup> Based on Eva March Tappan, it is evident that our anthem has represented the unification of ~~the~~ America prior to the present and hopefully for generations to come. Through years of constant insecurity, as well as war, these powerful words have prevailed to possess the significance they contain today. Our soldiers fought the British to gain independence in the Revolutionary War and subsequent to this battle, their fleet returned to seek revenge. Once again on September 13, 1814, our troops, our flag,

and above all else, these words have demonstrated our victory and triumph through the confrontation of hardship. On this date, Baltimore was merely a microcosm of the challenges our nation must face day to day. And on this date, dawn appeared and ~~our~~ our flag was still standing, intact, prepared to seek and find victory time after time.

The Star Spangled Banner, our national anthem is not an entity that is meant to be altered. The United States of America is truly "the land of the free, and the home of the brave," as seen in our successful history. For the soldiers of that day, for the effort we utilized to create a flag, and for the words that protruded from our hearts to concoct this anthem, it is obvious why the Star Spangled Banner should and will remain the same.

Component A - Module 1 - Practice Set Paper D

The Star Spangled Banner has been a part of our country for over 200 years. It has become a part of everyday life for many Americans. At baseball games and Olympic events, it can be heard singing praise of our great country. It was written during the time of the American Revolution, during a battle for our ~~country's~~ <sup>country's</sup> freedom. It was born out of an emotion which could only have been felt after seeing the American flag, the symbol of our nation, flying after a battle for its very survival, a battle which was won by the great people who founded this country.

Some may say that it has

become old and tired, outdated  
even, but I say it has not. It is  
a part of <sup>our</sup> history as a country. It  
is taught to school children in every  
state. Most ~~in~~ importantly, it can help  
us remember the events surrounding our  
country's birth and the reasons in which  
it was born. ~~It~~ If we remember  
these things, we will never forget where  
we have come from, or where we are  
going.

Component A – Module 1 – Practice Set Paper E

The Star Spangled Banner is an emotional piece of work written by a man who was in the middle of a perilous battle. It has left a great historical significance on the lives of all Americans. During a time, when there is no peace and safety, the song, originally a poem was a source of comfort. To Francis Scott Key, the flag was the symbol of a win or a defeat. When his banner was flying high in the smoky morning sky, he composed this song to capture his emotions and provide hope for a suffering nation. And over a century later, <sup>(1791)</sup> Congress designated The Star Spangled Banner as our national anthem. As revealed in the passage by Eva March Tappan, this should remain our national anthem in regards for its tremendous historical significance for ~~was~~ our nation: America. Land of the free and home of the brave.

At seven am,

On September 13<sup>th</sup>, the British fleet aimed at the red and white banner. Only a miracle

would keep the stars and stripes ~~swing~~<sup>swaying</sup> in the  
smoke filled air. The banner was made by Mary Young  
Pickersgill and her thirteen year old daughter, Caroline.  
Pickersgill, <sup>a seamstress</sup> created banners for the ships of Baltimore.  
On the day of the bloody battle, ~~his~~<sup>her</sup> flag was still  
seen waving. Through the two hundred shells that  
were designed to ~~desig~~<sup>explode</sup> on impact, the flag stood tall.  
Francis Scott Key saw over the rockets red glare, the  
bombs bursting in the air, that ~~his~~ flag was still in  
the air.

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

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Conveys a simple understanding of the text ( <i>the British army had...Francis Scott Keys</i> ) The response makes some superficial connections between information and ideas in the text and the assigned task ( <i>I think that the Star Spangled Banner she remains the national anthem</i> ).
<b>Development</b>	Develops ideas briefly, using some details from the text ( <i>they didn't want him carrying any information and Francis Scott Keys wrote a peom</i> ).
<b>Organization</b>	Suggests a focus that the Star Spangled Banner is important because of the time and circumstances in which it was written ( <i>because of Francis Scott Keys pain he when through and the American Nation too</i> ) and suggests organization by using some transitional words ( <i>In that time and When</i> ) and paragraphing.
<b>Language Use</b>	Uses language that is basic ( <i>and that how it became</i> ), with some awareness of audience and purpose ( <i>that why I thing the National anthem should remain</i> ). The response attempts to vary sentence structure or length but with little success ( <i>When he wrote the peom he talk about the American flag</i> ).
<b>Conventions</b>	Demonstrates emerging control, exhibiting frequent errors in spelling ( <i>she</i> for “should”, <i>generia, carring, peom</i> ), punctuation ( <i>Keys Pain</i> ), capitalization ( <i>National and Pain</i> ), grammar ( <i>remains</i> for “remain”, <i>they was fighting, he talk, he express</i> ), and omitted words ( <i>they couldn't him go, that when Francis Scott Keys, that why I thing</i> ) that make comprehension difficult.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2 in all qualities.	

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

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Reveals an in-depth analysis of the text, by stressing the importance of what the Star Spangled Banner symbolizes ( <i>It is a symbol of our country and all we have gone through to make it our own</i> ). The response makes clear and explicit connections between the text and the task ( <i>The events leading up to...Key's creation of the Star Spangled Banner alone are reason enough to preserve the national anthem</i> ).
<b>Development</b>	Develops ideas clearly and fully making effective use of relevant and specific details from the text to show the power of the events that led Key to write the poem ( <i>fifty powerful English warships...made their way to the Chesapeake Bay and Key...watched the bombs and flares rocketing from the warships</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus on not changing the national anthem. The response exhibits a logical structure through use of appropriate devices and transitions ( <i>He would soon find out and Nearly twenty-four hours later</i> ).
<b>Language Use</b>	Uses language that is precise ( <i>such a movement was even fathomed and Maryland is engulfed by fear</i> ) with a sense of voice and evident awareness of audience and purpose ( <i>To strip this song of its title, America's national anthem, is to burn a piece of history</i> ). The response successfully varies sentence structure to enhance meaning ( <i>Baltimore was the destination</i> ).
<b>Conventions</b>	Demonstrates control of conventions.
<b>Conclusion:</b> Overall, this response best fits the criteria for Level 4 in all qualities.	

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

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Conveys a basic understanding of the text ( <i>our anthem has represented the unification of America</i> ), making explicit connections between information in the text and the task ( <i>I am in total opposition to this poor and extremely controversial decision</i> ).
<b>Development</b>	Develops ideas briefly using some details from the text ( <i>September 13, 1814; Baltimore; flag was still standing</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus on the importance of the Star Spangled Banner as it relates to America’s past struggles and the need to keep it as the national anthem ( <i>the Star Spangled Banner should and will remain the same</i> ). The response exhibits a logical sequence of ideas.
<b>Language Use</b>	Uses appropriate language that is sometimes imprecise ( <i>prevailed to possess, protruded, concoct</i> ) with a sense of voice and evident awareness of audience and purpose ( <i>Feeling absolute pride each instance I hear the Star Spangled Banner</i> ). The response occasionally makes effective use of sentence structure ( <i>On this date, Baltimore was merely a microcosm of the challenges our nation must face day to day</i> ).
<b>Conventions</b>	Demonstrates control of conventions.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in language use and somewhat weaker in development.	

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

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b>            Conveys an incomplete understanding by alluding to the text (<i>It was written during the time of the American Revolution and after seeing the American flag... flying after a battle for its very survival</i>). The response makes superficial connections to the assigned task (<i>Some may say that it has become old and tired, outdated even</i>).</p>
<b>Development</b>	Develops ideas briefly, using few details from the text ( <i>The Star Spangled Banner has been a part of our country for over 200 years and It was written...during a battle for our country's freedom</i> ).
<b>Organization</b>	Suggests a focus that the Star Spangled Banner has emotional and historical significance. Although some transitional words are used ( <i>Most importantly</i> and <i>If</i> ), some repetition of ideas weakens the organization ( <i>It is a part of our history, it can help us remember the events...and reasons in which it was born, we will never forget where we have come from</i> ).
<b>Language Use</b>	Uses appropriate language with some awareness of audience and purpose ( <i>It was born out of an emotion</i> and <i>Some may say that it has become old...but I say it has not</i> ). The response occasionally makes effective use of sentence structure or length ( <i>If we remember these things, we will never forget</i> ).
<b>Conventions</b>	Demonstrates control of conventions, exhibiting only occasional errors in punctuation (comma used instead of a semi-colon, resulting in a run-on sentence).
<p><b>Conclusion:</b> Overall, this response best fits the criteria for Level 2, although it is stronger in language use and conventions.</p>	

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

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Conveys a basic understanding of the text ( <i>The Star Spangled Banner is an emotional piece of work written by a man who was in the middle of a perilous battle</i> ), and makes an explicit connection between information and ideas in the text and the assigned task ( <i>this should remain our national anthem</i> ).
<b>Development</b>	Develops some ideas more fully than others, including specific details from the text ( <i>over a century later, (1931) Congress designated The Star Spangled Banner as our national anthem and her flag was still seen waving</i> ).
<b>Organization</b>	Maintains an appropriate focus that the Star Spangled Banner has <i>tremendous historical significance for our nation</i> . For the most part the response exhibits a logical sequence of ideas, but the transition between the two paragraphs is abrupt and hinders the direction and coherence of the writing.
<b>Language Use</b>	Uses language that is appropriate ( <i>When his banner was flying high in the smoky morning sky</i> ), with some awareness of audience and purpose ( <i>Francis Scott Key saw over the rockets red glare, the bombs bursting in the air, that his Flag was still in the air</i> ).
<b>Conventions</b>	Demonstrates control of conventions, exhibiting only occasional errors in spelling ( <i>anthem</i> ), and occasional misuse of commas ( <i>During a time, when there is no peace and safety, the song, originally a poem was a source of comfort</i> ).
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it may be somewhat stronger in conventions and somewhat weaker in organization.</p>	