

**NEW YORK STATE  
COMPONENT RETEST**

**ENGLISH  
COMPONENT A  
MODULE 2**

**TUESDAY, APRIL 27, 2004**

**RATING GUIDE**

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

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

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

A response totally unrelated to the topic, illegible, incoherent, or blank should be scored a 0.

A response totally copied from the text(s) with no original student writing should be scored a 0.

**Overview:** For this part of the test, you will listen to an account about a guide animal. Then you will write a response based on the situation described below. You will hear the account twice. You may take notes on the next page at any time during the readings.

**The Situation:** Your school service club is looking for suggestions for potential service projects. You have decided to propose that the members train guide horses for the visually challenged. In preparation for writing your proposal, listen to an account by Dan Shaw. Then use relevant information from the account to write your proposal.

**Your Task:** Write the **first draft** of your proposal to train guide horses for the visually challenged.

**Guidelines:**

**Be sure to:**

- Tell your audience what they need to know about the advantages of using guide horses to assist the visually challenged.
- Use specific, accurate, and relevant information from the account to support your proposal.
- Use a tone and level of language appropriate for a proposal.
- Organize your ideas in a logical and coherent manner.
- Indicate any words taken directly from the account by using quotation marks or by referring to the speaker.
- Follow the conventions of standard written English.

The life of a visually challenged person is not an easy one. Their loss of sight inhibits the everyday activities a seeing person could do with ease. Many visually challenged people feel helpless, isolated, and disconnected from the rest of the world. This was the plight of Dan Shaw, who discovered at age seventeen that by midage he would be totally blind. Dan Shaw did everything he could to try and lead a more normal life, including attending a school for the blind, but he was disappointed. He felt his options were very limited until he volunteered to test out a guide horse named Cuddles; a decision that turned his life around. Based on all the ways a guide horse helped Dan Shaw, we can conclude that training guide horses to assist the visually challenged would be a wise decision that would change the lives of visually challenged people everywhere.

As with all new things, people doubt the effectiveness or necessity of having trained guide horses. Some will argue that guide dogs are available, that can meet the needs of the visually challenged. We see this is not always fullproof, as in Dan Shaw's case who was uncomfortable with having a dog since the painful loss of his last pet. Others will say that horses do not have the right temperament to work so closely with the visually challenged. Dan Shaw's guide horse Cuddles proved this theory wrong as she was house trained, could understand over 25 voice commands, see in complete darkness, take plane rides, and even knock her hoof on the door when she wanted to go outside. Even Dan Shaw was worried at first about the negative reactions he and Cuddles would receive, but he found those types of occurrences to be few and far between. Rather he found people to be curious and interested in the guide

horse and himself. Dan Shaw felt he could now "lead a full life," and can "connect with the world."

Dan Shaw's experience with the guide horse worked wonderfully for him, as it would with other visually challenged people if more guide horses were trained and they were given the chance.

Dan Shaw's life took an immediate turn for the better once Cuddles was in his life. He no longer had to combat the feelings of helplessness and loneliness. Rather, Dan Shaw became confident, self-assured and independent. The results of such a successful test run cannot be ignored, and more guide horses should be trained so other visually challenged people's lives can benefit as well.

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

Quality	Commentary
<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>Based on all the ways a guide horse helped Dan Shaw, we can conclude that training guide horses...would be a wise decision</i> ).
<b>Development</b>	Develops ideas clearly and fully, making effective use of relevant and specific details from the text to propose the use of miniature guide horses for the visually challenged by addressing critics' concerns ( <i>Some will argue that guide dogs are available and Others will say that horses do not have the right temperment</i> ) and refuting them ( <i>Cuddles proved this theory wrong</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus on the advantages of using miniature guide horses. The response exhibits a logical and coherent structure using appropriate devices and transitions ( <i>As with all new things, Some will argue, Others will say</i> ).
<b>Language Use</b>	Uses language that is precise ( <i>This was the plight of Dan Shaw and Shaw became confident, self-assured and independent</i> ) with a sense of voice and evident awareness of audience and purpose ( <i>We see this is not always fullproof</i> ). The response varies sentence structure to enhance meaning ( <i>He felt his options...turned his life around</i> ).
<b>Conventions</b>	Demonstrates control of conventions, exhibiting only occasional errors in spelling ( <i>fullproof, recieve, occurences</i> ), punctuation, and grammar.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 4 in all qualities.	

Although most people who are visually impaired use the traditional white cane, or a seeing eye dog, there is a new development of using horses as a guide. Miniature horses would obviously have to be used because most horses stand at 16 hands tall and are very large to be used as a guide tool. Don Shaw was the first man to use a mini horse experimentally as a guide.

One aspect of using horses ~~and~~ instead of dogs is that horses live a much longer life than dogs do and so the vision impaired person would not have to go through death as much, if ever, and lose a close companion. This was one of the reasons that Shaw wanted to try using a horse rather than a dog. Shaw had gone ~~through~~ through a hard time when his dog died ten years before and did not want the animal that was "giving him independence" to die so soon. Janet and Don Burgessen were the ones that trained

Cuddles, Shaw's seeing guide horse. In order for the school's service club to effectively participate in training guide horses, the club would have to be trained first in how to correctly train the horses by people like the Burgesses. Even if the club members were not to be the ones to train the horses, the club could still gather funds for the ~~to~~ training and help care for the horses and teach commands so that the horses become used to being around many different people and remaining calm. The animal's ~~essence~~ comfort and calmness are essential because if the animal is frightened, it will not be able to guide the person who cannot see safely and may endanger that person. Like Dan Shaw said, "most people think that horses would be ill-tempered as guide animals," but Cuddles led Shaw through a noisy pet store and went on an airplane with him and caused no

disruptions and was calm the whole time. Shaw also stated that Cuddles is house trained, showing that horses can be trained just as dogs are.

Shaw's account with Cuddles is an excellent example of how different options can be used other than the old traditional ways. Although using horses is new and people may look down upon it, it obviously is a method that works when the horse is trained properly.

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

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Reveals an in-depth understanding of the text, making clear and explicit connections between information and ideas in the text and the assigned task ( <i>In order for the school's service club to effectively participate in training guide horses, the club would have to be trained first...by people like the Burgessens</i> ).
<b>Development</b>	Develops ideas clearly and fully, using relevant and specific details from the text to propose training miniature guide horses for the visually challenged ( <i>horses live a much longer life than dogs, Shaw had gone through a hard time when his dog died, Cuddles led Shaw through a noisy pet store...and caused no disruptions</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus on miniature guide horses, as opposed to more traditional means of assistance, such as guide dogs. The response exhibits a logical and coherent structure using appropriate devices and transitions ( <i>Although, One aspect, In order for</i> ).
<b>Language Use</b>	Uses language that is appropriate with some awareness of audience and purpose ( <i>Minature horses would obviously have to be used because most horses...are very large to be used as a guide tool</i> ) and varies sentence structure to enhance meaning ( <i>Although using horses is new and people may look down upon it, it obviously is a method that works when the horse is trained properly</i> ).
<b>Conventions</b>	Demonstrates control of conventions, exhibiting only occasional errors in spelling ( <i>Minature</i> ) and grammar.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 4 in all qualities.	

One service project that is unique yet very effective is training guide horses for the visually challenged. Guide horses have many positive benefits and using horses to help the visually challenged compared to using other techniques is ~~an~~ more advantageous ~~method~~. Based on Dan Shaw's account about his experience with guide horses, it is shown that guide horses for the visually challenged is a great new breakthrough and can be used for many future generations.

The first most important factor is that guide horses live a long life of about 30 to 40 years. Having a guide dog may be very effective, but their life span is short compared to a horse. People do get attached to animals and the loss of a beloved animal can be a saddening experience. With an animal that lives longer, the owner does not have to worry about losing the animal ~~they~~ <sup>he/she</sup> depend on. The guide horses can also respond to more than 25 voice

commands and can see in almost total darkness. This is a great advantage to people who are visually challenged because they are controlled and disciplined animals and they take care of their owners carefully.

Other aspects of guide horses also prove that they are calm yet responsible animals that can lead the visually challenged. They are calm animals and they do not misbehave in noisy situations. An example Dan Shaw states is on his first flight with his horse, his horse did not cause a disturbance unlike news from the past week when a service pig misbehaved on a plane. Horses are also house trained to let their owners know if they need to go outside. These horses provide a constant connection with the world and the visually challenged can keep connected to people as opposed to shutting themselves away from the world.

By creating a new service project to train horses

To help the visually challenged, greater heights in society can be achieved. This is not a typical service project and will require a great amount of work but with dedicated volunteers and people who are willing to help, this can be a successful project. The visually challenged should not be at an disadvantage due to the fact that they live in darkness. With these guide horses, they can lead normal lives and achieve things they want to achieve without struggling with their blindness but instead accepting it and learning to cope with it.

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

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b>            Conveys a basic understanding of the text, making clear and explicit connections between information in the text and the assigned task (<i>One service project that is unique yet very effective is training guide horses</i>).</p>
<b>Development</b>	Develops ideas clearly and fully, making effective use of relevant and specific details ( <i>horses live a long life of about 30 to 40 years and They are calm animals...on his first flight with his horse, his horse did not cause a disturbance</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus that describes the advantages of using guide horses. The response exhibits a logical sequence of ideas but occasionally lacks internal consistency ( <i>Horses are also housetrained to let their ownes know if they need to go outside</i> ).
<b>Language Use</b>	Uses language that is appropriate ( <i>the loss of a beloved animal can be a saddening experience</i> ) though redundancy hampers effectiveness ( <i>positive benefits, first most important, take care...carefully</i> ). The response exhibits an awareness of audience and purpose ( <i>By creating a new service project to train horses...greater heights in society can be achieved</i> ) and occasionally makes effective use of sentence structure or length ( <i>Having a guide dog may be very effective, but their life span is short compared to a horse</i> ).
<b>Conventions</b>	Demonstrates partial control of conventions, exhibiting occasional errors in spelling ( <i>attatched, aboult, usualy chalenged, ownes, sucessful</i> ), punctuation, and usage ( <i>an disadvantage</i> ).
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in development.</p>	

Our school service club has an interesting proposal for a potential service project. It is to train guide horses for the visually challenged. We believe that it is a unique opportunity for us, and a unique alternative for the impaired. This proposal was inspired from an account by Dan Shaw.

When Mr. Shaw was seventeen, he was diagnosed with an incurable disease called Retinitis Pigmentosa. The disease would deteriorate his eyesight slowly, making him blind by middle age. In coping with this, he decided to go to a school for the blind, to learn how to make the best of the other senses. Mr. Shaw soon realized

that the school might not be the best place for him. Other students around him became very insecure, and often isolated themselves; to the point where they wouldn't even leave their own dorms. He wanted to be free, and he wanted to get out into the world. However, there were very few options to him doing so; so he went and found an alternative.

Don Shaw came across a couple in North Carolina named Janet and Don Berleson. The couple trained miniature horses for guiding the visually impaired. He talked to Mr. and Mrs. Berleson, and came up with an agreement that he would be the first to test a guide horse... ever. The horse's name was Cuddles,

and the advantage with the horse would be that they lived up to forty years; much longer than any dog. Cuddles was tested in a pet store. Despite the noise all around, Cuddles did not let Mr. Shaw bump into a single thing. Cuddles was house trained, if it needed to go, it would tap on the door.

Mr. Shaw loved the idea of the guide horses. He could finally go out in public and interact with all the people around him. In fact people were curious, and asked several questions about Cuddles. Cuddles gives Mr. Shaw the independence he wants and reasons to talk to people. He stated, "It's a way to connect with the world."

Our school service club believes that training guide horses for the blind is very beneficial to them, and would be an unforgettable experience to the club. The horses are a long-term service that could change not only our region but several others. The communities would have much more interaction. Also, our visually challenged would benefit outside the schools.

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

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Conveys a basic understanding of the text, making explicit connections between information in the text and the assigned task ( <i>Our school service club has an interesting proposal...to train guide horses for the visually challenged</i> ).
<b>Development</b>	Develops some ideas more fully than others. Dan Shaw’s account is described with specific and relevant details from the text ( <i>diagnosed with....Retinitis Pigmentosa and he decide to go to a school for the blind and He talked to Mr. and Mrs. Berleson, and...he would be the first to test a guide horse</i> ) but the advantages of guide horses are less developed ( <i>they lived up to forty years and Cuddles was house trained</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus that describes the value Dan Shaw found in the use of guide horses. The response exhibits a logical sequence of ideas but occasionally lacks internal consistency by including irrelevant information ( <i>Cuddles was house trained</i> ).
<b>Language Use</b>	Uses language that is appropriate with an awareness of audience and purpose ( <i>We believe that it is a unique opportunity for us, and a unique alternative for the impaired</i> ). The response occasionally makes effective use of sentence structure or length ( <i>He wanted to be free, and he wanted to get out into the world</i> ).
<b>Conventions</b>	Demonstrates partial control of conventions, exhibiting occasional errors in spelling ( <i>minaiture and woud</i> ), punctuation (extraneous commas and misuse of semicolons), and grammar ( <i>he decide and the horse...they</i> ).
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 3 in all qualities.	

Using guide horses to assist the visually challenged changes lives like Dan Shaw. In a passage by Dan Shaw he showed us (as the reader) the difference between a guide dog and a guide horse. Training students to train <sup>guided</sup> horses would be a great potential service project for our school service club. Training guide horses is an excellent opportunity for students to help the visually challenged.

There are many steps into training guide horses for the visually challenged. First of all you would need to purchase horses or have someone donate them. Also would have to find a place to board and feed them or build a barn. All of these items are essential to train the students in order for them to train horses themselves. Training horses for the visually challenged is a great project but a very time consuming effort with huge responsibilities. The service club will have to raise an outstanding amount of money to train students to

train the horses. Overall training the students is a huge task and a lot of responsibility.

On the other hand, there are many advantages of using guide horses to assist the virtually challenged, which were brought to our attention in Dan Shaw's passage. By middle age, Shaw's eye sight was completely gone and he had very few options. He decided to be one of the first virtually challenged people to have a horse guide his life. After getting use to the young mare, Shaw realized how he felt in love with cuddles. He formed a bond with his guide horse Cuddles. Cuddles gave Shaw many new opportunities with a new life.

Having students get trained to train guide horses has many advantages to assist the virtually challenged. There are many positive and negative advantages to training students to train horses. Members will learn many responsibilities by training the horses themselves as a major service project.

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

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b>            Conveys an incomplete understanding of the text. The response mentions Dan Shaw but discusses information that is not based on the text (<i>you would need to purchase horses and Having students get trained</i>). The response makes only superficial connections to the assigned task (<i>Training guide horses is an excellent oppoturnity for studnts to help the visually challenged</i>).</p>
<b>Development</b>	<p>Develops ideas briefly, using some details from the text (<i>By middle age Shaw’s eye sight was completly gone and He decided to be one of the first virtually challnged people to have a horse guide his life</i>). The advantages to using guide horses remains undeveloped.</p>
<b>Organization</b>	<p>Lacks an appropriate focus by discussing the preparations needed before training guide horses and then using part of Dan Shaw’s account (<i>By middle age Shaw’s eye sight was completly gone</i>) in an attempt to support the advantages of using guide horses. Organization is suggested by paragraphing, but the response does not exhibit a logical sequence of ideas.</p>
<b>Language Use</b>	<p>Uses language that is generally appropriate by copying the guidelines (<i>Using guide horses to assit the visually challenged changes lives</i>), and language is sometimes awkward (<i>There are many steps into training and negative advantages</i>). The response attempts to vary sentence structure with little success (<i>Also would have to find a place to board and feed them or build a barn</i>).</p>
<b>Conventions</b>	<p>Demonstrates emerging control, exhibiting frequent errors in spelling (<i>assit, potential, oppoturnity, traing, changelled, projet, consumping, responsbilties, alot, advantges, postive, and themslves</i>), punctuation, and usage [<i>us (as the reader) and guided horses</i>].</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 2 in all qualities.</p>	

Like service projects, service animals come in many different varieties. One service animal is the guide horse. Miniature horses can help lead those who are blind. Training these animals can be a very rewarding project.

Janet and Ann Barlesins pioneered this idea and have shown that miniature horses can be suitable service animals. These horses can be harnessed, they live 30 to 40 years and get respond to more than 25 commands.

These animals do more than just respond to command. They can help someone regain their life. The horses are shown, in the instance of Dan Shaw, to make life more enjoyable and the user more sociable. Guide horses can improve the quality of life for the owner.

By training these animals one can help someone in need gain a hold on life again. They

can make a difference in the community. Guide horses can direct someone better than any cane, and they give the owner a companion. This is a project worth undertaking to greatly help others.

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

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b>                      Conveys a simple understanding of the text (<i>Miniature horses can help those who are blind</i>). The response makes only superficial connections to the assigned task (<i>Training these animals can be a very rewarding project</i>).</p>
<b>Development</b>	Develops ideas briefly ( <i>miniature horses can be suitable service animals</i> ), using some details from the text ( <i>These horses can be house trained, they live 30 to 40 years and get respond to more than 25 commands</i> ), but does not develop ideas based on Dan Shaw’s account ( <i>in the instance of Dan Shaw, to make life more enjoyable and the user more sociable</i> ).
<b>Organization</b>	Suggests a focus on the benefits of guide horses and suggests organization through paragraphing.
<b>Language Use</b>	Uses language that is generally appropriate, although occasionally imprecise ( <i>get respond</i> ) or redundant ( <i>regain their life, make life more enjoyable, improve the quality of life, gain a hold on life</i> ). The response attempts to vary sentence structure.
<b>Conventions</b>	Demonstrates control of conventions, exhibiting only occasional errors in spelling ( <i>variatives</i> ) and grammar.
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is stronger in language use and conventions.</p>	

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

A few years ago people started to use guide horses, instead of dogs. One big advantage of a guide horse instead of a dog is that horses live up to 40-50 years. Dogs on lip live up to 14-15 years. Horses don't get scared when they fly or by other noises from other animals. Horses can see in complete darkness. It wasn't for James and Dan Burleson that nobody would have ever thought about using horses. A horse does everything a dog does. When the horse has to go outside it pounds its hooves on the door.

In conclusion Horses are better than dogs in many ways.

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

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Conveys a simple understanding of the text by listing the advantages of using guide horses ( <i>One big advantage...is that horses live up to 40-50 years</i> ). The response makes no connection to the assigned task concentrating only on a comparison to guide dogs.
<b>Development</b>	Develops ideas briefly, using few details from the text ( <i>If it wasn't for Janet and Don Burlson and When the horse has to go outside it pounds it's hoves on the door</i> ).
<b>Organization</b>	Lacks an appropriate focus and organization is limited to a one sentence conclusion ( <i>In conclusion Horses are better than dogs in many ways</i> ).
<b>Language Use</b>	Uses language that is generally appropriate, although there is little awareness of audience or purpose. The response attempts to vary sentences with little success ( <i>Horses don't get scared when they fly or by other noises from other animals</i> ).
<b>Conventions</b>	Demonstrates partial control of conventions, exhibiting occasional errors in spelling, punctuation, and capitalization.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions.	

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

For the visually challenged, the horses need to be prepared a long time before. You must prepare your horse at this exercise. It is necessary that your horse get used to doing this, it is very important.

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

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Provides no evidence of textual understanding with references that may have come from the task rather than the text ( <i>visually challenged</i> and <i>horses</i> ). No connections are made between information in the text and the task.
<b>Development</b>	Shows no evidence of development.
<b>Organization</b>	Shows no focus. Vague statements are repeated, without organization ( <i>need to be prepare, You must prepare, It is necessary, it is very important</i> ).
<b>Language Use</b>	Uses language that is minimal ( <i>prepare your horse at this exercise</i> ).
<b>Conventions</b>	Is minimal, making assessment of conventions unreliable.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 1 in all qualities.	

# **PRACTICE SET**

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Component A - Module 2 - Practice Set Paper A

Is it a good idea to train horses as service animals?

Why not? Dogs have been trained for many years to help their blind owners. Who knows maybe mini-horses are better at guiding the blind than seeing eye dogs. I propose that for our upcoming service project we train horses so that a few blind people may have their independence again.

I believe it is relevant to bring up the account of Dan Shaw, who lost his sight at 17 due to a disease. Dan Shaw later went to North Carolina to make a meeting with someone who was training miniature horses for the blind. It was there that he met Cuddles and she became his companion for the rest of their life. Cuddles has proved herself worthy of helping blind people.

This essay is a proposal to train miniature horses for the visually impaired for a service project. There are many benefits of a guide horse over a guide dog. This proposal will give you a good idea on how and why training guide horses is a good service project.

The first person to own a guide horse was a man named Dan Shaw. His choice to take a trained guide horse was due to the tragic loss he had experienced when he lost his dog to death. Another reason is that guide-horses live 30 to 40 years longer. The first time he met the horse he noticed how calm it was, even while it's surrounding animals were wild.

Some benefits that Dan explained about a horse over a dog was they can see in almost complete darkness, they are house trained so

Whenever the horse has to go outside, he will just tap his hooves on the front door; and the last but certainly not the least was it can respond physically to 25 different verbal commands.

Although training horses can be hard, this project is only going to benefit it's owner much more than a guide dog would. Therefore, due to the effectiveness of these miniature horses as guide dogs, this proposal should be taken into action. It is for a good cause and will only increase the moral values of it's participants.

The advantages of using guide horses to assist the visually challenge is that horses lives longer than dogs. If you are blind because of reterinitis or pigmentosis then we have a new program that was create by Janet and Dawn Burlerson. In this program, we uses horses instead of dogs to guide the blind or the disabilities.

A 17 year old boy ~~now~~ has a serious problem that can't see. We helped him out with this program. We gave him a well-trained horse, it is calm and whenever it wants to go outside the house, it will tap its heel. You can go anywhere with it so easily.

In conclusion, if you're blind or disable and you need help. You can just come to our program that could help you in anyway. By the time that done, you'll be independent ~~and~~ but it gives a reason to talk to people.

I was always taught to lend a helping hand to the disabled. Ever since I was a little girl, my parents instilled in me a desire to aid the handicapped. I would hold doors open for people in wheelchairs and offer my seat on the bus for those who could barely stand. Thus, my avid passion for assisting the disabled is what ~~it~~ drives me to propose the idea of training guide horses for the visually challenged as a potential service project.

There are many benefits of training guide horses for the visually challenged. Although it may seem out of the ordinary for a blind individual to be led by a guide horse rather than a ~~guide~~ guide dog, this is just a newfound method that <sup>will</sup> simply

find its place in our society. <sup>Skeptics</sup> ~~People~~ may assume that horses do not have the right temperament ~~for~~ to fit the needs of ~~the~~ visually challenged people; however, this is rather contrary to the reality of the situation. According to the account, "cuddles," ~~the~~ guide horse in the passage, <sup>is</sup> ~~was~~ calm and causes no disturbance in a ~~part~~ confined space, such as an airplane. As a matter of fact, cuddles changed every aspect of its owners life, ~~as will other trained guide horses~~ For instance, it possesses the ability to lead him to his car, obey 25 voice commands, <sup>and</sup> see in total darkness. In addition, ~~and~~ it is house-trained and goes for walks in the woods with its

visually challenged owner. <sup>Based on</sup> ~~Similar to~~  
~~to~~ the example of cuddles, it can be  
seen that all guide horses can enable  
a blind person to live life to the  
fullest. <sup>They</sup> ~~It~~ will provide him/her ~~with~~  
independence ~~as~~ as well as a unique  
way to connect with the world. Furthermore,  
a visually disabled individual can  
share a lasting bond with guide horses  
because they live longer than guides  
dogs, 30-40 years in particular.

All in all, training guide horses  
will prove to be advantageous to  
the visually disabled and improve  
society in the process.

One of the biggest trepidation that people have ~~they~~ how they grow older is blindness. Not <sup>being able to</sup> seeing a single object, person, or place for the rest of yourself. ~~Darkness is the only~~ ~~the~~ Not being able to describe the vivid colors of ~~the~~ a flower and more importantly, they being able to ~~capture~~ capture the impeccable express on people's faces. However, this ~~problem~~ critical disease can be overcome. Scientists have developed methods ~~to~~ for the visually challenged to live a ~~successful~~ normal and fulfilling life. One of these methods is ~~learning~~ ~~see~~ ~~guide~~ ~~training~~ <sup>acquiring information from a passage from Ben Shau,</sup> horses. ~~For~~ ~~like~~ ~~a~~ ~~see~~ this recently new ~~prop~~ proposal ~~provides~~ is more advantageous than your ~~commonly~~ ~~see~~ ~~eye~~ ~~dog~~ ~~is~~ than your seeing eye dog.

In the late 1900s, Jane ~~and~~ and Donald Bronson ~~has~~ developed this new methods

for the visually challenged. This new method was created ~~for people~~ as another alternative to the guide dog. People might use this new technique because they have experience a traumatic event that ~~pre~~ mentally prevents them from using dog. According to the passage, Don Shaw is one of these people, who ~~also~~ lose a loving dog and cannot ~~have~~ too grieve grievous. Furthermore, the blind might use this technique because ~~it~~ they might not want to ~~be~~ ~~hassled~~ ~~deal~~ deal with ~~ones~~ this. Moreover, this method is ~~very~~ beneficial ~~for people~~ because of the physical features of the horse.

One Horse is a unique animal that is physically advantageous than dog. They can be house train and taught to response to IS voice command.

**Component A – Module 2 – 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 by referring to Dan Shaw’s experience with guide horses ( <i>Dan Shaw, lost his sight, went to North Carolina, he met cuddles</i> ). The response makes superficial connections to the assigned task ( <i>Is it a good idea to train horses as service animals and Dogs have trained for many years</i> ).
<b>Development</b>	Develops ideas briefly, using some details from the text to describe how Dan Shaw got involved with guide horses ( <i>cuddles...became his companion</i> ).
<b>Organization</b>	Suggests an appropriate focus ( <i>I propose that ...we train horses</i> ), but shifts to how Dan Shaw met Cuddles. Paragraphing and transitions ( <i>so</i> and <i>Later</i> ) suggest some organization.
<b>Language Use</b>	Uses generally appropriate language, with some awareness of audience and purpose ( <i>Is it a good idea to train horses as service animals? Why not</i> ). The response occasionally makes effective use of sentence structure or length ( <i>I believe...due to a disease</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>independance</i> and <i>miniture</i> ) and punctuation.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use and conventions.	

**Component A – Module 2 – Practice Set Paper B – Level 3**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b>                      Conveys a basic understanding of the text, by explaining some of the advantages of guide horses (<i>guide-horses live 30 to 40 years longer and they can see in almost complete darkness</i>). The response makes some explicit connections between the text and the task (<i>a proposal to train miniature horses for the visually impaired for a service project</i>).</p>
<b>Development</b>	Develops some ideas more fully than others by explaining Dan Shaw’s reasons for choosing a guide horse instead of a guide dog ( <i>due to...when he lost his dog to death and guide-horses live 30 to 40 years longer</i> ), but other advantages of guide horses are only listed.
<b>Organization</b>	Suggests a focus on advantages of guide horses ( <i>There are many benefits of a guide horse over a guide dog</i> ). The response generally exhibits a logical sequence of ideas, but occasionally lacks internal consistency ( <i>concluding paragraph</i> ).
<b>Language Use</b>	Uses generally appropriate language although, at times, imprecise ( <i>lost his dog to death, project is only going to benefit it's owner, taken into action</i> ). The response occasionally makes effective use of sentence structure.
<b>Conventions</b>	Demonstrates partial control of conventions, exhibiting occasional errors in punctuation ( <i>it's owner and darkness, they</i> ) and usage ( <i>guide-horses and benefits...was</i> ).
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in organization.</p>	

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

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Conveys a confused understanding of the text ( <i>If you are blind because of retinitis or pigmentosis</i> ) but makes superficial connections to the assigned task ( <i>In this program, we uses horses instead of dogs to guide the blind or the disabilities</i> ).
<b>Development</b>	Develops ideas briefly, using some details from the text ( <i>Janet and Dawn Burlerson, A 17 year old boy, whenever it wants to go outside</i> ).
<b>Organization</b>	Suggests a focus that a new program is available that provides guide horses to the visually challenged. Paragraphing and some transitional words ( <i>If</i> and <i>In conclusion</i> ) suggest some organization.
<b>Language Use</b>	Uses basic language that is, at times, unsuitable ( <i>A...boy has a serious problem that can't see and you'll be independent but it gives a reason to talk to people</i> ) with little awareness of audience and purpose ( <i>the advantages...is that horses lives longer than dogs</i> ). The response occasionally attempts to vary sentence structure.
<b>Conventions</b>	Demonstrates emerging control, exhibiting frequent errors in spelling (omission of final “d” in <i>challenge, create, disable</i> ), punctuation, and usage ( <i>horses lives</i> and <i>disabilities</i> for “disabled”) that may make comprehension difficult.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2 in all qualities, although it is somewhat weaker in meaning.	

**Component A – Module 2 – Practice Set Paper D – Level 4**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Reveals an in-depth analysis of the text by addressing the notion that the use of guide horses is unconventional ( <i>Although it may seem out of the ordinary...to be led by a guide horse</i> ). The response makes clear and explicit connections between information and ideas in the text and the assigned task ( <i>There are many benefits of training guide horses</i> ).
<b>Development</b>	Develops ideas clearly and fully, making effective use of relevant and specific ideas from the text ( <i>Skeptics...assume that horses do not have the right temperament and "cuddles"...causes no disturbance in a confined space, such as an airplane</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus that guide horses, although unconventional, are beneficial to the visually challenged ( <i>this is just a newfound method that will simply find its place in our society</i> ). The response exhibits a logical and coherent structure proposing the training of guide horses as a service project, then discussing the proposal's benefits, and ending with a summary conclusion. Appropriate devices and transitions are used throughout.
<b>Language Use</b>	Uses language that is precise ( <i>contrary to the reality of the situation</i> ) with a sense of voice and evident awareness of audience and purpose ( <i>I was always taught to lend a helping hand to the disabled</i> ). The response successfully varies sentence structure ( <i>Ever since I was a little girl, my parents instilled in me a desire to aid the handicapped</i> ).
<b>Conventions</b>	Demonstrates control of conventions, exhibiting only occasional errors.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 4 in all qualities.	

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

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Conveys a simple understanding of the text ( <i>This new methods was created as another alternative to the guide dog</i> ). The response makes few superficial connections to the task ( <i>this recently new proposal and this method is beneficial</i> ).
<b>Development</b>	Develops ideas briefly, using few details from the text ( <i>In the late 1900s, Jane and Donald Bronson developed this new methods for the visually challenged and Dan Shaw is one of these people</i> ).
<b>Organization</b>	Lacks an appropriate focus but suggests some organization with the attempted use of paragraphing and transitions ( <i>However, Furthermore, Moreover</i> ). The response provides a weak introduction on blindness in general and lacks a conclusion.
<b>Language Use</b>	Uses language that is often unsuitable or imprecise ( <i>the impecable express; they have experience a tramatic event that mentally prevents them from using dog; Moreover, this method is beneficial because of the physical features of the horse</i> ), contributing to the lack of clarity of the response. Attempts to vary sentence structure are unsuccessful, and at times lead to confusion ( <i>Not being able to seeing a single object, person, or place for the rest of yourself; acquiring information fon a passage from Dan Shaw, this recently new proposal is more advantageous than your seeing eye dog; They can be house train and taught to response to 25 voice command</i> ).
<b>Conventions</b>	Demonstrates emerging control, exhibiting frequent errors in grammar ( <i>people have as they grew older is blindness, they being able, and who lose a loving dog</i> ) and usage ( <i>this new methods, cannot too grievous, Horse is a unique animal that is physically advantageous than do</i> ) that may make comprehension difficult.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2 in all qualities.	