

The University of the State of New York
REGENTS HIGH SCHOOL EXAMINATION
REGENTS EXAMINATION
IN
ENGLISH LANGUAGE ARTS

v202

The possession or use of any communications device is strictly prohibited when taking this examination. If you have or use any communications device, no matter how briefly, your examination will be invalidated and no score will be calculated for you.

A separate answer sheet has been provided for you. Follow the instructions for completing the student information on your answer sheet. You must also fill in the heading on each page of your essay booklet that has a space for it, and write your name at the top of each sheet of scrap paper.

The examination has three parts. For Part 1, you are to read the texts and answer all 24 multiple-choice questions. For Part 2, you are to read the texts and write one source-based argument. For Part 3, you are to read the text and write a text-analysis response. The source-based argument and text-analysis response should be written in pen. Keep in mind that the language and perspectives in a text may reflect the historical and/or cultural context of the time or place in which it was written.

When you have completed the examination, you must sign the statement printed at the bottom of the front of the answer sheet, indicating that you had no unlawful knowledge of the questions or answers prior to the examination and that you have neither given nor received assistance in answering any of the questions during the examination. Your answer sheet cannot be accepted if you fail to sign this declaration.

DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

Part 1

Directions (1–24): Closely read each of the three passages below. After each passage, there are several multiple-choice questions. Select the best suggested answer to each question and record your answer on the separate answer sheet provided for you. You may use the margins to take notes as you read.

Reading Comprehension Passage A

Reverdy

I never see asters without remembering her—never the haze of their pink and lavender blossoming as summer dies, but her name is in my heart: Reverdy, Reverdy.

I never say her name—not to anyone. When people ask about her, as they do occasionally even now, I say “she” and “her.” “She is still gone.” “We do not hear from her.”
5 “Yes, she was very beautiful,” I say. But not her name. . . .

I have longed all these years to tell her how it was the night she left. You may scarcely believe it, but it is worse to have a good thing that is not true believed about you, than a bad. To be thanked for an act you meant as harmful—every year those words sharpen until at last they cut like knives.

10 You mustn’t think she was like me. She wasn’t in the least. Not inside nor out. She had dark hair like a cloud. Yes, really. It wasn’t curly but it didn’t hang straight. It billowed out. And her face—oh, you mustn’t think it was anything like mine. She had hazel eyes and a pointed chin. And you’ve seen lots of people, haven’t you, with very live, animated faces and
15 dead eyes? It was just the other way with Reverdy. Her face was always quiet, but her eyes were so alive they glowed. Oh, she was the most beautiful, most alive, and most loving girl in the world, and she was my sister.

I cannot bear for people to say we were alike—she was really good, and I was just a show-off. . . .

20 One evening in October, when it was almost dark, I was coming home from the library, coasting across lots in the hot dry Santa Ana that had been blowing all day. Cool weather had already come, and then three days of this hot wind. Dust everywhere. Under your eyelids, between your fingers, in your mouth. When we went to school in the morning the first thing we’d do would be to write our names in the dust on our desks. I had on a skirt full of pleats that evening, and I pulled the pleats out wide so the skirt made a sort of sail
25 and the wind almost pushed me along. I watched the tumble weeds blowing, and listened to the wind in the clump of eucalyptus by the barn, and felt miserable and gritty. Then I saw Reverdy walking up and down the driveway by the house and I felt suddenly glad. Reverdy loved the wind, even Santa Ana’s, and she was always out walking or running when the wind blew, if she didn’t have any work to do. She liked to carry a scarf in her hand and
30 hold it up in the wind so she could feel it tug and snap. When I saw Reverdy I forgot how dusty and hot the wind was and remembered only how alive it was and how Reverdy loved it. I ran toward her but she didn’t wave or say a word, and when she reached the end of the driveway she turned her back on me and started walking toward the barn.

35 Before I had a chance to say a word to her, Mother came to the door and called to me to come in and not talk to Reverdy. As soon as I heard her voice before I could see her face, I knew there was some trouble—some trouble with Reverdy—and I knew what kind of trouble, too. I went in the house and shut the door. The sound of Reverdy’s footsteps on the pepper leaves in the driveway outside stopped and Mother put her head out of the window

40 and said, “You’re to keep walking, Reverdy, and not stop. Understand? I want to hear footsteps and I want them to be brisk.” Then she closed the window, though it was hard to do against the wind.

I stood with my face to the window and looked out into the dusty, windy dark where I could just see Reverdy in her white dress walking up and down, never stopping, her head bent, not paying any attention to the wind she loved. It made me feel sick to see her walking
45 up and down there in the dusty dark like a homeless dog, while we were snug inside.

But Mother came over to the window and took the curtain out of my hand and put it back over the glass. Then she put her arm around my shoulders and pressed me close to her and said, “Mother’s own dear girl who has never given her a moment’s trouble.”

That wasn’t true. Mother had plenty of fault to find with me usually ... but it was sweet
50 to have her speak lovingly to me, to be cherished and appreciated. Maybe you can’t understand that, maybe your family was always loving, maybe you were always dear little daughter, or maybe, a big golden wonder-boy. But not me and not my mother. So try to understand how it was with me, then, and how happy it made me to have Mother put her arms about me. Yes, I thought, I’m Mother’s comfort. And I forgot I couldn’t make a boy
55 look at me if I wanted to and blamed Reverdy for not being able to steer clear of them the way I did. She just hasn’t any consideration for any of us, I decided. Oh, I batted on Reverdy’s downfall all right. ...

[Our ten-year-old brother] Chummie came back from feeding his rabbits and sat with me in the dark room. Then I got the idea of a way to show Mother how much I was her
60 comfort and mainstay, her darling younger daughter, dutiful and harmonious as hell. Mother wanted me and Chummie to be musical—she’d given up with Reverdy—but Chummie and I had taken lessons for years. Usually we kicked and howled at having to play, so, I thought, if we play now it will show Mother how thoughtful and reliable we are. It will cheer her up while she’s out there in the wind talking to that bad Reverdy. Yes, she will
65 think, I have one fine, dependable daughter, anyway. ...

I was asleep when Reverdy did come in. She sat down on the side of my bed, and it was just her sitting there that finally awakened me. Then, when I was awake she picked up my hand and began to press my finger-tips one by one, and spoke in the sweetest, kindest voice. You’d never have thought to hear her that she had just spent four or five hours the way she
70 did.

She said, “I’ll never forget your playing for me, Sister. Never. Never. It was kind and beautiful of you. Just when I thought I was all alone I heard you telling me not to be sad.” Then she leaned over and kissed me and said, “Good night, now. I’ve put some asters in water for you. They’re a little wilted but I think they’ll be all right by morning. Go to sleep,
75 now. I’ll never forget, Clare.”

If I could only have told her,—if I could only have told her then. If I could have said to her, “I was playing for Mother, Reverdy. I guess I was jealous of your always having the limelight. I wanted to be first for once.” If I could only have said, “I love you more than anything, Reverdy, but I have a mean soul,” she would have put her cheek to mine and said,
80 “Oh, Clare, what a thing to say.”

But I couldn’t do it and next morning she was gone. And there on the table by my bed were the asters she had left for me, grown fresh over night.

—Jessamyn West
excerpted and adapted from “Reverdy”
The New Mexico Quarterly Review, Spring 1943

- 1 In the context of the passage as a whole, lines 3 through 5 suggest that Clare
- (1) feels humiliated by her sister's actions
 - (2) is pained by the memory of her sister
 - (3) feels resentful about her sister's choices
 - (4) is secretive about the life of her sister
- 2 The figurative language in lines 14 and 15 helps to establish
- (1) Reverdy's mischievousness
 - (2) Reverdy's appreciation of attention
 - (3) Clare's admiration for Reverdy
 - (4) Clare's aggressiveness toward Reverdy
- 3 The description of each sister's reaction to the wind (lines 19 through 33) serves to
- (1) demonstrate a contrast between the sisters
 - (2) foreshadow a conflict between the sisters
 - (3) emphasize the sisters' appreciation of nature
 - (4) illustrate the sisters' competitive relationship
- 4 Clare's reaction to Reverdy's punishment (lines 44 and 45) reveals that Clare is
- (1) ashamed of Reverdy's attitude
 - (2) concerned about Reverdy's reputation
 - (3) envious of Reverdy's strength
 - (4) distressed by Reverdy's situation
- 5 Clare's reflections in lines 49 through 54 convey her
- (1) rejection of tenderness
 - (2) acceptance of her mistake
 - (3) justification for her behavior
 - (4) reluctance to change
- 6 As used in line 56, the phrase "battered on" most nearly means
- (1) questioned
 - (2) benefited from
 - (3) learned from
 - (4) imagined
- 7 Which statement best explains Clare's motivation for playing music (lines 62 through 65)?
- (1) Clare wants to be her family's mediator.
 - (2) Clare wants to distract her brother.
 - (3) Clare wants to console her sister.
 - (4) Clare wants to be her mother's favorite.
- 8 In the context of the passage as a whole, the author suggests that the family interactions have been influenced by
- (1) Reverdy's love for her mother
 - (2) Mother's reliance upon Clare
 - (3) Reverdy's behavior toward Clare
 - (4) Mother's attitude toward Reverdy
- 9 The occasional use of second person point of view contributes to the reader's
- (1) optimism
 - (2) sympathy
 - (3) curiosity
 - (4) suspicion
- 10 Which quotation best reflects a central idea of the text?
- (1) "You may scarcely believe it, but it is worse to have a good thing that is not true believed about you, than a bad." (lines 6 through 8)
 - (2) "I watched the tumble weeds blowing, and listened to the wind in the clump of eucalyptus by the barn, and felt miserable and gritty." (lines 25 and 26)
 - (3) "And I forgot I couldn't make a boy look at me if I wanted to and blamed Reverdy for not being able to steer clear of them the way I did." (lines 54 through 56)
 - (4) "Usually we kicked and howled at having to play, so, I thought, if we play now it will show Mother how thoughtful and reliable we are." (lines 62 and 63)

Reading Comprehension Passage B

The Gift

To pull the metal splinter from my palm
my father recited a story in a low voice.
I watched his lovely face and not the blade.
Before the story ended, he'd removed
5 the iron sliver I thought I'd die from.

I can't remember the tale,
but hear his voice still, a well
of dark water, a prayer.
And I recall his hands,
10 two measures of tenderness
he laid against my face,
the flames of discipline
he raised above my head.

Had you entered that afternoon
15 you would have thought you saw a man
planting something in a boy's palm,
a silver tear, a tiny flame.
Had you followed that boy
you would have arrived here,
20 where I bend over my wife's right hand.

Look how I shave her thumbnail down
so carefully she feels no pain.
Watch as I lift the splinter out.
I was seven when my father
25 took my hand like this,
and I did not hold that shard
between my fingers and think,
Metal that will bury me,
christen it Little Assassin,
30 Ore Going Deep for My Heart.
And I did not lift up my wound and cry,
Death visited here!
I did what a child does
when he's given something to keep.
35 I kissed my father.

—Li-Young Lee
“The Gift”
from *Rose*, 1986
BOA Editions, Ltd.

11 The figurative language in lines 6 through 11 reflects the father's

- (1) hesitation about inflicting pain
- (2) pride about removing the splinter
- (3) need to earn his son's respect
- (4) ability to calm his son

12 Lines 21 through 23 reveal that the narrator

- (1) is worried that he might harm his wife
- (2) is reassured by his wife's confidence
- (3) has mastered his father's technique
- (4) has forgotten his childhood trauma

13 In line 26, "shard" most nearly means

- (1) wooden chip
- (2) shiny object
- (3) jagged piece
- (4) small tool

14 Lines 33 through 35 convey a sense of

- (1) longing
- (2) gratitude
- (3) uncertainty
- (4) accomplishment

Reading Comprehension Passage C

This Is Your Brain on Silence

...Dislike of noise has produced some of history's most eager advocates of silence, as [Hillel] Schwartz explains in his book *Making Noise: From Babel to the Big Bang and Beyond*. In 1859, the British nurse and social reformer Florence Nightingale wrote, "Unnecessary noise is the most cruel absence of care that can be inflicted on sick or well."

5 Every careless clatter or banal bit of banter,¹ Nightingale argued, can be a source of alarm, distress, and loss of sleep for recovering patients. She even quoted a lecture that identified "sudden noises" as a cause of death among sick children.

Surprisingly, recent research supports some of Nightingale's zealous claims. In the mid 20th century, epidemiologists² discovered correlations between high blood pressure and chronic noise sources like highways and airports. Later research seemed to link noise to increased rates of sleep loss, heart disease, and tinnitus.³ (It's this line of research that hatched the 1960s-era notion of "noise pollution," a name that implicitly refashions transitory⁴ noises as toxic and long-lasting.)

15 Studies of human physiology help explain how an invisible phenomenon can have such a pronounced physical effect. Sound waves vibrate the bones of the ear, which transmit movement to the snail-shaped cochlea. The cochlea converts physical vibrations into electrical signals that the brain receives. The body reacts immediately and powerfully to these signals, even in the middle of deep sleep. Neurophysiological⁵ research suggests that noises first activate the amygdalae, clusters of neurons located in the temporal lobes of the brain, associated with memory formation and emotion. The activation prompts an immediate release of stress hormones like cortisol. People who live in consistently loud environments often experience chronically elevated levels of stress hormones.

25 Just as the whooshing of a hundred individual cars accumulates into an irritating wall of background noise, the physical effects of noise add up. In 2011, the World Health Organization tried to quantify its health burden in Europe. It concluded that the 340 million residents of western Europe—roughly the same population as that of the United States—annually lost a million years of healthy life because of noise. It even argued that 3,000 heart disease deaths were, at their root, the result of excessive noise. ...

30 Silence first began to appear in scientific research as a control or baseline, against which scientists compare the effects of noise or music. Researchers have mainly studied it by accident, as physician Luciano Bernardi did in a 2006 study of the physiological effects of music. "We didn't think about the effect of silence," he says. "That was not meant to be studied specifically."

35 He was in for a quiet surprise. Bernardi observed physiological metrics for two dozen test subjects while they listened to six musical tracks. He found that the impacts of music could be read directly in the bloodstream, via changes in blood pressure, carbon dioxide, and circulation in the brain. (Bernardi and his son are both amateur musicians, and they wanted to explore a shared interest.) "During almost all sorts of music, there was a

¹banal bit of banter — everyday conversation

²epidemiologists — scientists who study the incidence and control of disease

³tinnitus — buzzing or ringing in the ear

⁴transitory — brief, temporary

⁵neurophysiological — pertaining to the study of the functioning of the nervous system

physiological change compatible with a condition of arousal,” he explains.

40 This effect made sense, given that active listening requires alertness and attention. But the more striking finding appeared between musical tracks. Bernardi and his colleagues discovered that randomly inserted stretches of silence also had a drastic effect, but in the opposite direction. In fact, two-minute silent pauses proved far more relaxing than either “relaxing” music or a longer silence played before the experiment started.

45 The blank pauses that Bernardi considered irrelevant, in other words, became the most interesting object of study. Silence seemed to be heightened by contrasts, maybe because it gave test subjects a release from careful attention. “Perhaps the arousal is something that concentrates the mind in one direction, so that when there is nothing more arousing, then you have deeper relaxation,” he says.

50 In 2006, Bernardi’s paper on the physiological effects of silence was the most-downloaded research in the journal *Heart*. One of his key findings—that silence is heightened by contrasts—is reinforced by neurological research. In 2010, Michael Wehr, who studies sensory processing in the brain at the University of Oregon, observed the brains of mice during short bursts of sound. The onset of a sound prompts a specialized network of neurons in the auditory cortex to light up. But when sounds continue in a relatively
55 constant manner, the neurons largely stop reacting. “What the neurons really do is signal whenever there’s a change,” Wehr says.

The sudden onset of silence is a type of change too, and this fact led Wehr to a surprise. Before his 2010 study, scientists knew that the brain reacts to the start of silences. (This ability helps us react to dangers, for example, or distinguish words in a sentence.) But Wehr’s research extended those findings by showing that, remarkably, the auditory cortex has a separate network of neurons that fire when silence begins. “When a sound suddenly stops, that’s an event just as surely as when a sound starts.”

60 Even though we usually think of silences as a lack of input, our brains are structured to recognize them, whenever they represent a sharp break from sounds. So the question is what happens after that moment—when silence continues, and the auditory cortex settles into a state of relative inactivity.

65 One of the researchers who’s examined this question is a Duke University regenerative biologist, Imke Kirste. Like Bernardi, Kirste wasn’t trying to study silence at all. In 2013, she was examining the effects of sounds in the brains of adult mice. Her experiment exposed four groups of mice to various auditory stimuli: music, baby mouse calls, white noise, and silence. She expected that baby mouse calls, as a form of communication, might prompt the development of new brain cells. Like Bernardi, she thought of silence as a control that wouldn’t produce an effect.

70 As it turned out, even though all the sounds had short-term neurological effects, not one of them had a lasting impact. Yet to her great surprise, Kirste found that two hours of silence per day prompted cell development in the hippocampus, the brain region related to the formation of memory, involving the senses. This was deeply puzzling: The total absence of input was having a more pronounced effect than any sort of input tested.

75 Here’s how Kirste made sense of the results. She knew that “environmental enrichment,” like the introduction of toys or fellow mice, encouraged the development of neurons because they challenged the brains of mice. Perhaps the total absence of sound may have been so artificial, she reasoned—so alarming, even—that it prompted a higher level of sensitivity or alertness in the mice. Neurogenesis⁶ could be an adaptive response to
80 uncanny quiet. ...

⁶neurogenesis — development of neurons

While it's clear that external silence can have tangible benefits, scientists are discovering that under the hoods of our skulls "there isn't really such a thing as silence," says Robert Zatorre, an expert on the neurology of sound. "In the absence of sound, the brain often tends to produce internal representations of sound."

90 Imagine, for example, you're listening to Simon and Garfunkel's "The Sound of Silence," when the radio abruptly cuts out. Neurologists have found that if you know the song well, your brain's auditory cortex remains active, as if the music is still playing. "What you're 'hearing' is not being generated by the outside world," says David Kraemer, who's
95 retrieving a memory." Sounds aren't always responsible for sensations—sometimes our subjective sensations are responsible for the illusion of sound.

This is a reminder of the brain's imaginative power: On the blank sensory slate of silence, the mind can conduct its own symphonies. But it's also a reminder that even in the absence of a sensory input like sound, the brain remains active and dynamic. ...

—Daniel A. Gross

excerpted and adapted from "This Is Your Brain on Silence"
<http://nautil.us>, July 7, 2016

- | | |
|---|--|
| <p>15 The first paragraph introduces a central idea by citing</p> <ul style="list-style-type: none">(1) medical research(2) scientific trends(3) conflicting opinions(4) relevant background <p>16 Lines 8 through 13 support the idea that noise</p> <ul style="list-style-type: none">(1) can be controlled(2) promotes clear thinking(3) impacts human health(4) can be soothing <p>17 The details in lines 14 through 22 indicate that</p> <ul style="list-style-type: none">(1) sleep prevents the perception of sound(2) noise can cause stress during sleep(3) sleep relies on the presence of cortisol(4) memory formation can accelerate during sleep <p>18 The conclusion drawn by the World Health Organization (lines 24 through 28) highlights the</p> <ul style="list-style-type: none">(1) need for more study(2) need for further funding(3) seriousness of the problem(4) importance of global cooperation | <p>19 Initial findings about the effects of silence (lines 29 through 33) were</p> <ul style="list-style-type: none">(1) ignored(2) unintended(3) revised(4) repeated <p>20 As used in the text, "striking" (line 41) most nearly means</p> <ul style="list-style-type: none">(1) impressive(2) disappointing(3) confusing(4) predictable <p>21 Bernardi's discovery (lines 41 through 44) contributes to a central idea by emphasizing the</p> <ul style="list-style-type: none">(1) distinction between sound and noise(2) calming effect of music(3) loss of attentiveness after silence(4) importance of silence between sounds <p>22 The statement in lines 45 and 46 conveys a sense of</p> <ul style="list-style-type: none">(1) uncertainty(2) irony(3) bias(4) conflict |
|---|--|

- 23 The figurative language in lines 97 through 99 reinforces the idea that
- (1) the presence of sound interferes with thinking
 - (2) silence can provide an opportunity for creativity
 - (3) the volume of sound increases appreciation of music
 - (4) silence can limit the recollection of memories

- 24 The author's primary purpose in the text is to
- (1) explain
 - (2) criticize
 - (3) promote
 - (4) entertain

Part 2

Argument

Directions: Closely read each of the *four* texts provided on pages 12 through 19 and write a source-based argument on the topic below. You may use the margins to take notes as you read and scrap paper to plan your response. Write your argument beginning on page 1 of your essay booklet.

Topic: Should protective headgear be mandatory in soccer?

Your Task: Carefully read each of the *four* texts provided. Then, using evidence from at least *three* of the texts, write a well-developed argument regarding whether or not protective headgear should be mandatory in soccer. Clearly establish your claim, distinguish your claim from alternate or opposing claims, and use specific, relevant, and sufficient evidence from at least *three* of the texts to develop your argument. Do *not* simply summarize each text.

Guidelines:

Be sure to:

- Establish your claim regarding whether or not protective headgear should be mandatory in soccer
- Distinguish your claim from alternate or opposing claims
- Use specific, relevant, and sufficient evidence from at least *three* of the texts to develop your argument
- Identify each source that you reference by text number and line number(s) or graphic (for example: Text 1, line 4 or Text 2, graphic)
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

Texts:

Text 1 – U.S. Soccer’s Ali Krieger Wears a Concussion Headband. But Do They Work?

Text 2 – Evidence Mounts for Headgear in Soccer

Text 3 – Should High School Soccer Players Wear Helmets?

Text 4 – Protect My Head? Soccer Pros Shrug and Carry On

Text 1

U.S. Soccer’s Ali Krieger Wears a Concussion Headband. But Do They Work?

Cleats and shin guards have long been the only two items needed to suit up for a soccer game. But some members of the soccer community think a third piece of gear needs to be added to the list: concussion-prevention headbands.

5 U.S. defender Ali Krieger is among them. After suffering a concussion during a National Women’s Soccer League game in April [2015], Krieger decided to wear a black headband, which is made by Unequal and costs \$39.95, during U.S. World Cup games.

10 That decision has put a spotlight on concussion-prevention headbands, a relatively new technology in the fight against concussions in sports. And while there’s little scientific research showing these headbands can prevent concussions (manufacturers are careful to say the headbands only reduce risk), increased awareness about concussions — and their consequences — has made them a more visible option.

15 George Connolly, head women’s soccer coach at Holy Family High School in Broomfield [Colorado], has been requiring his players to wear the headbands during both practice and games for the past six years. The headbands, which are made by Full 90, cost between \$45 and \$50. As far as Connolly knows, he’s the only girls’ high school soccer coach in Colorado who requires his players to wear them. (Manitou Springs used to require its players to wear the headbands, but that rule was discontinued a few years ago, he said.)

20 And what’s the player reaction to the headbands? “They don’t like them. Every year, one or two of them try to talk me out of it,” he said. It takes practice to get good at heading the ball¹ with the headband, he said. But Connolly has persisted. “I just feel the added protection they give, especially to young players, is worth the minor discomfort.”

Connolly has nothing more than anecdotal evidence² that the headbands make a difference, but he said when his players do get concussions, they seem to be less severe.

25 What the data does show is that girls who play high school soccer are at a significant risk for concussions. A 2012 study in the American Journal of Sports Medicine found that women’s soccer had the second highest rate of concussions among high school athletes, behind only football. That same study also found that girls had a higher concussion rate than boys.

30 Dawn Comstock, one of the co-authors of the study and a professor at the Colorado School of Public Health at the University of Colorado, said she doesn’t think concussion headbands will alter this statistic. ...

Laboratory studies have shown the headbands do dissipate³ some force, but since there’s no hard number for how much force it takes to sustain⁴ a concussion, it’s hard to know whether the headbands are effective, she said.

35 But Miguel Rueda, the associate director for health and performance for the University of Colorado athletic department, rejected the idea that there’s no downside to wearing the headbands.

¹heading the ball — the act of hitting the ball in a particular direction with one’s head

²anecdotal evidence — evidence in the form of personal stories

³dissipate — absorb and scatter

⁴sustain — receive

40 “Once you put a protective band on someone’s head, they start to play the game differently,” he said. Athletes may become more aggressive knowing that they have an extra layer of protection, so the headband could actually increase injury, he said. (Comstock notes there’s no scientific evidence to support this theory. Connolly calls it “poppycock.”⁵)

45 Some CU [Colorado University] soccer players have worn the headbands in the past, and the athletes who wear them tend to have a prior concussion history. Rueda has discussed wearing the headbands with some athletes on a case-by-case basis, he said, but too many variables are involved to say whether the headbands actually work. Nor does he see them becoming a mandatory part of the sport anytime soon. ...

—Jessica Iannetta
excerpted and adapted from “U.S. Soccer’s Ali Krieger Wears a
Concussion Headband. But Do They Work?”
www.denverpost.com, June 23, 2016

⁵poppycock — silliness

Text 2

Evidence Mounts for Headgear in Soccer

A competitive 16-year-old soccer player, Lauren Skeen was leaping for a head ball when her head cracked into the head of an opposing player. It was her second such collision, and this time she fell into a grand mal seizure.¹

5 Such head injuries are all too common in the world’s most popular sport, particularly for girls. Girls playing soccer suffer 9 concussions per 10,000 games or practices—the same incidence as boys playing American football in US high schools, researchers at Northwestern University in Chicago have found. And since many concussions go unrecognized, the actual incidence could be much higher; as many as half of all players report symptoms.

10 The US Soccer Federation and Major League Soccer have responded to the problem, primarily with initiatives to reduce the amount of heading done by children under age 14, and to remove players with concussions from games. ...

15 To Lauren Skeen’s father, Jeff Skeen, the current recommendations fall far short of what’s necessary to protect soccer players. After Lauren’s second concussion in 2001, Jeff (a former employee of Troxel, maker of equestrian helmets) put together a broad padded headband he thought would protect his daughter during soccer. ...

In fact, studies so far support the use of headgear to prevent concussions. Some confusion stems from the unique way that players’ heads are used in soccer. Intentional heading itself rarely causes concussions because the ball absorbs most of the energy from the collision.

20 Only about 8% of concussions in men and 18.3% in women result from contact with the ball, and most of these appear to be from unintentional contact, such as when a ball from one field hits a player on another field from behind.

25 In one experiment, FIFA [Fédération Internationale de Football Association] researchers shot balls from a mechanical launcher at a subject holding accelerometers in his mouth, and found that headgear made little difference to the movements of his head. Nevertheless, some researchers have worried that repetitive subconcussive blows² might cause cumulative trauma.³ An average player heads the ball 6-12 times per game and performs at least 2000 headers during a 20-year career in addition to repetitive heading drills at training. ...

30 If intentional heading does cause damage, headgear doesn’t seem likely to protect against it. Researchers have suggested that headgear causes a change in the radius of the head, which increases both the ball’s moment arm⁴ and the head’s moment of inertia. That could explain why one study showed that volunteers who headed a soccer ball 15 times in 15 minutes suffered small but significant short-term memory losses if they wore headgear, but not if their heads were bare.

35 While he believes that heading is likely to cause cumulative damage, Skeen says he didn’t design his headgear to protect against head-to-ball contact because that would change the way the game is played. “We’re trying to make the headgear ignore the head-to-ball impact, because if you reduce the impact you would slow the rebound speed or direction of the ball,” he says.

¹grand mal seizure — a seizure marked by abrupt loss of consciousness with muscle contractions and spasms

²subconcussive blows — head impacts that do not result in a clinical concussion

³cumulative trauma — damage gathered over time

⁴moment arm — the length between a joint axis and the force acting on that joint

40 Instead, Skeen designed Full90 gear to protect against collisions between the head and
other hard surfaces, such as another head, an elbow, a goal post, or the ground. As many as
80% of soccer concussions result from player-to-player collisions, such as “heading duels” of
the type that proved so harmful to Lauren Skeen.

45 It’s common sense that putting something between a head and another hard surface—
such as another head, an elbow, a goal post, or the ground—will protect the head. FIFA
required players to wear shin guards in 1990 based on little more than such intuitive
reasoning.

50 And a handful of laboratory and observational studies support the idea. In one study,
FIFA researchers outfitted crash test dummy heads with various types of soccer headgear.
Earlier studies had shown that soccer players’ heads sometimes collide at speeds up to
2.5 m/s [meters per second]. So the researchers dropped one dummy head against another
at approximately that speed. They found that the headgear reduced peak linear acceleration⁵
by about a third.

55 On the basis of this and on angular acceleration, they calculated that the best of the
headgear significantly reduced the risk for concussion from head-to-head contact. At 3 m/s,
the risk was 10% without headgear and 5% with headgear. At 4 m/s, it was 56% without and 7%
with. . . .

60 For his part, Skeen plans to keep pushing his headgear. It’s not about making money, he
says. He has lost money on every unit sold for the past 15 years and will gladly get out of the
business if Nike or Adidas takes his place. “I just think that the number of head injuries needs
to be reduced or the sport will die.”

—Laird Harrison
excerpted and adapted from “Evidence Mounts for
Headgear in Soccer”
www.medscape.com, May 9, 2017

⁵linear acceleration — the rate of change of velocity without a change in direction

Text 3

Should High School Soccer Players Wear Helmets?

A high school soccer player leaps into the air, smacks the ball with his head and directs it to a teammate.

Amid today’s growing awareness surrounding head injuries in sports, would wearing a helmet or other protective headgear protect the teen and prevent a possible concussion?

5 Absolutely not, said two of Alabama’s top doctors who specialize in sports injuries — Dr. James Robinson, the Medical Director for DCH Sports Medicine in Tuscaloosa and the head team physician for the University of Alabama, and Dr. Larry Lemak, founder of Lemak Sports Medicine in Birmingham.

10 “Headgear may protect athletes from trauma — lacerations, fractures — but there is no good scientific evidence that they reduce the rate of concussion,” Robinson said. . . .

Robinson and Lemak prescribe proper training, not headgear, as the best concussion prevention for soccer players.

Simply put, science isn’t on the side of helmets. . . .

15 For boys soccer, concussions accounted for 23 percent of all game injuries and 10 percent of all practice injuries, according to the study.¹ For girls soccer, the study found concussions accounted for 36 percent of game injuries and 31 percent of practice injuries.

In total, the study found concussions accounted for 34.5 percent of all girls soccer injuries and 20 percent of all boys soccer injuries. . . .

Knowing that, why isn’t headgear useful? Isn’t some protection better than none at all?

20 The doctors outlined several reasons helmets or other headgear provide little, if any, protection.

First, wearing headgear makes the head heavier. Most soccer concussions occur because of “acceleration-deceleration injury or rotational change like a boxer may get,” Robinson said. In layman’s terms, that’s whiplash.

25 A helmet won’t prevent whiplash.

Secondly — and perhaps most importantly for girls, whose neck muscles are often weaker than boys — a helmet or other headgear makes the head heavier. Imagine a bobblehead, Robinson said, which increases the risk of whiplash. Since girls already face a heightened concussion risk, headgear could be especially dangerous for them.

30 Lastly, wearing headgear often gives teens a false sense of security. When helmets were mandated in hockey, Robinson said, head injuries increased “because they felt invincible.”

“Sometimes the kids wearing headgear are more reckless,” said Chad Harrelson, boys soccer coach at St. Paul’s in Mobile [Alabama], who has two players wearing protective caps this season, “because they think they have that added layer of protection.” . . .

35 Coaches and doctors agree on three main ways to prevent soccer concussions:

- 1) Teach proper rules
- 2) Promote proper technique
- 3) Strengthen neck muscles

¹the study — 2014-15 National High School Injury Surveillance Study led by R. Dawn Comstock at the Colorado School of Public Health

40 Players who understand soccer’s rules and accepted norms are less likely to play aggressively or put themselves in harm’s way. Minimizing aggressive play also promotes sportsmanship and ethical play, Robinson said. ...

Finally, it’s important to work on spatial awareness, or having players know where other players are positioned. This minimizes contact and can prevent head-to-head collisions or other dangerous situations. ...

—Josh Bean
excerpted and adapted from “Should High School
Soccer Players Wear Helmets?”
<http://highschoolsports.al.com>, April 29, 2016

Text 4

Protect My Head? Soccer Pros Shrug and Carry On

Today, during a World Cup game between Morocco and Iran, Moroccan winger¹ Nordin Amrabat suffered a wicked head injury when he collided with an opponent. After he went down, a team trainer tried to revive him by slapping his face—a move decried² by athletes and followers online.

5 But despite the frequency of those kinds of injuries in soccer, you won't see many international pros wearing gear that might prevent a concussion—reinforced headbands. Recent tests show that some brands can reduce the impact of a concussive blow by more than 70 percent. Unlike sweatbands, these headbands are made with hardened polyurethane foam, like that found inside military helmets, while still allowing players to see the action
10 around them.

Still, soccer pros are loath³ to slip them on. The combination of peer pressure (“Does it make me look weak?”) and institutional inertia (some soccer officials don't think they help) means that soccer is sort of backwards when it comes to preventing head injuries.

15 “It's not normal to wear them,” says Steve Rowson, an assistant professor of biomedical engineering at Virginia Tech who just completed tests of 22 commercially available models. “The players that do either have a history of head injury or were just hit.” Head injuries in soccer usually result from a collision between two players, often when one or both is trying to head the ball. To mitigate⁴ the risk, padded headbands have been on the market for nearly two decades, and FIFA, the sport's international governing organization, allowed them for
20 play in 2004. But Rowson and colleagues wanted to find out whether the headbands really work or are just expensive bits of padding. They cost about \$15 to \$90, which for most players is less than a pair of primo soccer shoes.

Rowson connected sensors to the soccer headbands and slipped them on a pair of crash
25 test dummies at Virginia Tech's helmet lab, which has tested football helmets for pro and collegiate teams. His team slammed the two dummy heads together, with and without headgear, and the embedded sensors measured linear and rotational acceleration at three different speeds and two locations on the heads. Those values were used to calculate a score representing how much the headband reduced a player's risk of concussion for a given impact, according to Rowson.

30 While direct head-to-head hits generated a force of 150 g's (150 times the accelerative force of gravity), compared to an average of 100 g's during football hits, the headbands could reduce that acceleration. The three best headband models received a five-star rating in a system devised by Rowson's team at Virginia Tech; five stars translates to a reduction in concussion risk of at least 70 percent for the impacts tested.

35 Superstars like England's Wayne Rooney and USA's Ali Krieger have worn headbands after injuries but took them off after a while. A few goalkeepers, like former Czech Republic captain Petr Čech, wear them religiously.⁵ But the push for protection isn't trickling down from highly paid and idolized professionals, but rather from soccer parents who don't want their kids facing a lifetime of concussion-related health problems. ...

¹winger — attacking midfielder

²decried — criticized

³loath — reluctant

⁴mitigate — lessen

⁵religiously — regularly

40 In 2014, a group of parents sued USA Soccer to force the sport’s governing body to prevent heading the ball because of the risk of head injury. That lawsuit was dismissed in 2015, but officials did agree to ban heading for both boys and girls under 12 years old.

In May [2018], parents of two Pennsylvania players sued the US Soccer Federation and USA Youth Soccer claiming officials were negligent and failed to require headbands despite
45 scientific evidence that they work. “We would like to protect these girls,” says Joe Murphy, a Pittsburgh attorney who filed the class action. ...

As those lawsuits progress, new science will hopefully inform best practices.⁶ Tim McGuine, professor of sports medicine at the University of Wisconsin School of Medicine, is wrapping up a two-year clinical trial of 3,000 male and female high school soccer players
50 in Wisconsin, Minnesota, and Ohio. He distributed headbands to half the group, while the others play without them. He is still processing the data, but said an initial analysis shows that the headbands do make a difference for some groups of athletes, and there’s no indication that using them increases the risk of head injury. ...

It’s likely that more than one World Cup player will get a head injury during the month-
55 long tournament that just kicked off. Some will shake it off and return to play (just like Morocco’s Amrabat, who rejoined his teammates), while others will get a serious concussion that could lead to health issues down the road. But by the time the US hosts the 2026 World Cup, perhaps we’ll be seeing more soccer players deciding that headbands are worth wearing before they get hit.

—Eric Niiler
excerpted and adapted from “Protect My Head?
Soccer Pros Shrug and Carry On”
www.wired.com, June 15, 2018

⁶best practices — procedures that are accepted as being most effective

Part 3

Text-Analysis Response

Your Task: Closely read the text provided on pages 21 and 22 and write a well-developed, text-based response of two to three paragraphs. In your response, identify a central idea in the text and analyze how the author’s use of *one* writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Use strong and thorough evidence from the text to support your analysis. Do *not* simply summarize the text. You may use the margins to take notes as you read and scrap paper to plan your response. Write your response in the spaces provided on pages 7 through 9 of your essay booklet.

Guidelines:

Be sure to:

- Identify a central idea in the text
- Analyze how the author’s use of *one* writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Examples include: characterization, conflict, denotation/connotation, metaphor, simile, irony, language use, point-of-view, setting, structure, symbolism, theme, tone, etc.
- Use strong and thorough evidence from the text to support your analysis
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

Text

Playing Doc's Games-II

...It was the third day of a solid west swell. Winter is the prime season for surfing Ocean Beach—it's when the biggest waves and the cleanest conditions (little or no wind, orderly sandbars¹) coincide—but this joyful conjunction usually falls apart in early February, so each good day now was gravy. Conditions this afternoon were superb: six-foot waves, not a breath
5 of wind. Unfortunately, the prolonged season had brought out unprecedented crowds, and half the surfers in Northern California seemed to be on hand. Ocean Beach didn't normally suffer from the overpopulation that spoils most California surf spots. There were only a few dozen local surfers, and visitors were rare. My theory was that surfers from nearby towns and cities didn't *want* to know about Ocean Beach, because, while it
10 sometimes got great waves, it was just as often ferociously intimidating. But crowds of sixty or more had become common in the last couple of weeks. It was as if a whole layer of the regional surf population had decided that, with the major winter swells probably over and conditions still improbably clean, Ocean Beach could be safely raided. I understood this selective bravado,² because I felt it, too, along with an immense relief at having survived
15 another winter—this was my third—of surfing Ocean Beach. Still, I resented the horde whose spidery silhouettes I could barely see, gliding and thrashing in the glare beyond the shore break, as I prepared to paddle out. ...

Beyond the inside [sand] bar, in the deepwater trough that separated it from the outside bar, scores of people came suddenly into view. They were scattered for two hundred
20 yards in each direction: sitting in clumps far outside, scrambling for waves, scratching to get back out. Two or three were actually on their feet, riding waves. All had passed the snarling mastiff³ of the inside bar—the price of admission to this green-gold world of glassy low-tide peaks. The channels through the outside bar looked wide and easy to read. I angled north, toward a field of open water. Slightly farther north, a surfer I didn't recognize, riding
25 a needle-nosed pale-blue board, caught a good-sized wave. He fought to keep his balance as the wave, which was about twice his height, jacked⁴ and began to pitch. He didn't fall, but he lost speed in the struggle to keep his feet, and his first turn, now deep in the wave's shadow, was weak. If the wave hadn't hit a patch of deep water, and paused for a beat, he would have been buried by the first section. He managed to steer around it, though, and
30 then pull into the next section and set a high line across a long green wall. By the time he passed me, he was in full command, perhaps one turn from the end of an excellent ride. But his face, I saw in the moment he shot past, was twisted with anguish, and with something that looked like rage.

Riding a serious wave is for an accomplished surfer what playing, say, Chopin's
35 Polonaise in F-Sharp Minor might be for an accomplished pianist. Intense technical concentration is essential, but many less selfless emotions also crowd around. Even in unchallenging waves, the faces of surfers as they ride become terrible masks of fear, frustration, anger. The most revealing moment is the pullout, the end of a ride, which usually provokes a mixed grimace of relief, distress, elation, and dissatisfaction.
40 The assumption, common among non-surfers, that riding waves is a slaphappy, lighthearted

¹sandbars — offshore accumulations of sand formed by tides or currents

²bravado — courage

³mastiff — a large breed of dog

⁴jacked — steeply rose

business—fun in the sun—is for the most part mistaken. The face of the stranger on the pale-blue board had reminded me, in fact, of nothing so much as the weeping, contorted faces of the pillow-beaters⁵ on the beach.

45 I slipped between the big, shifting peaks of the outside bar and arrived at the takeoff area, known as the lineup. I half knew a few of the people I could see there, but the crowd seemed amorphous, unfocussed—there were no conversations in progress. Everyone seemed intent on the waves, on himself. I caught my breath, chose a lineup marker—
50 a school bus parked in the Sloat lot—and went to work. It was important, especially in a strange crowd, to make a good showing on one’s first waves, for they established one’s place in the pecking order.⁶ Blowing a takeoff or failing to catch a catchable wave usually sent one to the end of the queue⁷ for waves; this was an improvised but fierce arrangement, and in an aggressive crowd where waves were scarce one could easily be stuck there for the duration. I moved to a spot about fifteen yards inside a group of four or five surfers—a risky
55 position, vulnerable to a big set, or series of waves, breaking farther out, but I was fit after a winter of paddling, and had the advantage of knowing the bars off this part of Ocean Beach. And, as it happened, the next wave to come through held up nicely, shrugging off the efforts of two guys farther out to catch it, and handing me a swift, swooping, sure-footed first ride.

Paddling back out, I burned to tell somebody about the wave—about the great *crack*
60 the lip had made as it split the surface behind me, about the mottled⁸ amber upper hollows of the inside wall. But there was no one to tell. A surf crowd is a delicate social unit. Everyone out there is starring in his own movie, and permission is required before you inflict your exploits on anyone else. Vocal instant replays and noisy exultation are not unknown, but they’re subject to a strict code of collective ego control. Young kids
65 sometimes misunderstand this part of the surfing social contract, and brag and browbeat each other in the water, but they generally cool it when older surfers are in earshot. The usual crowd at Ocean Beach was older than most—in fact, I couldn’t remember ever seeing a teen-ager out on a big day—and the unwritten limits on garrulity⁹ among strangers there were correspondingly firm. Those who exceeded them were shunned. Those who
70 consistently exceeded them were hated, for they failed to respect the powerfully self-enclosed quality of what other surfers, especially the less garrulous, were doing out there—the emotions that many of them were surfing through.

Two black grebes¹⁰ popped out of the foam beside me, their spindly necks like feathered periscopes, their big, surprised eyes staring. I murmured, “Did *you* see my wave?” ...

—William Finnegan
excerpted and adapted from “Playing Doc’s Games-II”
The New Yorker, August 31, 1992

⁵pillow-beaters — people engaged in therapeutic venting of aggression

⁶pecking order — social ranking

⁷queue — line

⁸mottled — marbled

⁹garrulity — talkativeness

¹⁰grebes — diving birds

Regents Examination in English Language Arts – v202

Scoring Key: Part 1

Examination	Date	Question Number	Scoring Key	Question Type	Credit	Weight
RE ELA	v202	1	2	MC	1	1
RE ELA	v202	2	3	MC	1	1
RE ELA	v202	3	1	MC	1	1
RE ELA	v202	4	4	MC	1	1
RE ELA	v202	5	3	MC	1	1
RE ELA	v202	6	2	MC	1	1
RE ELA	v202	7	4	MC	1	1
RE ELA	v202	8	4	MC	1	1
RE ELA	v202	9	2	MC	1	1
RE ELA	v202	10	1	MC	1	1
RE ELA	v202	11	4	MC	1	1
RE ELA	v202	12	3	MC	1	1
RE ELA	v202	13	3	MC	1	1
RE ELA	v202	14	2	MC	1	1
RE ELA	v202	15	4	MC	1	1
RE ELA	v202	16	3	MC	1	1
RE ELA	v202	17	2	MC	1	1
RE ELA	v202	18	3	MC	1	1
RE ELA	v202	19	2	MC	1	1
RE ELA	v202	20	1	MC	1	1
RE ELA	v202	21	4	MC	1	1
RE ELA	v202	22	2	MC	1	1
RE ELA	v202	23	2	MC	1	1
RE ELA	v202	24	1	MC	1	1

MC = Multiple-choice question

Regents Examination in English Language Arts – v202

Scoring Key: Parts 2 and 3

Examination	Date	Parts	Scoring Key	Question Type	Max Raw Credit	Weight
RE ELA	v202	2	-	ES	6	4
RE ELA	v202	3	-	R	4	2

ES = Essay R = Response

The chart for determining students' final examination scores for the **v202 Regents Examination in English Language Arts** will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the Regents Examination in English Language Arts must NOT be used to determine students' final scores for this administration.

FOR TEACHERS ONLY

The University of the State of New York
REGENTS HIGH SCHOOL EXAMINATION

ELA

ENGLISH LANGUAGE ARTS

v202

RATING GUIDE

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Check this web site at <http://www.p12.nysed.gov/assessment/> and select the link "Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents Examination period.

The following procedures are to be used for rating papers in the Regents Examination in English Language Arts. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Scoring the Regents Examination in English Language Arts*.

Mechanics of Rating

Scoring the Multiple-Choice Questions

For this exam all schools must use uniform scannable answer sheets provided by the regional scanning center or large-city scanning center. **If the student's responses for the multiple-choice questions are being hand scored prior to being scanned, the scorer must be careful not to make any marks on the answer sheet except to record the scores in the designated score boxes. Marks elsewhere on the answer sheet will interfere with the accuracy of the scanning.**

Before scannable answer sheets are machine scored, several samples must be both machine and manually scored to ensure the accuracy of the machine-scoring process. All discrepancies must be resolved before student answer sheets are machine scored. When machine scoring is completed, a sample of the scored answer sheets must be scored manually to verify the accuracy of the machine-scoring process.

Rating of Essay and Response Questions

- (1) In training raters to score student essays and responses for each part of the examination, follow the procedures outlined below:

Introduction to the Tasks

- Raters read the task and summarize it.
- Raters read the passages or passage and plan a response to the task.
- Raters share response plans and summarize expectations for student responses.

Introduction to the Rubric and Anchor Papers

- Trainer reviews rubric with reference to the task.
- Trainer reviews procedures for assigning holistic scores (i.e., by matching evidence from the response to the language of the rubric and by weighing all qualities equally).
- Trainer leads review of each anchor paper and commentary. (*Note:* Anchor papers are ordered from high to low within each score level.)

Practice Scoring Individually

- Raters score a set of five practice papers individually. Raters should score the five papers independently without looking at the scores provided after the five papers.
- Trainer records scores and leads discussion until raters feel comfortable enough to move on to actual scoring. (Practice papers for Parts 2 and 3 only contain scores, not commentaries.)

- (2) When actual rating begins, each rater should record his or her individual rating for a student's essay and response on the rating sheets provided in the *Information Booklet*, *not* directly on the student's essay or response or answer sheet. Do *not* correct the student's work by making insertions or changes of any kind.
- (3) Both the 6-credit essay and the 4-credit response must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point. **Teachers may *not* score their own students' answer papers.** The scoring coordinator will be responsible for coordinating the movement of papers, calculating a final score for each student's essay or response, and recording that information on the student's answer paper.

Schools are not permitted to rescore any of the open-ended questions on any Regents Exam after each question has been rated the required number of times as specified in the rating guide, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately.



**New York State Regents Examination in English Language Arts
Part 2 Rubric**

Writing From Sources: Argument

Criteria	6 Essays at this Level:	5 Essays at this Level:	4 Essays at this Level:	3 Essays at this Level:	2 Essays at this Level:	1 Essays at this Level:
Content and Analysis: the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of the texts	-introduce a precise and insightful claim, as directed by the task -demonstrate in-depth and insightful analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims	-introduce a precise and thoughtful claim, as directed by the task -demonstrate thorough analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims	-introduce a precise claim, as directed by the task -demonstrate appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims	-introduce a reasonable claim, as directed by the task -demonstrate some analysis of the texts, but insufficiently distinguish the claim from alternate or opposing claims	-introduce a claim -demonstrate confused or unclear analysis of the texts, failing to distinguish the claim from alternate or opposing claims	-do not introduce a claim -do not demonstrate analysis of the texts
Command of Evidence: the extent to which the essay presents evidence from the provided texts to support analysis	-present ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis -demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material	-present ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis -demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material	-present ideas sufficiently, making adequate use of specific and relevant evidence to support analysis -demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material	-present ideas briefly, making use of some specific and relevant evidence to support analysis -demonstrate inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material	-present ideas inconsistently and/or inaccurately, in an attempt to support analysis, making use of some evidence that may be irrelevant -demonstrate little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material	-present little or no evidence from the texts -do not make use of citations
Coherence, Organization, and Style: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	-exhibit skillful organization of ideas and information to create a cohesive and coherent essay -establish and maintain a formal style, using sophisticated language and structure	-exhibit logical organization of ideas and information to create a cohesive and coherent essay -establish and maintain a formal style, using fluent and precise language and sound structure	-exhibit acceptable organization of ideas and information to create a coherent essay -establish and maintain a formal style, using precise and appropriate language and structure	-exhibit some organization of ideas and information to create a mostly coherent essay -establish but fail to maintain a formal style, using primarily basic language and structure	-exhibit inconsistent organization of ideas and information, failing to create a coherent essay -lack a formal style, using some language that is inappropriate or imprecise	-exhibit little organization of ideas and information -are minimal, making assessment unreliable -use language that is predominantly incoherent, inappropriate, or copied directly from the task or texts
Control of Conventions: the extent to which the essay demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling	-demonstrate control of conventions with essentially no errors, even with sophisticated language	-demonstrate control of conventions, exhibiting occasional errors only when using sophisticated language	-demonstrate partial control of conventions, exhibiting occasional errors that do not hinder comprehension	-demonstrate emerging control of conventions, exhibiting occasional errors that hinder comprehension	-demonstrate a lack of control of conventions, exhibiting frequent errors that make comprehension difficult	-are minimal, making assessment of conventions unreliable

- An essay that addresses fewer texts than required by the task can be scored no higher than a 3.
- An essay that is a personal response and makes little or no reference to the task or texts can be scored no higher than a 1.
- An essay that is totally copied from the task and/or texts with no original student writing must be scored a 0.
- An essay that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored a 0.

The game of soccer is played throughout the world and has gained in popularity in our country in recent years. With this new found attention, growing concerns have arisen that focus on the safety of the players, in particular in regard to serious injuries such as concussions. Traditionally, "cleats and shin guards have long been the only two items needed to suit up for a soccer game" (Text 1, lines 1-2), but the growing concerns over concussions has led to a debate over whether or not it should be mandatory for soccer players to wear protective headgear. After reviewing several facts and opinions regarding the matter, it seems that wearing such headgear is not necessarily going to prevent injuries to players and, in fact, in some situations, can actually prove detrimental. As a result, protective headgear should not be mandatory when it comes to playing the game of soccer.

There are some who will immediately respond to this claim by pointing out how "laboratory studies have shown the headbands do dissipate some force" (Text 1, line 32). or how they can reduce the rate of acceleration in head-to-head hits which is said to translate "to a reduction in concussion risk of at least 70 percent for the impacts tested". (Text 4, lines 31-34). While these may sound like convincing arguments, it must be noted that, in the first case, what is not mentioned is the fact that "since there's no hard number for how much force it takes to sustain a concussion, it's hard to know whether the headbands are effective" (Text 1, lines 32-34). Yes, the second

argument sounds strong, but it fails to note that the "impacts tested" were only a pair of non-human, non-playing dummies (Text 4, lines 24-29) and not reflective of an actual game and its participants where so many outside variables come into play. In fact, even pros like England's Wayne Rooney and USA's Ally Krieger who originally wore them after experiencing injuries, opted to discard them after a while (Text 4, lines 35-36).

One reason why they may have chosen not to wear them is that they felt the limited positive effects were outweighed by the negative impacts, both physically and psychologically. Physically, wearing headgear obviously will make the head heavier. Two of Alabama's top doctors specializing in sports medicine have likened soccer concussions to the "acceleration-deceleration injury or rotational change like a boxer may get," otherwise known as whiplash (Text 3, lines 22-24). This, they point out, cannot be prevented by a helmet. This added weight becomes even more dangerous for females with weaker neck muscles as it can create a bobble-head effect, increasing the risk of whiplash (Text 3, lines 25-29). Psychologically, both Miguel Rueda, associate director of the University of Colorado athletic department, and Dr. James Robinson who is regarded as one of Alabama's top doctors specializing in sports medicine are in agreement that wearing helmets make players more aggressive and, thus, lead to more injuries. According to Rueda, "Once you put a protective band on someone's head, they start to play the game differently"

and "may become more aggressive knowing that they have an extra layer of protection, so the headband could actually increase injury" (Text 1, lines 38-40). This is backed up by Robinson who says wearing headgear "gives teens a false sense of security" which when mandated in hockey led to increased head injuries "because they felt invincible." (Text 3, lines 30-31).

Perhaps Dr. Robinson best sums up why headgear should not be mandated for players of the game of soccer when he says, "there is no good scientific evidence that they reduce the rate of concussions" (Text 3, lines 9-10). Most studies thus far have proven limited and inconclusive, if not to the contrary, regarding their effectiveness. Besides, those who have witnessed actual play and the injuries that have arisen from play feel strongly that such headgear only encourages aggressive behavior and, thus, heightens the chance of injury. As a result, I reiterate that, no, headgear should not be mandatory for soccer.

Anchor Level 6–A

The essay introduces a precise and insightful claim, as directed by the task (*After reviewing several facts and opinions regarding the matter, it seems that wearing such headgear is not necessarily going to prevent injuries to players ... As a result, protective headgear should not be mandatory when it comes to playing the game of soccer*). The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*Yes, the second argument sounds strong, but it fails to note that the “impacts tested” were only a pair of non-human, non-playing dummies ... and not reflective of an actual game ... where so many outside variables come into play and Most studies thus far have proven limited and inconclusive, if not to the contrary, regarding their effectiveness*) and to distinguish the claim from alternate or opposing claims (*There are some who will immediately respond to this claim by pointing out how “laboratory studies have shown the headbands do dissipate some force”*). The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*“since there’s no hard number for how much force it takes to sustain a concussion, it’s hard to know whether the headbands are effective” and “Once you put a protective band on someone’s head, they start to play the game differently”*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*Text 1, line 32*] and [*Text 3, lines 30–31*]. The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, first introducing the issue and a negative claim, followed by one body paragraph presenting and refuting a counterclaim that focuses on the argument regarding the effectiveness of headbands and a second body paragraph focusing on the negative physical and psychological impacts of wearing headgear (*Physically, wearing headgear obviously will make the head heavier and Psychologically ... wearing helmets make players more aggressive*), concluding with a summation and restatement of the claim (*As a result, I reiterate that, no, headgear should not be mandatory for soccer*). The essay establishes and maintains a formal style, using sophisticated language and structure (*One reason why they may have chosen not to wear them is that they felt the limited positive effects were outweighed by the negative impacts, both physically and psychologically*). The essay demonstrates control of conventions with essentially no errors, even with sophisticated language.

Soccer is the most popular sport in the world. In just about everywhere you visit, there are diehard soccer fans rooting for their team come gametime. With such a passionate fan-base, it is understandable as to why a fierce debate has arisen on whether or not players should wear helmets, or other protective headgear. Those against headgear heavily oppose it due to the potential change in how the game is played, while those in favor support it to ensure safety. Due to this polarity in positions, the debate has grown controversial. Although some argue that headgear has little to no effect on a player's safety, that is simply false. Protective headgear has the ability to protect players, lessen injuries, and potentially save careers. Potential changes in the way the game is played is a small price to pay to ensure the safety of all players.

The first argument in favor of protective headgear is its ability to reduce injuries. Soccer is an extremely physical sport, so injuries are bound to happen. However, injuries should not be normalized within the sport. Especially in High School, where brains are still developing, and things such as concussions can seriously have a negative effect. According to Jessica Janetta, "women's soccer had the second highest rate of concussions among high school athletes" (Text 1 line 26). According

~~to this text~~ This text helps to exemplify the dangerous nature of soccer, specifically as a high school sport. Especially in that age, measurements must be taken to protect players. Something as simple as a headband can make the difference between a career-threatening injury and a "little bump". This leads in to the next argument, which is the preservation of players careers.

Tying in to the reduced risk of injury, the use of protective headgear has the ability to increase player longevity, or in other words, preserve player's careers. As stated previously, injuries are a part of soccer, ~~but with the reduction~~ with that being said, it takes can take only one injury to end a person's career. With the implementation of protective headgear, the risk for injury decreases, and every player has a reduced risk of having their career cut short. According to Laird Harrison, "they calculated that the best of headgear reduced the risk for concussion from head-to-head contact. At 3 m/s, the risk was 10% without headgear and 5% with (Text 2 line⁵³ 55). This text demonstrates the added safety brought about by protective headgear. ~~Meaning~~ Cutting the risk of concussion in half, protective headgear has proven to be a serious improvement in regards to the safety of soccer players. Beyond

preserving the careers of soccer players, the use of protective headgear ensures the well-being of players after their careers. Concussions have been proven to increase the risk of brain damage, so it makes sense that with fewer concussions, there are fewer cases of brain damage.

Despite this, many still argue against the requirement for players to wear protective headgear. To support this, they claim that protective headgear has little to no effect on player safety, and there are much better ways to reduce the risk of injury. According to Josh Bean "Coaches and doctors agree on three main ways to prevent soccer concussions: 1) teach proper rules, 2) promote proper technique, and 3) strengthen neck muscles." (Text 3 Lines 35-38).

Although the use of headgear will reduce the risk of injury, ~~it is~~ ~~the~~ it will also change the way the game is played. In order to preserve the integrity of soccer, other, less game-changing injury prevention methods have been brought up, such as the ones listed. These methods have a serious ability to lessen the risk of injury, while sticking to the intended play style of the sport and improving the way soccer is played.

With all that being said, that is simply not the case. Protective headgear should be required in soccer. ~~As much much as a person is~~

~~taught~~ This is because like many things, human error can lead to the rules of soccer being thrown out the window. As much as a person is taught the rules of the sport and proper technique, human error can lead to the things so heavily taught to become meaningless, leading to an injury. An example of this is demonstrated by Eric Niller, in which he states "during a World Cup game between Morocco and Iran, Moroccan winger Norman Amrabat suffered a wicked head injury when he collided with an opponent" (Text 4 lines 1-2). This text helps to develop the true power of human error, considering someone in the World Cup is susceptible to a severe head injury. ~~The~~ ~~play~~ out of everyone, players in the World Cup should know the "proper rules" best, and have the most "proper technique", yet just like anyone, they succumb to injury as a result of human error. As much as the proper rules are taught, if the rules are broken players are as vulnerable to injury as if nothing was taught. Protective headgear is the only surefire way to reduce the risk of injury, which is why it should be mandatory within soccer.

Overall, headgear should be mandatory in soccer because of the guaranteed reduction

of injury, its ability to ensure the well-being of players, and the potential ability to save lives. When protective headgear is worn, it serves as a cushion or barrier for any blunt force trauma that hits the area. Furthermore, it is the only method of injury prevention that is statistically proven to reduce injury, and protective headgear reduces the risk of a career being cut short, in addition to ensuring the lack of brain damage by the end of a player's career. Although headgear may be a nuisance to players, it is a small price to pay to ensure their well being.

Anchor Level 6–B

The essay introduces a precise and insightful claim, as directed by the task (*Although some argue that headgear has little to no effect on a players safety, that is simply false. Protective headgear has the ability to protect players, lessen injuries, and potentially save careers*). The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*This text helps to exemplify the dangerous nature of soccer, specifically as a high school sport* and *This text demonstrates the added safety brought about by protective headgear*) and to distinguish the claim from alternate or opposing claims (*Despite this, many still argue against the requirement for players to wear protective headgear*). The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*According to Jessica Ianetta, “Women’s soccer had the second highest rate of concussions among high school athletes”* and *An example of this is demonstrated by Eric Niiler, in which he states “during a World Cup game ... Amrabat suffered a wicked head injury when he collided with an opponent”*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 2 lines 53–55) and (Text 3 Lines 35–38)] with one misquote (*Norman* for *Nordin*). The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, with an introduction that presents both sides of the issue, leading to a positive claim, followed by two body paragraphs that focus on the ideas that wearing headgear can reduce injuries and increase player longevity (*Something as simple as a headband can make the difference between a career-threatening injury and a “little bump”*), a third body paragraph that addresses the counterclaim *that protective headgear has little to no effect on player safety* and a concluding paragraph of summation (*Overall, headgear should be mandatory in soccer because of the guaranteed reduction of injury, its ability to ensure the well-being of players, and the potential ability to save lives*). The essay establishes and maintains a formal style, using sophisticated language and structure (*Due to this polarity in positions, the debate has grown controversial and with all that being said, that is simply not the case*) that is sometimes inexact (*measurements* for “measures” and *regards* for “regard”). The essay demonstrates control of conventions, exhibiting occasional errors (*a players safety; sport. Especially; player’s careers; because like*) only when using sophisticated language.

Concussions are a major concern to coaches, parents, and athletes involved in contact sports, especially those who play soccer. In recent decades, research has been done to learn more about concussions and how to prevent them, but there is no proven way to reduce the risk of concussion. Some are suggesting that soccer players wear protective headbands, but the players themselves are reluctant to wear them and data is on their side. Although wearing protective headgear may reduce the risk of minor injuries, soccer players should not be required to wear it. Soccer players are better off not wearing protective headgear because it gives players a false sense of security, it could actually cause greater injury, and most coaches and doctors do not believe that protective headgear has any effect in preventing concussions, all of which is evidenced by the texts.

Athletes are generally rough and forceful with each other in contact sports, but because of injury risk, they try to be mindful of other players. If soccer players were to wear protective headgear, though, it could lead them to be more aggressive and less mindful of others. "As stated by Miguel Rueda of the University of Colorado's athletic department, "Once you put a protective band on someone's head, they start to play the game differently" (Text 1, lines 39-40). What he means here is that because the athletes are wearing protective headgear, they believe that they are protected from all head injuries and, therefore, free to be as rough as they want. This false sense of security could actually put athletes at a greater risk for injury, and the ~~headbands and~~ protective headgear itself could actually cause an injury.

Protective headgear, such as protective headbands, have been proven in some cases to cause head trauma. "One study showed that volunteers who headed a ball 15 times in 15 minutes suffered small but significant short-term memory losses if they wore headgear, but not if their heads were bare" (Text 2, lines 31-33). Protective headgear is not proven to prevent concussions, and it can cause injuries because it increases the size and weight of the head. The headgear itself can also hit against the head when it collides with something such as a soccer ball or another player, and even though the headgear absorbs the impact of what collides with it, it does not completely absorb it and the headgear can hit the head hard enough to cause an injury. This headgear was created with the intent of preventing concussions, but research has led parents, coaches, doctors, and players to believe that it does more harm than good.

The headgear is effective in preventing some small injuries, but it can also cause injuries itself and lead ~~for~~ athletes to behave more aggressively and put themselves at a greater risk for concussion. Since the ~~pros~~^{cons} outweigh the pros of requiring protective headgear, people are offering alternative ways to prevent concussions. "Coaches and doctors agree on the three main ways to prevent concussions: 1) Teach proper rules 2) Promote proper technique 3) Strengthen neck muscles" (Text 3, lines 35-38). These coaches and doctors recognize the need for preventive measures against concussions, but do not list protective headgear as an effective way of preventing concussions or head trauma. This shows that those who are most familiar with the sport and head trauma caused by it do not support the headgear, which highlights the fact that the headgear is not effective in

its purpose of preventing concussions and head trauma and, therefore, protective headgear should not be mandatory in soccer.

Most soccer players, coaches, and doctors agree that protective headgear is not what athletes should turn to in order to prevent concussions. Instead, soccer players should try to educate themselves more on concussions and have good conduct with other players. If soccer players follow the rules and remain alert and aware of their surroundings to try to prevent potential concussion causing collisions from occurring in the first place, reported head traumas seen in the sport should go down. The fact is that soccer is a contact sport, and leagues are not going to ban players from heading the ball, so players should do whatever they can to keep themselves safe from injury. Although education and awareness is not going to eliminate the risk of concussion, it is more effective than protective headgear, which can actually increase the risk of concussion and head trauma.

Anchor Level 5–A

The essay introduces a precise and thoughtful claim, as directed by the task (*Soccer players are better off not wearing protective headgear because it gives players a false sense of security, it could actually cause greater injury, and most coaches and doctors do not believe that protective headgear has any effect in preventing concussions*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*What he means here is that because the athletes are wearing protective headgear, they believe that they are protected from all head injuries ... This ... could actually put athletes at a greater risk for injury and These coaches and doctors recognize the need for preventive measures ... but do not list protective headgear as an effective way of preventing concussions or head trauma*) and to distinguish the claim from alternate or opposing claims (*The headgear is effective in preventing some small injuries, but it can also cause injuries itself and lead athletes to behave more aggressively*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*As stated by Miguel Rueda of the University of Colorado athletic department, “Once you put a protective band on someone’s head, they start to play the game differently” and “One study showed that volunteers who headed a ball 15 times in 15 minutes suffered small but significant short-term memory losses if they wore headgear, but not if their heads were bare”*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 2, lines 31–33*) and (*Text 3, lines 35–38*)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, first introducing the subject and an opposing claim, followed by two body paragraphs of support focusing on the negative impacts wearing headgear can have (*protective headgear ... could lead them to be more aggressive and less mindful of others and Protective headgear ... can cause injuries because it increases the size and weight of the head*), a third body paragraph addressing the counterclaim that wearing headgear is effective in preventing ... injuries by reiterating the negative impacts and noting alternative approaches recommended by experts and concluding with the suggestion that *education and awareness ... is more effective than protective headgear*. The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*Some are suggesting that soccer players wear protective headbands, but the players themselves are reluctant to wear them and data is on their side and The fact is that soccer is a contact sport, and leagues are not going to ban players from heading the ball, so players should do whatever they can to keep themselves safe from injury*). The essay demonstrates control of conventions with essentially no errors (*education and awareness is ... it is*), even with sophisticated language.

Many high contact sports such as football require their players to wear helmets. While helmets do not completely eliminate the risk of concussions in football, they do reduce the chances of ~~so~~ players suffering concussions. Why should this be any different when it comes to a high contact sport such as soccer? Research supports headgear does reduce the chances of concussions for soccer players; therefore, protective headgear should be mandatory in soccer.

Wearing protective headgear has proven to be beneficial, in that it decreases the severity of concussions. According to Text 1 "...when his players do get concussions, they seem to be less severe." ^(line 23) This depicts how a soccer coach, ~~with his own knowledge of headgear~~ ~~who~~ who requires his players to wear protective headgear, can testify the effectiveness headgear has in reducing the severity of concussions. Text 4 states "Recent tests show that some brands can reduce the impact of a concussive blow by more than 70 percent." (Lines 7-8) This illustrates how ~~the~~ tests conducted, portray results that headgear, specifically headbands, have proven to significantly reduce the effect of concussions. This goes to prove that headgear can play a vital role in decreasing the severity of concussions.

~~Headgear can also~~ Concussion prevention headgear has also proven to be extremely cost efficient. According to Text 1 "...Kreiger decided

to wear a black headband, which is made by unequal and costs \$39.95..." (Lines 5-6) This depicts how ~~cost-effective the headgear is~~ cost-effective the headgear is, meaning mandating it wouldn't be a financial strain ~~for~~ for most players or ~~at~~ teams. ~~Text 4 also~~ Text 4 also states "They cost about \$15 to \$90, which for most players is less than a pair of prime soccer shoes." (Lines 21-22) This again goes to show how protective ~~the~~ headgear ranges in cost effective prices and in most cases costs far less than a pair of cleats. Mandating protective headgear wouldn't place a large economic strain on the players or team considering the affordable price range.

Though it may be argued that headgear increases the aggression of players, there is no research that supports this claim. According to Text 3 "...wearing headgear often gives teens a false sense of security. When helmets were mandated in hockey, Robinson said, head injuries increased..." (Lines 30-31) While this may be true for hockey, no research has been conducted that proves that the same applies to soccer. Text 1 states, in regards to this subject "...there's no scientific evidence to support this theory." (Line 41) This proves that no research/evidence is present to support the claim that soccer players become more aggressive as a result

of using headgear. Text 4 also states that "there's no indication that using them increases the risk of head injury." (Lines 52-53) This also depicts how mandating protective ~~gear~~ gear for soccer players is not ~~isn't~~ detrimental in that it may cause players to be more aggressive, ~~because~~ because there is no evidence to support the claim.

There^s is no doubt that headgear has proven to be effective in protecting soccer players. As the debate continues of whether it should be mandated, it must be kept in mind that the headgear reduces severity of concussions, is cost effective and does not cause players to be more aggressive. All in all, protective headgear should be mandatory in soccer.

Anchor Level 5–B

The essay introduces a precise and thoughtful claim, as directed by the task (*Research supports headgear does reduce the chances of concussions for soccer players; therefore, protective headgear should be mandatory in soccer*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*This goes to prove that headgear can play a vital role in decreasing the severity of concussions and This depicts how cost-effective the headgear is, meaning mandating it wouldn't be a financial strain for most players or teams*) and to distinguish the claim from alternate or opposing claims (*Though it may be argued that headgear increases the aggression of players, there is no research that supports this claim*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*Text 4 states "Recent tests show that some brands can reduce the impact of a concussive blow by more than 70 percent" and Text 1 states, in regards to this subject "...there's no scientific evidence to support this theory"*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*Text 4 ... (Lines 21–22)* and *Text 3 ... (Lines 30–31)*]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, with an introduction that states a positive claim, followed by two body paragraphs of support that focus on how headgear *decreases the severity of concussions* and how they are *cost-effective* to players and teams, a third body paragraph that presents and refutes a counterclaim (*While this may be true for hockey, no research has been conducted that proves that the same applies to soccer*) and a conclusion that reiterates the arguments and claim (*All in all, protective headgear should be mandatory in soccer*). The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*Mandating protective headgear wouldn't place a large economic strain on the players or team considering the affordable price range*). The essay demonstrates control of conventions, exhibiting occasional errors (*\$39.95... " (Lines 5–6) This; cletes; aggression*) only when using sophisticated language.

Did you know that girls playing soccer have the same incidence rate of concussion as boys football does? Concussions are a huge problem when it comes to soccer as they represent 34.5 and 20 percent of all injuries sustained during play by girls and boys respectively. ^(text 3, lines 17-18) In the past two decades however, some companies are trying to combat this problem by creating headbands that reduce the likelihood of a concussion. These headbands or any other protective headgear shouldn't be required to play soccer. This headgear gives players a false sense of security that they are safer when wearing such products, as well as makes players more prone to whiplash due to the added weight. In addition there is little evidence to support that these headbands mitigate the effects of subconcussive blows.

Some may say that the use of protective headgear will help mitigate the occurrence of concussions in soccer but Two of Alabama's top doctors who specialize in Sports injuries say that "there is no good scientific evidence that they reduce the rate of concussion." ^(text 3, lines 9-10) The problem with this headgear is that it doesn't stop whiplash which is what causes the concussions to happen. They also make the head heavier, therefore making you more prone to whiplash. "First, wearing headgear makes the head heavier. Most soccer concussions occur because of "acceleration-deceleration injury or rotational change like a boxer may get" (text 3, lines 22-23) This means that the headbands are having the opposite effect on players and may be leading to even more concussions. Therefore the use of headgear to prevent concussions isn't backed by science and could be detrimental to the players health.

Another reason for not wearing these headbands is the false sense of security that it gives players on the field. Some coaches report "sometimes the kids wearing headgear are more reckless." (text 3, line 32) The kids who think that now that they have an extra layer of protection are a danger to other kids and increase the likelihood of concussions. The way to decrease the frequency of concussions has been agreed upon by doctors and coaches, "1) Teach proper rules 2) Promote proper technique 3) Strengthen neck muscles" (text 3 lines 36-38) Due to the lack of evidence supporting headgear, the way to go about reducing the prevalence of

concussions is through proper training and drills as well as to strengthen the muscles supporting the head. ~~Another example~~ To reiterate "once you put a protective band on someone's head, they start to play the game differently." (text 1, lines 38, 39) Players are being given misinformation about the extra safety that these bands provide, which in turn leads them to play more aggressively. Headgear shouldn't be required due to the false sense of safety that players feel when wearing them and the subsequent play that follows leading to more concussions.

Headbands and other protective gear shouldn't be allowed to be worn because research has shown that there is little difference between force exerted on the head with bands and without. "In one experiment, FIFA... and found that headgear made little difference to the movements of his head." (text 2 lines 22-24) From this experiment FIFA concluded that headgear didn't change the movements of the head, therefore not changing the prevalence of concussions. In other studies they have found that "headbands do dissipate some forces, but since there's no hard number for how much force it takes to sustain a concussion, it is hard to know whether the headbands are effective," she said". (text 1 lines 32-34) Even if these headbands do reduce the force we still don't know if they are able to reduce the number of concussions. These bands shouldn't be required due to the lack of research supporting them in reducing concussions.

Headbands and other protective headgear shouldn't be required equipment for soccer due to the false sense of security that it gives players, the lack of research supporting the benefits in reducing force exerted on the head, and that these headbands may be increasing the prevalence of these injuries due to the increased weight that they add leading to whiplash. If they do require the use of protective headgear then what will change in the game. Will the sport become more aggressive?, will there be more rules implemented to restrict the possibility of future head injuries, or will it be something else?

Anchor Level 5–C

The essay introduces a precise and thoughtful claim, as directed by the task (*These headbands ... shouldn't be required to play soccer. This headgear gives players a false sense of security, that they are safer when wearing such products, as well as makes players more prone to whiplash ... In addition there is little evidence to support that these headbands mitigate the effects of subconcussive blows*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*This means that the headbands are having the opposite effect on players and may be leading to even more concussions and Even if these headbands due reduce the force we still don't know if they are able to reduce the number of concussions*) and to distinguish the claim from alternate or opposing claims (*Some may say that the use of protective headgear will help mitigate the occurrence of concussions*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*Two of Alabama's top doctors who specialize in sports injuries say that "there is no good scientific evidence that they reduce the rate of concussion" and Some coaches report "Sometimes the kids wearing headgear are more reckless"*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(text 3, lines 22–23) and (text 2 lines 22–24)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, first introducing the issue and a negative claim, then presenting and refuting the counterclaim that wearing headbands may lessen injuries (*Therefor the use of headgear to prevent concussions isn't backed by science and could be detrimental to the players health*), followed by two paragraphs of support focusing on the dangers of players having a false sense of security, alternative approaches to safer play and how wearing headbands makes little difference in the force exerted on the head, concluding with a reiteration of the claim and a summation of the arguments presented. The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*Due to the lack of evidence supporting headgear, the way to go about reducing the prevalence of concussions is through proper training and drills as well as to strengthen the muscles supporting the head and Headgear shouldn't be required due to the false sense of safety that players feel when wearing them and the subsequent play that follows leading to more concussions*) that is sometimes inexact (*headbands due reduce*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*suistained, decades however; In addition there; mitigate; occurrence; but Two; the players health; likelihood; aggressively; head, therefor not*) that do not hinder comprehension.

Protective headgear should not be mandatory in soccer because players play differently with headgear on, it does not protect ^{the} head from ~~everything~~, and it make the head heavier.

First, players play differently with headgear on. "Once you put a protective band on someone's head, they start to play the game differently," he said. Athletes may become more aggressive knowing that they have an extra layer of protection, so the headband could actually increase injury." (Text 1, Lines 38-40). Players may ~~start~~ start to feel safer on the field. ~~and~~ This causes them to feel invincible and play less safely. It would cause many more injuries. "Wearing headgear often gives teens a false sense of security. When helmets were mandated in hockey, Robinson said, head injuries increased 'because they felt invisible,'" (Text 3, Lines 30-31). Headgear makes people feel like they are safe, which leads them to play harder. ~~and~~ Playing harder leads to more injuries.

Next, headgear does not protect the head from everything. "If intentional heading does cause damage, headgear doesn't seem likely to protect against it. Researchers have suggested that headgear causes a change in the radius of the head, which increases both the ball's momentum and the head's moment of inertia," (Text 2, Lines 28-30). Headgear ~~actually~~ actually makes the athlete have a higher chance of getting injured. Headgear manipulates the head shape so much so that "it changes how the ball hits the head." Headgear may protect athletes from trauma-lacerations, fractures-but there is no ~~and~~

scientific evidence that they reduce the rate of concussion," (Text 3, Lines 9-10). Headgear may help with physical injuries, but they do not help with concussions in the brain.

Finally, headgear makes the head heavier. "Wearing headgear makes the head heavier. Most soccer concussions occur because of 'acceleration-deceleration injury or rotational change like a boxer may get,' Robinson said. In layman's terms, that's whiplash," (Text 3, Lines 22-24). Headgear can make someone more top-heavy than they are used to. This leads to a lack of balance and a higher chance of injury. "Imagine a bobblehead, which increases the risk of whiplash. Since girls already face a heightened ~~concussion~~ concussion risk, headgear could be especially dangerous for them," (Text 3, Lines 27-29). Girls already have normally weaker neck muscles than boys. Headgear ^{would} just cause an even greater chance of head injury.

Some may argue that many good soccer players wear them. "A few goalkeepers, like former Czech Republic captain Petr Cech, wear them religiously," (Text 4, Lines 36-37). However, headgear leads to more injury. It makes the head heavier and manipulates the shape of the head. It also leads to players being more ~~reckless~~ reckless because it gives them a false sense of security.

Protective headgear should not be mandatory in soccer because players play differently, with headgear on, it does

not protect the head from everything and it makes
the head heavier.

Anchor Level 4–A

The essay introduces a precise claim, as directed by the task (*Protective headgear should not be mandatory in soccer because players play differently with headgear on, it does not protect the head from everything, and it make the head heavier*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*Headgear actually makes the athlete have a higher chance of getting injured. Headgear manipulates the head shape so much so that it changes how the ball hits the head and Headgear can make someone more top-heavy ... This leads to a lack of balance and a higher chance of injury*) and to distinguish the claim from alternate or opposing claims (*Some may argue that many good soccer players wear them ... However, headgear leads to more injury. It makes the head heavier and manipulates the shape of the head*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (“*If intentional heading does cause damage, headgear doesn’t seem likely to protect against it. Researchers have suggested that headgear causes a change in the radius of the head, which increases both the ball’s moment arm and the head’s moment of inertia*” and “*Headgear may protect athletes from trama—lacerations, fractures—but there is no scientific evidence that they reduce the rate of concussion*”). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 3, Lines 30–31*) and (*Text 4, Lines 36–37*)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, first introducing the claim, then presenting three paragraphs of support focusing respectively on players playing *differently with headgear on*, the fact that *headger does not protect the head from everything* and that *headgear makes the head heavier*, followed by a paragraph that addresses the counterclaim, and concluding with a summation that repeats the main focal points of discussion. The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Headgear may help with physical injuries, but they do not help with concussions in the brain and Girls already have normally weaker neck muscles than boys. Headgear would just cause an even greater chance of head injury*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*it make; someone ... they; goalkeepers ... wears; wreckless; on, it*) that do not hinder comprehension.

Numerous amounts of sports injuries occur yearly, one of the most severe and important being head injuries. A significant amount of concussions and head injuries are found to be from soccer players. Direct head contact with the ball and other players put soccer players at risk for head injuries. New methods are being developed to help this problem, but nothing has proved to be effective thus far.

Protective headgear should not be mandatory in soccer, since most evidence points to it being ineffective in preventing head injuries.

Although people want to believe that wearing headgear will work, most evidence shows that it is not effective in stopping the risk of concussion. The damage done by intentionally heading the ball won't be stopped by a headband, "... intentional heading ~~the~~ does cause damage, headgear doesn't seem likely to protect against it" (Text 2, line 28). The force a player sustains when heading the ball, or having contact with another player isn't likely to be stopped by headgear. Using headgear doesn't prevent the long lasting effects of a head injury, and doesn't show any

Prevention. Studies have shown wearing no headgear is more effective, "suffered small but significant short-term memory losses if they wore headgear, but not if their heads were bare" (Text 2, line 32-33).

Wearing no head gear proved to be better for the players, so mandatory headgear would actually be hurting the players rather than helping them.

Wearing headgear also gives player a sense that they can do whatever, "wearing headgear often gives teens a false sense of security" (Text 3, line 30).

Players believe since they are wearing headgear, they can do whatever they want and nothing will come of it.

This only leads to more injuries since players tend to be more aggressive when wearing headgear. ~~A~~ Furthermore, coaching and teaching the rules and how to be safe can be very effective. Telling players how to be safe is very important, "Three main ways to prevent concussions: 1)

Teach proper rules 2) Promote proper technique 3) Strengthen neck muscles" (Text 3, line 35). Coaching and teaching players to be responsible and safe can prove to be very ~~at~~ effective, while promoting headgear can cause more

damage wearing it then when its not being ~~worn~~ worn.

Headgear can be found to prevent some injuries, "Headgear may protect athletes from trauma - lacerations, fractures -" (Text 3, line 9). Although headgear can potentially prevent superficial injuries, the long last head injuries it cant prevent are much more severe and damaging. Cuts are easy to heal but long term brain trauma is not something that can be fixed, and if wearing headgear increases head trauma why should it be mandatory? No hard evidence has been found to prove that headgear is effective since its hard to measure how much force it takes to sustain a concussion (Text 1, line 33-34). Using head gear is not found effective so make it ~~mand~~ mandatory would only lead to more injuries.

Headgear should not be mandatory, since it does not prevent head injury. Headgear can even increase risk of concussion, and has not be found to prevent head injury. Many sports injuries occur yearly world wide; one of the most common being concussions, from soccer.

Anchor Level 4–B

The essay introduces a precise claim, as directed by the task (*Protective headgear should not be mandatory in soccer, since most evidence points to it being ineffective in preventing head injuries*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*The force a player sustains when heading the ball, or having contact with another player isn't likely to be stopped by headgear*) and to distinguish the claim from alternative or opposing claims (*Although people want to believe that wearing headgear will work, most evidence shows that it is not effective in stopping the risk of concussion*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*“wearing headgear often gives teens a false sense of security”* and *No hard evidence has been found to prove that headgear is effective since it's hard to measure how much force it takes to sustain a concussion*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 2, line 32–33*) and (*Text 1, line 33–34*)]. The essay exhibits acceptable organization of ideas and information to create a coherent essay, with an introduction that presents the issue and states a negative claim, two body paragraphs of support focusing on the ineffectiveness of headgear use and how wearing headgear can dangerously create a false sense of security while offering helpful alternate approaches, a third body paragraph that addresses the counterclaim (*Although headgear can potentially prevent superficial injuries, the long last head injuries it can't prevent are much more severe and damaging*), and a conclusion that repeats the claim and sums up the arguments presented (*Headgear should not be mandatory, since it does not prevent head injury. Headgear can even increase risk of concussion, and has not been found to prevent head injury*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*New methods are being developed to help this problem, but nothing has proved to be effective thus far* and *This only leads to more injuries since players tend to be more aggressive when wearing headgear*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*soccer, since; wont; sustains; isnt; doesnt; player ... they; its not; trama; heal but; be found*) that do not hinder comprehension.

Is headgear for soccer players safer than not having headgear or protection at all? I believe that headgear is the best way to go when it comes to soccer players because it keeps them safe, if injured it minimizes the damage done, and the players feel that they have an added layer of protection. The soccer players are always at risk of being injured so if they wear headgear the percentage of injury would decrease tremendously.

I believe that headgear keeps the players safe because without the protection at all the ~~chance~~^{chance} of getting injured is very significant. Giving the players this protection will keep them more on the field and less in the hospital. Evidence of this is in text one lines 20-21, "...the added protection they give, especially to young players, is worth the minor discomfort." This quote shows that even though they are uncomfortable to play with, they add protection which is much better and safer for the players. Wearing the headgear is a bonus to everyone.

The reason that it minimizes injury is because without this headgear on a significant amount of the players on both teams would be in hospitals recovering. Wearing the headgear minimizes the percentage of players being injured tremendously. Evidence of this is on text two lines 55-56, "At 3 m/s, the risk was 10% without headgear and 5% with headgear. At 4 m/s, it was 56% without and 7% with." This quote shows that when injury occurs without headgear the ~~chance~~^{chance} of receiving a concussion is much higher than with ~~the~~ a headgear put on. With headgear put on while playing a game the injury rate decreased by 50%.

The reason I believe they add an extra layer of protection is because when the players have it on they are now able to play much more aggressively than they did before. Before putting on the headgear the players would have to worry about being hurt bad. But with the headgear on they have no worry of being injured because they would know that they have something protecting them. This is shown on text 3 line 34, "because they think they have an added layer of protection." This is great because now the players will be able to focus on their game and not on the fact that they might be hit hard and end up injured with a concussion.

Other opinions argue and say that headgear would only harm the players. It would harm the players because they would feel that they are only wearing the headgear because they are weaker than others. Proof of this is on text four lines 11-13, "Still soccer ~~players~~ pros are loath to slip them on. The combination of peer pressure ("Does it make me look weak?") and institutional inertia (some soccer officials don't think they help) means that soccer is sort of backwards when it comes to preventing head injuries." This way of thinking is wrong because through the players not putting on the headgear it actually increases their chance of head injury and also puts them at risk compared to everyone else on the team.

In conclusion some say that wearing headgear is beneficial because it helps the players not worry about the injury and helps them focus on the game instead. Others argue and say that when people/players put on the headgear, it makes them look weak and the players end up not putting on the headgear which puts them in more risk. So, every person should always go the safer route and protect themselves at all times.

Anchor Level 4–C

The essay introduces a precise claim, as directed by the task (*I believe that headgear is the best way to go when it comes to soccer players because it keeps them safe, if injured it minimizes the damage done, and the players feel that they have an added layer of protection*). The essay demonstrates some analysis of the texts (*I believe that headgear keeps the players safe because without the protection at all the chance of getting injured is very significant*), but insufficiently distinguishes the claim from alternate or opposing claims (*Other opinions argue and say that headgear would only harm the players ... because they would feel that they are only wearing the headgear because they are weaker than others*). The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*Giving the players this protection will keep them more on the field and less in the hospital. Evidence of this is ... “the added protection they give, especially to young players, is worth the minor discomfort” and Wearing the headgear minimizes the percentage of players being injured tremendously ... “At 3 m/s, the risk was 10% without headgear and 5% with headgear. At 4 m/s, it was 56% without and 7% with”*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*text one lines 20–21 and text four lines 11–13*). The essay exhibits acceptable organization of ideas and information to create a mostly coherent essay, presenting and unpacking the claim in the introductory paragraph by stating that *soccer players are always at risk of being injured* and supporting this idea with statistical data from the text in the second body paragraph, emphasizing that *headgear will keep them more on the field, minimizes injury, and lead to playing much more aggressively due to the extra layer of protection* in the following paragraphs, that then moves to a confused counterclaim and concludes with a summative paragraph that *headgear helps the players not worry about the injury and helps them focus on the game*. The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*best way to go, and for “an”, is a bonus to every one, on for “in”, with a headgear, head gear put on while, because through the*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*safe, if; with out; at all the chance; recieving; aggressively; headgear the players; headgear it; In conclusion some; harms way*) that do not hinder comprehension.

Every sport has its risks. But some sports come with an extra layer of risk, which is why it's important for players of those sports to take precautions by wearing what ever protective equipment is available to reduce those risks. This goes for protective headgear in soccer. Protective headgear should be mandatory for soccer players because it has shown to be affective at reducing the risk of concussions.

U.S. Soccer player, Ali Krieger wears headgear because she knows what it's like to suffer a concussion. Her reasonably priced headgear, made by Unrequel, has opened the door to a discussion about why headgear is important especially for kids. (Text 1)

Lines 12-13 says, "George Connelly, head woman's soccer coach at Holy Family High School [Colorado], has been requiring his players to wear headbands." He says, "I just feel the added protection they give... is worth the minor discomfort." (lines 20-21)

He's right, although some say "there's little scientific research showing these headbands prevent concussions." (lines 8-9). The fact is FIFA researchers put crash test dummies to the test. They "outfitted crash test dummies heads with various types of soccer headgear. Early studies had shown that soccer player's heads sometimes collided at speeds up to 2.5 meters p/second So the researchers dropped one dummie head against another at approximetly that speed. They found that the headgear reduced peak linear acceleration by a third." (Text 2, lines 47-52)

This is proof it works to reduce concussions. It may not eliminate them completely but its important to make sure that some protection is there. Some protection is better than no protection and that's why Ali Krieger decided to wear hers. Now she is able to protect her own head and make other players see the benefits too.

Some protection is better than no protection from concussion and other injury. That is why, even though more research should be done, soccer coaches like George Connolly should make all their players wear headgear and why should be mandatory in soccer.

Anchor Level 3–A

The essay introduces a precise claim, as directed by the task (*Protective headgear should be mandatory for soccer players because it has shown to be affective at reducing the risk of concussions*). The essay demonstrates appropriate and accurate analysis of the texts (*It may not eliminate them completely but its important to make sure that some protection is there*), as necessary to support the claim and to distinguish the claim from alternate or opposing claims (*He's right, although some say "there's little scientific research showing these headbands prevent concussions"*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*U.S. soccer player, Ali Krieger wears headgear because she knows what it's like to suffer a concussion and FIFA reserchers ... "outfitted crash test dummies heads with varous types of soccer headgear. Early studies had shown ... that the headgear reduced peak linear acceleration by a third"*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material, by identifying line numbers but not always clarifying texts [*(Text 1) Lines 12–13 says* and *(lines 8–9)*]. The essay exhibits acceptable organization of ideas and information to create a coherent essay, first introducing a claim emphasizing that *some sports come with an extra layer of risk* and that *protective equipment is available to reduce those risks*, then moving to three body paragraphs supplying evidence to support the need for mandatory headgear and identifying support for why it works, then concluding that *some protection is better than no protection*. The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Her reasonably priced headgear, made by Unequal, has opened the door to a discusion about why headgear is important*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*what ever; concussions; important especially; kids. (Text 1); woman's; coarch; reserchers; dummies heads; varous; its important; sould*) that do not hinder comprehension. The essay addresses fewer texts than required by the task and can be scored no higher than a 3.

Do you think it should be made mandatory for soccer players to wear helmets or guards? I don't like soccer but still I don't think it should be mandatory for them to wear the ~~the~~ head gears.

One reason I think not is because of what is stated in article 1 "Athletes may become more aggressive knowing that they have an extra layer of protection, so it could actually increase injury." Coaches who already make their players wear the headband say "it is poppycock." ~~the~~ The reason they say that is because if you are a coach you will be trying to get the best from your players, so as a coach you wouldn't admit that your players need extra equipment to try their hardest.

I also don't think so because in article 2 it says "In one experiment, held by FIFA researchers shot balls from a mechanical launcher at a subject holding accelerometers in his mouth, and found that the head gear made little to no difference to the movements of his head." A concussion is caused when the brain hits the skull due to trauma and swells if they are not lessening the movement, therefore the chance of a concussion, what would the point be in making it mandatory for the players to ~~wear~~ ^{wear} them?

and the final reason ~~is~~ can be found in text 3 "For girls, whose neck muscles are often weaker

than boys – a helmet or other headgear makes the head heavier... since girls already face a higher concussion risk, a headgear could be especially dangerous." If the equipment you use has a chance to cause more injury than without the idea should be burned then and there.

In all it comes down to the individual player if they want to wear it or not but as to the question of if it should be mandatory or not it is a resounding no on my behalf.

Anchor Level 3–B

The essay introduces a reasonable claim, as directed by the task (*I don't think it should be mandatory for them to wear the headgears*). The essay demonstrates some analysis of the texts (*The reason they say that is because if you are a coach you will be trying to get the best from your players and If the equipment you use has a chance to cause more injury ... the idea should be burned*), but insufficiently distinguishes the claim from alternate or opposing claims (*Coaches who already make their player wear the headband say "it is poppycock"*). The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*"Athletes may become more aggressive knowing that they have an extra layer of protection and "In one experiment, held by FIFA researchers shot balls from a mechanical launcher ... made little to no difference to the movements of his head"*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material, identifying only the text (*in article 1 and text 3*) but not providing the line numbers and sometimes misquoting evidence. The essay exhibits some organization of ideas and information to create a mostly coherent essay, with an opening paragraph that introduces the claim, three paragraphs that support the claim (*if they are not lessening the movement ... what would the point be in making it mandatory*), and a brief conclusion that reiterates that mandating headgear should be a *resounding no*. The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*One reason I think not is because of what is stated in article 1 and In all it comes down to the individual player if they want to wear it or not*) with some inexact words (*were* for "wear" and *headgears* for "headgear"). The essay demonstrates emerging control of conventions, exhibiting occasional errors (*mandatory, helmets, guards, like soccer but still I, their player wear, concussion, therefore, and the final, whos, more injury than without the idea, In all it comes, not but as*) that hinder comprehension.

In Soccer I think they should have headbands, why well because what if there is a concussion. I ~~am~~ agree with the ~~B~~ headband because its safe for the soccer players. In the ~~text~~ text 1 it talks about how the ~~athletes~~ Athletes are going to become more aggressive because they know they have a extra layer of protection.

In my opinion I dont think the athletes should become more aggressive just because they have a layer of protection.

In text 2 it talks about more about the headgear in Soccer. "A competitive 16-year-old soccer player, Lauren Skeen was leaping for a ~~head~~ head ball when she craked ~~her~~ ~~head~~ into the head of an opposing player. It was her second such collision, and this time she fell into a grand mal seizure^(epi)" In this quote it talks about how she craked ~~her~~ ^{into} head while doing a head ball and fell and into a seizure. This is why I ~~am~~ agree with the concussion band because its safe and it can save your life. ~~In~~ In text 4 it talks about

protecting heads. In the text it talks about how the types of injuries in soccer. "Despite the frequency of those of ~~many~~ injuries in soccer, you won't see many international pros wearing gear that ~~would~~ might prevent a concussion - ~~re~~ reinforced headbands."

Is this quote means just because wearing a protection band doesn't mean that it's going to protect you well well, like I'm sure ~~it's~~ ~~if~~ you'll be injured bad but ~~if~~ you won't die.

In this text I read about protection like head gear is safe for sports, how it will help while a game is going on.

Anchor Level 3–C

The essay introduces a reasonable claim, as directed by the task (*In soccer I think they should have head bands, why well because what if there is a concussion*). The essay demonstrates some analysis of the texts (*This is why I agree with the concussion band because its safe and it can save you're life*), but insufficiently distinguishes the claim from alternate or opposing claims (*This quote means just because wearing a protection band doesnt mean that its going to protect you well well, like Im sure you'll be injured bad but you wont die*). The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*"A competitive 16-year-old soccer player, Lauren Skeen was leaping for a head ball when she craked into the head of an opposing player. It was her second such collision, and this time she fell into a grand mal seizure"* and *"Despite the frequecy of those of injuries in soccer, you wont see many international pros wearing gear that might prevent a concussion — reinforced headbands"*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material, citing three texts, but not all being properly punctuated or having line references, and some being quoted inaccurately (*In the text 1 it* and *In text 2 it*). The essay exhibits some organization of ideas and information to create a mostly coherent essay, consisting of an opening paragraph that introduces the claim and counterclaim, followed by a paragraph that exemplifies support of the claim and then one that briefly addresses a counterclaim, and concluding with a restatement of the basis for the claim (*In this text I read about protection like head gear is safe for sports, how it will help while a game is going on*). The essay lacks a formal style, using some language that is inappropriate (*well well, like Im sure*) and imprecise (*In this quote it talks about how she craked into head while doing a head ball and fell and into a seizure* and *In the text it talks about how the types of injuries in soccer*). The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*bands, why; what if ... concussion.; agressive; a extra; dont; craked; its; you're life; frequecy; doesnt; you well; Im; wont*) that make comprehension difficult.

I would say that headgear is just psychological. The thought of it just sounds safe, and it looks more safe but it's not needed. But if you really think about it for a minute you will realize the same way a rubber bumper-shield on a car can only help for a soft bump and not for a highway crash, so to these helmets can only help for little bumps and not for hard bangs.

This will explain why in text 3 lines 5-12 the doctors say it doesn't help for regular safety but it helps for big trauma and other things.

For the same reason in text 4 there were a group of parents that sued to ~~forcing~~ force the wearing of head gear. This is because parents are always way too protective over their kids and nervous ~~about~~ about them. Like we find in text 13

we find Jeff Skeen a parent of a girl that had a few concussions would lose money on making new types of helmets just because his daughter had some concussions.

This can only come from an overly nervous parent.

But really the head gear just looks safe and doesn't need to be used. Most don't get big traumas from it. They get little ones that make parents scared and parents want to help but the headgear doesn't stop little concussions so it doesn't help.

That's why they shouldn't be in soccer.

Anchor Level 2–A

The essay introduces a claim, as directed by the task (*headgear ... looks more safe but it's not needed*). The essay demonstrates confused and unclear analysis of the texts (*the doctors say it doesn't help for regular safety but it helps for big trauma*), failing to distinguish the claim from alternate or opposing claims. The essay presents ideas inaccurately, in an attempt to support analysis (*there were a group of parents that sued to force the wearing of head gear. This is because parents are always way to protective*), making use of some evidence that may be irrelevant (*Jeff Skeen ... would lose money on making new types of helmets just because his daughter had some concussions*). The essay demonstrates inconsistent citation of sources (*text 3 lines 5–12, text 4, text 13*), excluding line numbers in one instance and replacing the text number with the line number in another. The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay, by first comparing car bumpers and headgear and stating neither can support hard crashes, then transitioning to a second paragraph that supplies text support that disproves the claim, moves to a third paragraph that presents a new argument about *overly nervous parent* and concludes with a restatement of the claim (*But really the head gear just looks safe and doesn't need to be used*) and a contradiction of the initial analysis (*the headgear doesn't stop little concussions so it doesn't help*). The essay lacks a formal style, using some language that is inappropriate or imprecise (*hard bangs, big trauma, other things, were* for “was”, *to* for “too”, *there kids, Most don't get*). The essay demonstrates emerging control of conventions, exhibiting occasional errors (*sichological; safe, and; But ... for a minute you; regular, trauma, Jeff Skeen a parent ... concotions would*) that hinder comprehension.

I tink soccer player should NOT use
hedgear cause it be difficult to play
soccer w/ the hedgear. According to the
text womans can use the hedband
because they help to hold womans
hair so they can run better with
out hair on there face On line
35-40 the Director for health
rejected the idea that theres no
down side to wearing the hedbands.
Once you put a protective band on
some ones head they start to play
the game different" he said.
the player may become more
agresive knowing that they they
have and xtra Layer of protection,

Anchor Level 2-B

The essay introduces a claim (*I tink soccer player should NOT use hedgear cause it be difficult to play soccer w/the hedgear*). The essay demonstrates confused and unclear analysis of the texts (*womans can use the hedband because they help to hold womans hair so they can run better*), failing to distinguish the claim from alternate or opposing claims. The essay presents ideas inconsistently in an attempt to support analysis (*it be difficult to play soccer w/ the hedgear ... they help to hold womans hair so they can run better*), making use of some evidence that may be irrelevant (*the player may become more aggressive*). The essay demonstrates little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material (*According to the text 1 and On Line 35-40*). The essay exhibits inconsistent organization of ideas and information, using a single paragraph to prove that headgear would make playing soccer *difficult* but then disproving this claim with an example from Text 1, then providing an irrelevant quote that speaks to aggressive playing. The essay lacks a formal style, using some language that is inappropriate and imprecise (*cause* for “because”, *According to the text 1, so they can run better, there* for “their”, and for “an”, *xtra*). The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*tink; soccer; player; hedgear ... it be; difficult; text; womans can; Face on Line; theres; some ones; said. the*) that make comprehension difficult.

There are many argument about if soccer players should wear protective head bands or not.

According to article 1 pg 3 "~~the~~ And while little ~~research~~ research is given, . . . only reduces risk." This is saying that ~~the~~ there might only be a little bit of research but it does still reduce the chance of a concussion.

There is many different article and opinions ~~on~~ whether ~~the~~ head bands should be manditory or not it can be either or to be honest. You decide whether it should or not. ~~I pick~~

Anchor Level 2-C

The essay does not introduce a claim. The essay presents confused or unclear analysis of the texts (*There are many argument about if soccer players should wear protective head bands or not*), failing to distinguish the claim from alternate or opposing claims. The essay presents ideas inconsistently (*According to article 1 ... it does still reduce the chance of a concussion*), in an attempt to support analysis. The essay demonstrates little use of citations to avoid plagiarism when paraphrasing material (*article 1 pg 3*). The essay exhibits little organization of ideas and information, introducing a single inconclusive statement about mandatory soccer headgear, followed by a brief summary of a quote from Text 1 in paragraph two, and concluding with another paragraph stating *there is many different article and opinions* on soccer headgear and leaving it to the reader to decide. The essay lacks a formal style, using some language that is inappropriate or imprecise (*if* for “whether”, *pg*, *a little bit of*, *is* for “are”, *to be honest*). The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*argument, soccore, article 1 pg 3, manditory, not it can be*) that make comprehension difficult.

People get Concussions everyday, Sometimes they are more serious than others. People especially get concussions when playing contact sports contact sports can be very dangerous and some think that we can do even more to protect ourselves.

You can get serious brain damage from concussions and it can lead you down the road of trouble. Many people think that concussions are just some little head injury but it's really more than that. It can cause brain damage and other serious health problems.

Anchor Level 1–A

The essay does not introduce a claim, stating that *contact sports can be very dangerous and some think that we can do even more to protect ourselves*, and does not demonstrate analysis of the texts. The essay presents no evidence from the texts and does not make use of citations. The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay, consisting of an opening paragraph that discusses *concussions when playing contact sports* and a second paragraph which discusses the *serious* injuries caused by contact sports. The essay lacks a formal style, using some language that is inappropriate (*can lead you down the road of trouble* and *concussions are just some little head injury*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*everyday*, *Sometimes* and *contact sports contact sports*) that do not hinder comprehension. The essay is a personal response, making little reference to the task or texts, and can be scored no higher than a 1.

Across majority of the text headgear should
be worn whenever sports are being played. This
could save player from major to minor injuries
that sports come with.

Anchor Level 1-B

The essay does not introduce a claim, stating that *headgear should be worn whenever sports are being played* and does not demonstrate analysis of the texts. The essay presents little or no evidence from the texts, stating that *This could save player from major to minor injuries that sports come with*. The essay does not make use of citations. The essay is minimal, consisting of two sentences, making assessment of coherence, organization, and style unreliable. The essay is minimal, making assessment of conventions unreliable.

The nature of sports originates from entertainment and competition among peers. However, sports have more dangerous aspects attached, creating harmful situations. Certain equipment and protective gear have been enlisted in sports to protect players. Although it is important to have safety options, specific protective sportswear could hinder the sports safety and attitude altogether. The utilization of protective headbands in soccer is unnecessary and could possibly endanger the players more than before.

Many experiments and studies have been conducted in order to ~~prove~~ foresee the positive or negative impacts protective headbands have on preventing/reducing concussions. Within the data derived from the experimental studies, headbands and helmets showed that there were still concussions, however the severity of them was reduced. This information does not change the overall statistic of concussions. Protective headgear/headbands are not suitable enough for differing concussion reasons. It is likely that proper training and techniques are the best way to counter (for 3.1.3/4) concussions. "Players who understand soccer's rules and accepted norms are less likely to play aggressively or put themselves in harm's way." Previous studies and educated opinions display how protective headwear does not in fact lower concussion statistics, therefore they should not be used to impede the style of the game as a whole.

Although the need for protective headgear during soccer is not necessary, some may say that it is a safety necessity. Concussions can have harmful effects on the brain, and with the rate of concussions in soccer increasing, many believe there should be safety precautions and additional protective gear. Studies evaluating

headbands on soccer players showed a decrease in severity of the concussion. "... five stars translates to a reduction in concussion risk of at least 70 percent for the impacts tested." (text 4 L. 33-34). The main concern of injuries comes from worried mothers trying to protect their children. Although wearing the headgear may be beneficial for some, they still should not be used during the game.

The utilization of protective headgear in soccer can also make the sport more dangerous and confusing. Once players believe they are completely protected, they might begin to feel invincible while playing. "Athletes may become more aggressive knowing that they have an extra layer of protection, so the headband could actually increase injury." (text 1 L. 39-40). Players may become more rough and aggressive while playing due to their belief that they are safe. Also, the use of headgear can also change how the game is played. In instances, many players had to figure out how to head the ball differently and how to play regularly with the headgear on. Protective headbands/helmets will not drastically improve the concussion rates statistics, they will only inhibit how a player plays the game.

The controversial topic over protection in sports has persisted onward towards women's soccer. Although the protective headbands seems like a beneficial safety precaution, they will only cause more trouble. Most importantly, players can be exposed to more harmful players due to a invincible mindset. Also, the entire nature and attitude of the game would change. The use of safety headbands will impede on the fun/entertainment aspect of the sport. ~~moreover~~ The appreciation and style of the game would be lost.

Part 2 – Practice Paper – B

Athletes are commonly injured, and though protective gear has decreased the frequency of some injuries, concussions are still occurring. Except forⁱⁿ football, most athletes don't wear helmets while playing their sport, so concussions comprise a large percentage of sports (specifically soccer) injuries. Protective headgear should be mandatory for athletes that play soccer, because it will decrease the risk of^a concussion even ~~at~~ during head collisions.

Some people say that protective headgear, such as concussion prevention headbands won't help, or even that wearing such headgear would increase the risk of concussions. They argue that headgear makes the head heavier, so whiplash would be more prevalent, and that it wouldn't change the impact during a head-to-ball collision (Text 3, lines 22-24). However, studies have shown that head-to-ball collisions don't generally cause concussions because the ball absorbs most of the impact force. (Text 2, line 18)

In addition, the initial analysis from an ongoing study indicates that "there's no indication that using [headbands] increases the risk of head injury". (Text 4, lines 52-53)

There are a few reasons for mandatory headgear in soccer. One such reason is the rate of concussions ~~x~~ in the sport. A study in the American Journal of Sports Medicine stated that "women's soccer had the second highest rate of concussions among high school athletes" (Text 1, line 26); ~~second~~ only football had a higher rate. In addition, girls ~~have~~ ^{are} at higher risk of concussion than boys (Text 1, line 27-28).

This suggests that headgear should be mandatory at the very least for women's soccer. Any type of protection that would reduce the risk of concussions should be mandatory for athletes playing the sport.

Another reason for mandatory headgear is the degree to which ~~they are~~ it is effective. Tests have shown that "some brands can reduce the impact of a concussive blow by more than 70 percent". (Text 4, line 7-8) This decrease in impact would lower the severity of a concussion even if ~~an~~ not entirely precluding ~~any~~ injury. In a head-to-head collision at 3 m/s, the risk of concussion was ~~"56% with E was 56% with"~~ "10% without headgear and 5% with". (Text 2, line 55) This is a 50% decrease in ~~risk:~~ risk, which is quite significant.

To conclude, science is on the side of headgear. It ~~lowers~~ greatly lowers the risk of^s concussion, and mitigates the force of impact during a collision, so it should be mandatory for soccer players.

I think that they should not wear head gear in soccer because it not garateed that the head gear will protect your head cause in one of the passages they said that they sued one of the compaines cause it did not help the person.

When we think about serious head injuries sustained in various sporting activities, we often picture football players piling on one another in a scramble to retrieve a fumbled ball, or the hockey goalie taking a line-drive puck to the noggin, or even the NASCAR driver slamming into a concrete wall. What we do not picture is the elegant, flying, head shot a soccer player makes to score the winning goal or the mid-air collision between two soccer players both going for the ball. Concussions are a real concern in sports today, especially as medical experts learn more and more about their long-term effects. Causing anything from memory loss, seizures, or in ferocious impacts, even death, protection from concussions is a hot topic in sports. So why does it seem so natural that the first three sports mentioned above require protective headgear but when it comes to soccer, there is controversy over its use? ~~What~~ The answer has to do with the contradictions in the conversation. So, should protective headgear be mandatory in soccer? Surprisingly, probably, not.

There is much skepticism surrounding the efficiency of soccer headgear. Considering that the average soccer player "heads the ball 10-12 times per game and performs at least 2000 headers during a 20-year career in addition to ~~to~~ repetitive heading drills in training" (Text 2, lines 26-27) with a concussion rate resulting in "23 percent of all game injuries" for boys and "30 percent of all game injuries" for girls (Text 3, lines 14-16), it would seem more people, especially in sports medicine, would be pushing the US Soccer Federation and Major League Soccer to require some ~~sort~~ form of headgear, much like the NFL, NHL and NASCAR do of their athletes. But again, the arguments for headgear rely on dramatic stories and inconclusive test results that sometimes indicate that they do more harm than good, not protecting ^{soccer} athletes from

the most common forms of concussions in their sport.

While a FIFA study indicated that the harder a head-to-head collision using headgear resulted in a smaller ratio of concussion compared to those without headgear (Text 2, lines 47-56), there are also sports medicine experts who say that the this test does not show the bigger picture. According to Dr. James Robinson and Dr. Larry Lemak, this test does not account for the more common concussion causing injury of whiplash when a heavier head knocks into another head at an angle (Text 3, lines 20-29). Nor does it take into account the "cumulative trauma" of heading the ball (Text 3). Even Jeff Steen, designer and owner of soccer headgear company, Full 90, admits to designing headgear that is only designed to cushion blows of head-to-head trauma, not repetitive head-to-head trauma, "We're trying to make the headgear ignore ^{the} head-to-ball impact, because if you reduce the impact you would slow the rebound speed or direction of the ball" (Text 2, lines 36-37). Based on this statement, one of the top brands isn't looking to protect soccer players from cumulative trauma at all for fear of changing the game; its design is meant only for the occasional collisions between players. But do the players realize this?

According to St. Paul's soccer coach, Chad Threlson, "Sometimes the kids wearing headgear are more reckless... because they think they have that added layer of protection" (Text 3, lines 32-34).

University of Colorado's associate director for health and performance, Miguel Rueda, agrees saying, "Once you put a protective band on someone's head, they start to play the game differently" ~~and~~ claiming that athletes "become more aggressive" and that the headbands "could actually increase injury" (Text 1, lines 35-41).

But the true support against headgear in soccer is ~~fully~~ supported through physics, and goes back to the most common head impacts – heading the ball. "Researchers have suggested that headgear causes a change in the radius of the head," changing the ball's momentum when it makes contact with the head while the head is in motion (Text 2, lines 29-30). Add this to the added aggression of the player who feels protected by the headgear, thus adding momentum of the head and the impact will be greater. "That could explain why one study showed that volunteers who headed a soccer ball 15 times in 15 minutes suffered small but significant short-term memory losses if they wore headgear, but not if their heads were bare" (Text 2, lines 31-33).

Of course, there are studies that also show the headgear's benefits, much like the FIFA study, and those that would argue that protection from any type of concussion makes the headgear worthy of being made mandatory, especially ^{by} younger players, but the experts in the game itself have hesitations about putting the gear on and taking the hits. The majority of soccer impacts are not the same as American football impacts or hockey impacts or car racing impacts. Any studies that suggest the headgear could be more damaging than helpful should be taken seriously. ~~and~~ All sports assume some amount of risk. If the goal is to eliminate the risk, then the game shouldn't be played at all, but if the goal is to mitigate the risk then it would make no sense at all to add headgear that would make players feel that risk has been eliminated and take more aggressive chances with how they use the head to attack the ball and "head off" other players. And it would make no sense at all to add headgear that creates physical properties to an impact situation that creates faster, harder hits at more dangerous angles. At this time, soccer headgear

Part 2 – Practice Paper – D

has not been proven to be a means of eliminating the risk of
concussions in the sport or of reducing a player's long-term
concussive effects.

Protective head gear are very important in football as in American football as it can help prevent most concussions because of player being knock to the ground by other big strong heavy players. So dose soccer ^{players} need helmet when you think of soccer it people pass a ball around to hit it in to a using only their feet and most injure are around their legs. So we don't need helmet for soccer players, right? while the answer is yes as old as it seem.

When a player's all have their eyes focus on the ball some time they may hit into the person with the ball and their heads will bash in to one another's head. Some may say it dose hurt its a scratch but in text of line 30 it state; "direct head to head hits generated a force of 150g (150 times the accelerative force of gravity) compared to an average of 100g during football hits." AS this shows Soccer player will take more damage than foot ball players with helmets and they are facing more danger.

Practice Paper A – Score Level 4

Holistically, this essay best fits the criteria for Level 4.

Practice Paper B – Score Level 5

Holistically, this essay best fits the criteria for Level 5.

Practice Paper C – Score Level 1

Holistically, this essay best fits the criteria for Level 1.

Practice Paper D – Score Level 6

Holistically, this essay best fits the criteria for Level 6.

Practice Paper E – Score Level 2

Holistically, this essay best fits the criteria for Level 2.



**New York State Regents Examination in English Language Arts
Part 3 Rubric**

Text Analysis: Exposition

Criteria	4 Responses at this Level:	3 Responses at this Level:	2 Responses at this Level:	1 Responses at this Level:
Content and Analysis: the extent to which the response conveys complex ideas and information clearly and accurately in order to respond to the task and support an analysis of the text	-introduce a well-reasoned central idea and a writing strategy that clearly establish the criteria for analysis -demonstrate a thoughtful analysis of the author's use of the writing strategy to develop the central idea	-introduce a clear central idea and a writing strategy that establish the criteria for analysis -demonstrate an appropriate analysis of the author's use of the writing strategy to develop the central idea	-introduce a central idea and/or a writing strategy -demonstrate a superficial analysis of the author's use of the writing strategy to develop the central idea	-introduce a confused or incomplete central idea or writing strategy and/or -demonstrate a minimal analysis of the author's use of the writing strategy to develop the central idea
Command of Evidence: the extent to which the response presents evidence from the provided text to support analysis	-present ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis	-present ideas sufficiently, making adequate use of relevant evidence to support analysis	-present ideas inconsistently, inadequately, and/or inaccurately in an attempt to support analysis, making use of some evidence that may be irrelevant	-present little or no evidence from the text
Coherence, Organization, and Style: the extent to which the response logically organizes complex ideas, concepts, and information using formal style and precise language	-exhibit logical organization of ideas and information to create a cohesive and coherent response -establish and maintain a formal style, using precise language and sound structure	-exhibit acceptable organization of ideas and information to create a coherent response -establish and maintain a formal style, using appropriate language and structure	-exhibit inconsistent organization of ideas and information, failing to create a coherent response -lack a formal style, using language that is basic, inappropriate, or imprecise	-exhibit little organization of ideas and information -use language that is predominantly incoherent, inappropriate, or copied directly from the task or text
Control of Conventions: the extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling	-demonstrate control of conventions with infrequent errors	-demonstrate partial control of conventions with occasional errors that do not hinder comprehension	-demonstrate emerging control of conventions with some errors that hinder comprehension	-are minimal, making assessment unreliable -demonstrate a lack of control of conventions with frequent errors that make comprehension difficult -are minimal, making assessment of conventions unreliable

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored a 0.

Surfing, a beloved sport in many coastal regions, is often understood by those who are less familiar with it as a lighthearted game of "fun in the sun." In "Playing Doc's Games," William Finnegan corrects this interpretation and explores the emotional component of surfing. Throughout the text, the narrator describes using figurative language the deep significance that surfing has in his life. Finnegan uses metaphor to convey the central idea that surfing is a highly emotional discipline.

At one point in the passage, the narrator observes another surfer's tumultuous but ultimately successful ride. Describing the emotional reaction of this stranger, he reflects upon how he, too, ~~often~~ often finds surfing to be an emotionally intense experience. "Riding a serious wave is for an accomplished surfer what playing, say, Chopin's Polonaise in F-Sharp Minor might be for an accomplished pianist," says the narrator. Here, Finnegan is employing metaphor by saying that those two experiences literally are the same. Of course, they are not, but the comparison between surfing and playing piano provides a frame of reference that readers can use to better understand

how surfing can act as an emotional outlet. Later, while discussing the mental processes and social conventions involved in surfing, the narrator states that "Everyone out there is starring in his own movie." Therefore, he explains, it is considered annoying when someone bothers another surfer with tales of his own accomplishments. Here, Finnegan can again be observed using metaphor to better demonstrate the emotional aspect of surfing. Though no one on the beach is literally starring in a movie, they are described as such in order to show how surfing can be a self-centered experience. The use of metaphor throughout the passage allows the author to help his readers better understand what surfing is like emotionally.

The role that surfing plays as not only a physical discipline but also an emotional one is emphasized repeatedly through the text. Using figurative language enables the author to more accurately explain a little-understood experience that would be difficult to convey in more literal terms. To conclude, Finnegan's usage of metaphor in "Playing Doc's Games" conveys the central idea

that the sport of surfing can be
a deeply emotional activity.

Anchor Level 4–A

The response introduces a well-reasoned central idea and a writing strategy (*Finnegan uses metaphor to convey the central idea that surfing is a highly emotional discipline*) that clearly establishes the criteria for analysis. The response demonstrates a thoughtful analysis of the author’s use of metaphor to develop the central idea (*Here, Finnegan is employing metaphor by saying that those two experiences literally are the same. Of course, they are not, but the comparison ... provides a frame of reference that readers can use to better understand how surfing can act as an emotional outlet and Though no one on the beach is literally starring in a movie, they are described as such ... to show how surfing can be a self-centered experience*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*“Riding a serious wave is for an accomplished surfer what playing, say, Chopin’s Polonaise in F-Sharp Minor might be for an accomplished pianist,” says the narrator and the narrator states that “Everyone out there is starring in his own movie”*). The response exhibits logical organization of ideas and information to create a cohesive and coherent response, first introducing a central idea and the writing strategy of metaphor, followed by a paragraph that cites two metaphors from the text and explains how they allow *the author to help his readers better understand what surfing is like emotionally*, and ending with a concluding paragraph that restates the author’s intent and strategy (*To conclude, Finnegan’s usage of metaphor in “Playing Doc’s Games” conveys the central idea that the sport of surfing can be a deeply emotional activity*). The response establishes and maintains a formal style, using precise language and sound structure (*Describing the emotional reaction of this stranger, he reflects upon how he, too, often finds surfing to be an emotionally intense experience*). The response demonstrates control of conventions with infrequent errors (*describes using ... language the and tumultuos*).

The central idea presented in the text is the idea of respect for others and adhering to unwritten code. The author relates this to the sport of surfing, specifically in the context of Ocean Beach in Northern California, which was crowded at the time the narrator describes their experience due to the unusually good waves for that time of the year.

To develop this central idea, the author mainly uses the setting of the beach.

Ocean Beach, according to the author, is typically a surfing spot with serious waves, and on this particular day sometime during or after February, there was a swell that attracted an abnormally large amount of surfers. The central idea began to develop when the narrator noticed a surfer struggling to ride a ~~big~~ wave, as the narrator compared successfully riding a challenging wave to a pianist successfully performing a difficult piece of music. This sense of pride in oneself and pride in one's actions is directly associated with the adherence to an unwritten code of mutual respect between surfers, as the narrator goes on to describe the seriousness surfing is treated with by those who go out on the water.

Because the setting of a beach with good waves acts as a stress reliever for so many, being respectful of one another and being socially aware as a surfer is extremely important. This is an instance that can be treated as a microcosm for the broader idea that being polite and aware is important in building relationships with others. The central idea is hammered home by the narrator by discussing respect in a surfing line; essentially, you must know your place in line based on your skill level, which goes hand in hand with social and self awareness. Furthermore, the idea of respect is portrayed by the narrator ~~by~~ through the example of talking to strangers while surfing. The principality is that you should not talk too much, or none of the other surfers will respect you.

The central idea that unwritten codes must be learned and adhered to is characterized by the setting of surfing at Ocean Beach due to the specific decorum you must uphold as a surfer at serious surfing locations.

Anchor Level 4–B

The response introduces a well-reasoned central idea (*The central idea presented in the text is the idea of respect for others and adhering to unwritten code*) and a writing strategy (*To develop this central idea, the author mainly uses the setting of the beach*). The response demonstrates a thoughtful analysis of the author’s use of setting to develop the central idea (*This sense of pride in oneself and pride in one’s actions is directly associated with the adherence to an unwritten code of mutual respect between surfers and Because the setting of a beach with good waves acts as a stress reliever for so many, being respectful of one another and being socially aware as a surfer is extremely important*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*The central idea began to develop when the narrator noticed a surfer struggling to ride a wave and The central idea is hammered home by the narrator by discussing respect in a surfing line; essentially, you must know your place in line based on your skill level*). The response exhibits acceptable organization of ideas and information to create a coherent response, first introducing the central idea and writing strategy, followed by a paragraph that focuses on how the Ocean Beach setting has *a swell that attracted an abnormally large amount of surfers and can be treated as a microcosm that encourages an atmosphere of both social and self awareness as well as respectfulness, and concluding with a summation (The central idea that unwritten codes must be learned and adhered to is characterized by the setting of surfing at Ocean Beach due to the specific decorum you must uphold as a surfer at serious surfing locations)*. The response establishes and maintains a formal style, using appropriate language and structure (*Furthermore, the idea of respect is portrayed by the narrator through the example of talking to strangers while surfing*) with some imprecision (*amount for “number”; principality for “principle”, you should not talk too much, or none of the other surfers will respect you*). The response demonstrates control of conventions with infrequent errors (*narrator ... their and day sometime*).

In the excerpt from "Playing Doc's Games" the author William Finnegan talks about the finer details of surfing and its social aspects that go ~~unnoticed~~ unnoticed. Finnegan explains that ~~the~~ humbleness is something expected when surfing. In the text, Finnegan uses diction to express that surfers and surf culture value humbleness and humility.

One example of diction being used appears at the end of the excerpt. Finnegan talks about ~~the~~ how he wanted to talk about the beauty he saw in the wave. He says he's unable to because "A surf crowd is a delicate social unit..." and "permission is required before you inflict your exploits on anyone" (lines 61-63). Here Finnegan describes the crowd a "delicate social unit". He particularly uses ~~the~~ the word "delicate" to show that the crowds are sensitive and do not wish to be bothered. This idea is furthered when Finnegan uses the word "inflict" to show ~~that~~ that bragging or discussing the waves one surfed is generally frowned upon.

Another example of Finnegan using diction to show his central idea comes right after. He talks about the unwritten rules and how "garrulity among strangers there were correspondingly firm" (lines 68-69).

Finnegan uses the word "garrulity" first to establish that talking is kept minimal as to respect the surfers. He also ~~he~~ uses the word "firm" to show that these rules were set in place. Through diction Finnegan is able to show that surfers value respect of each other and humility.

Anchor Level 3–A

The response introduces a clear central idea and a writing strategy (*Finnegan uses diction to express that surfers and surf culture value humbleness and humility*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of diction to develop the central idea (*He particularly uses the word "delicate" to show that the crowds are sensitive and do not wish to be bothered and This idea is furthered when Finnegan uses the word "inflict" to show that bragging or discussing the waves one surfed is generally frowned upon*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*Finnegan ... wanted to talk about the beauty he saw ... He says he's unable to because "A surf crowd is a delicate social unit..." and He talks about the unwritten rules and how "garrulity among strangers there were correspondingly firm"*). The response exhibits acceptable organization of ideas and information to create a coherent response, with an introductory paragraph that presents the central idea and the writing strategy, followed by a second paragraph that focuses on two examples of diction by analyzing the word choices *delicate* and *inflict*, and a third paragraph that discusses the use of the words *garrulity* and *firm* (*Finnegan uses the word "garrulity" first to establish that talking is kept minimal as to respect the surfers. He also uses the word "firm" to show that these rules were set in place*), and concluding with a summative statement (*Through diction Finnegan is able to show that surfers value respect of each other and humility*). The response establishes and maintains a formal style, using appropriate language and structure (*Finnegan talks about the finer details of surfing and its social aspects that go unnoticed and of for "towards"*). The response demonstrates control of conventions with infrequent errors (*particularity, minimal, eachother*).

The central idea of this passage is: It takes special skills to ride a serious wave. One writing strategy Finnegan uses to support this central idea is imagery. He creates a picture to support the idea when he mentions: "... a surfer I didn't recognize ... fought to keep his balance as the wave, which was about twice his height, jacked and began to pitch ... he managed to steer around it ... he was in full command ..." (25-30)

meaning, there will be hardships and doubts but once one keeps trying, they will find achievements. Another example would be: "... the next wave to come through held up nicely ... and handed me a swift, swooping surefooted first ride." (56-58)

This imagery emphasizes that a person can do almost anything, risks and ^{the} right knowledge are an important aspect of that.

Another example is "The most revealing moment is the pullout, the end of a ride, which usually provokes a mixed grimace of relief, distress, elation, and dissatisfaction." (38-39). This shows how hard it is and all.

Finnegan mentions the surfer who actually rides a high tide, it shows that others miss out on opportunities because they don't have the knowledge. This backs up the central idea that surfing takes special skills.

Anchor Level 3–B

The response introduces a clear central idea (*It takes special skills to ride a serious wave*) and a writing strategy (*One writing strategy Finnegan uses to support this central idea is imagery*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author’s use of imagery to develop the central idea (*He creates a picture ... meaning, there will be hardships and doubts and This imagery emphasizes that a person can do almost anything, risks and the right knowledge are an important aspect of that*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*“a surfer I didn’t recognize ... fought to keep his balance as the wave, which was about twice his height, jacked and began to pitch”* and *Another example is “The most revealing moment is the pullout, the end of a ride, which usually provokes a mixed grimace of relief, distress, elation, and dissatisfaction”*). The response exhibits acceptable organization of ideas and information to create a coherent response, with an opening paragraph that introduces the central idea and the writing strategy of *imagery* and presents an analysis of two examples of how imagery shows skillful surfing, followed by a second paragraph that further exemplifies this idea (*This shows how hard it is and all*), and a concluding paragraph that reinforces and sums up the central idea (*This backs up the central idea that surfing takes special skills*). The response establishes and maintains a formal style, using appropriate language and structure (*once one keeps trying, they will find achievements*), although occasional informal phrases (*This shows how hard it is and all*) and some imprecision (*tide* for “wave”) are present. The response demonstrates partial control of conventions with occasional errors (*passage is;*; *doubts but;* *risks and the right knowledge are an ... aspect;* *tide, it;* *opportunities*) that do not hinder comprehension.

In the article, Playing Doc's Game, the author William Finnegan showed ~~how a surfer really feels compared to what others assume through juxtaposition.~~ ~~how a surfer really feels compared to what others assume through juxtaposition.~~ ~~how a surfer really feels compared to what others assume through juxtaposition.~~ how a surfer really feels compared to what others assume through juxtaposition.

Through juxtaposition, Finnegan showed a comparison between the feelings of a surfer. Non-surfers believe that surfing is a relaxing thing. Finnegan said, "The assumption, common among non-surfers, that riding waves is a staphappy, lighthearted business—fun in the sun..." (line 40-41). However, people who surf disagree with this assumption. It states, "Even in unchallenging waves, the faces of surfers as they ride become terrible masks of fear, frustration, anger. The most revealing moment is the pullout, the end of a ride, which usually provokes a mixed grimace of relief, distress, elation and dissatisfaction" (line 36-39). ~~William Finnegan put~~ William Finnegan put these two important information next to each other, juxtaposing them so readers can truly see the difference between non-surfers and surfers.

Anchor Level 3–C

The response introduces a central idea (*the author William Finnegan showed how a surfer really feels compared to what others assume*) and a writing strategy (*through juxtaposition*). The response demonstrates a superficial analysis of the author’s use of juxtaposition to develop the central idea (*Through juxtaposition, Finnegan showed a comparison between the feelings of a surfer. Non-surfers believe that surfing is a relaxing thing*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*“The assumption, common among non-surfers, that riding waves is a slaphappy, lighthearted business—fun in the sun” and “Even in unchallenging waves, the faces of surfers as they ride become terrible masks of fear, frustration, anger”*). The response exhibits acceptable organization of ideas and information to create a coherent response, with an introductory paragraph that implies a central idea and introduces the writing strategy of juxtaposition, followed by a second paragraph that compares the attitudes of surfers and non-surfers using two supporting quotes and a concluding paragraph consisting of a one-sentence summation (*Finnegan put these ... next to each other, juxtaposing them so readers can truly see the difference between non-surfers and surfers*). The response establishes and maintains a formal style, using appropriate language and structure (*However, people who surf disagree with this assumption*) with some imprecision (*these two important information*). The response demonstrates partial control of conventions with occasional errors (*Finnegan showed ... what others assume through juxtaposition, comparison between ... a surfer, line 40–41*) that do not hinder comprehension.

Spots can always be competitive and frustrating especially when you are really trying your hardest and still failing. You can see the main character's point of view through his watching people from a distance knowing how they are ~~feeling~~ feeling while surfing. The main character has had experience like this before and sees it all the time because they also surf and understand the frustration a surfer goes through when they fail. Just watching the surfers' ~~ex~~ expressions the main character can tell exactly what they are feeling. With the main ~~characters~~ characters' experience they know that all the stories everyone hears about surfing just being fun in the sun and is all about having a good time is false because it's actually quite stressful. Seeing all the people on the Beach trying to do their aggression really shows.

Anchor Level 2–A

The response introduces a clear central idea (*Sports can always be competitive and frustrating especially when you are really trying your hardest and still failing*) and a writing strategy (*You can see the main characters point of view through his watching people from a distance knowing how they are feeling while surfing*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of point of view to develop the central idea (*The main character has had experience like this before and see's it ... and understands the frustration a surfer goes through and Just watching the surfers expressions the main character can tell exactly what they are feeling*). The response presents ideas inadequately in an attempt to support analysis by including one generalized and paraphrased statement of evidence from the text (*With the main charaters exsperence they know that all the stories everyone hears about surfing just being fun in the sun ... is false because its actually quit stressful*). The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, consisting of one paragraph of predominantly generalized statements that transitions from the main character and his understanding of other surfers' frustrations to a final comment about *the people on the Beach* and how *there aggression really shows*. The response lacks a formal style (*You can see*), using language that is basic and imprecise (*quit* for "quite" and *Seeing all the people on the Beach trying to do there aggression really shows*). The response demonstrates emerging control of conventions with some errors (*competitive; expsially; characters point; distance knowing; character ... they; exsperience; see's; a surfer ... they; surfers exspressions the; its actually; the Beach*) that hinder comprehension.

In the excerpt of "Playing Doc's Game" the literary element that is brought up is setting because they are set on the beach.

They all like to surf and they go to a beach in California called Ocean Beach and they have the biggest waves in the country so that's where they would always like to go and surf the biggest waves. But they're really dangerous and could get hurt, but they do it anyways. And they get attacked by 2 diving birds and they need to get back to shore so he starts paddling back and gets back safely.

In the excerpt of "Playing Doc's Game" the literary element setting is to show how the story is set up and the moral of the story you don't have to do anything you don't want to do.

Anchor Level 2–B

The response introduces a central idea in the final sentence (*the moral of the story you don't have to anything you don't want to do*) and a writing strategy (*The literary element that is brought up is setting because they are set on the beach*). The response demonstrates a superficial analysis of the author's use of setting to develop the central idea (*so that's where they would always like to go and surf the biggest waves. But they're really dangerous ... But they do it anyways*). The response presents ideas inadequately and inaccurately (*They All like to surf and they go to a beach in Califorina ... and they have the biggest waves in the country and they get attacked by 2 diving birds and they need to get back to shore so he starts Peddling back and gets back safely*) in an attempt to support analysis. The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, with an introductory paragraph that presents the writing strategy of setting and a body paragraph that contains two attempts at support of an implied central idea that does not appear until the final paragraph. The response lacks a formal style, using language that is basic and imprecise (*The literary element that is brought up and setting is to show how the story is set up and the moral of the story you don't have to anything*). The response demonstrates emerging control of conventions with some errors (*excerpt ... they are; Califorina; Ocean beach; country so; waves ... could get hurt. But; they need ... he starts*) that hinder comprehension.

The central idea in Playing Doc's game is in most California surf spots are which is ocean beach are safety raided. As many people are surfing at ocean beach as people scramble for waves. As this narrators is talking about his experience of surfing for the first time. And how the vibe was at the ocean beach. One conflict is when he noticed a surfer struggling. As he fought to keep his balance as the wave, which was about twice his height, jacked and began to pitch. However he managed to steer it, though and then put into the next section and set a high line across a long green wall

Anchor Level 2–C

The response introduces a confused central idea (*The central idea in Playing Doc's game is in most California surf spots which is ocean beach are safety raided*) and a writing strategy (*One conflict is when he noticed a surfer struggling*). The response offers no analysis of the author's use of conflict to develop the central idea. The response presents ideas inadequately and inaccurately (*safety raided* and *this narrators is talking about his experience of surfing for the first time*), making use of some evidence that is irrelevant (*As he fought to keep his balance ... he managed to steer it, though and then put into the next section and set a high line across a long green wall*). The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, consisting of one paragraph stating an unclear central idea and a series of loosely connected sentences which include a writing strategy that does not support the central idea. The response lacks a formal style, using language that is basic, inappropriate (*And how the vibe was at the ocean Beach*), and imprecise (*safety* for "safely" and *As many people are, surfing at ocean beach as people scramble for waves*). The response demonstrates emerging control of conventions with some errors (*Playing ... game; spots which is; ocean beach; are, surfing; this narrators is; However he* and a lack of quotation marks when using phrases directly copied from the text) that hinder comprehension.

The central idea of the text is to explain how there is more to surfing than just having fun in the sun. This, however, isn't true. If you're doing something freely and you're not having fun, then ~~what~~ what are you doing? I know when I go surfing I joke around with friends and have a good time in the water. For example, when I went to Fiji this spring, I surfed 12-foot cloud break with some surf legends, and we had a blast, regardless of how dangerous it actually was. I had some great conversations with those guys while we were out in the water. One of which was Taylor. He was the best surfer there. His family owned Burlington surf shop and let me tell you, that guy could surf. I'm still a grom, and even I know that surfing should just be fun regardless of who is around you or how big it is. Fiji was the best surf trip ever. I stayed in Tavarua. Everyday I wake up, ate breakfast, then surfed some of the best breaks in the world. Cloud break, swimming pools, taxi rights, ~~and~~ and restaurants were all my favorite breaks. Look, I've surfed ~~the~~ pipeline and other famous breaks such as lower trestles, but nothing compared to the beauty and perfection of Tavarua. Everything was a fantasy there. It was almost too good to be true. I loved that place.

Anchor Level 1–A

The response introduces a central idea (*The central idea of the text is to explain how there is more to surfing than just having fun in the sun*) with no analysis of the author’s use of a writing strategy to develop the central idea. The response presents little or no evidence from the text. The response exhibits acceptable organization of ideas and information to create a coherent response by introducing a central idea from the text, then refuting the central idea by recounting personal experiences (*I know when I go surfing I joke around and I know that surfing should just be fun*) concluding with descriptions of a surfing vacation (*nothing compared to the beauty and perfection of Tavarua and I loved that place*). The response lacks a formal style, using language that is basic (*He was the best surfer there*) and imprecise (*had a blast and with those guys*), as well as using slang (*12-foot cloudbreak and I’m still a grom*). The response demonstrates partial control of conventions with occasional errors (*and let me tell you surfing should just be fun ... how big it is*) and capitalization errors for surfing-related proper nouns (*Hunington surf shop, tavi rights, pipeline, lower trestles*) that do not hinder comprehension. The response is personal, making little to no reference to the task or text and can be scored no higher than a 1.

Anchor Paper – Part 3 – Level 1 – B

The central idea of this text is beaches. It talks about good and bad weather. How high the waves get. And when its the best time to visit. And it talks about how not alot of people go there. It uses alot of symbols.

Anchor Level 1–B

The response introduces an incomplete central idea (*The central idea of this text is beaches*) and a writing strategy that merely mentions symbolism (*It uses alot of symbols*) in the last sentence. The response demonstrates no analysis of the writing strategy to develop the central idea. The response presents little evidence from the text (*It talks about good and bad wheather*). The response exhibits little organization of ideas and information, consisting of one paragraph describing the beach (*it talks about how not alot of people go there*), and a concluding sentence that introduces a writing strategy (*symbols*) but does not explain how it is used, failing to create a coherent response. The response is minimal, making assessment of language and conventions unreliable.

Throughout the text "Playing Doc's Games", the author clearly exhibits the central idea he finds great pride and fulfillment in surfing. In the text, the author gives a detailed explanation of a day spent at Ocean Beach, where he surfs the waves in the company of an unusually large crowd. He explains that while the beach is typically exclusive, used only by a small group of surfers, the extension of favorable conditions due to a long winter has spurred a large gathering at the beach. This has brought out pride in the author. He "[presents] the horde whose spidery silhouettes [he] could barely see, gliding and thrashing in the glare beyond the shore break" (lines 15-17). He seems to feel that this beach in a way belongs to him and the others who dominate the waves, not to those who are amateurs. He has pride in his abilities acknowledging how he catches a good wave, "shrugging off the efforts of two guys farther out to catch it" and completing a "swift, swooping, surefooted first ride" (lines 56-58). He has a clear passion and pride in what he does, and in his mind he flaunts that over the less-experienced surfers present.

In order to establish the central idea that he has great pride and fulfillment in his surfing, the author uses the literary device of diction. Throughout the text, the author uses words to describe Ocean Beach and surfing that demonstrates his passion for it. For example, he describes the ocean when he says "this green-gold world of glassy low-tide peaks" (lines 22-23). Here, the words "green-gold" and "glassy" create a beautiful image of the surf, showing that the

Part 3 – Practice Paper – A

author takes pride in the ~~area~~ beauty of the ocean and his sport. The author later describes how he feels after his ride when he states, "Paddling back out, I burned to tell somebody about the wave - about the great crack the lip had made as it split the surface behind me, about the mottled amber upper hollows of the inside wall" (lines 59-61). Here, the word "burned" clearly shows the passion ignited in the author when he surfs, while the word "amber" further expresses the idea that the author takes pride in the beauty of the waves. The author also describes what he sees is shock in the eyes of nearby birds after he surfs, acknowledging "their big, surprised eyes staring" (line 74). Here the words "surprised" and "staring" show that the author realizes the extent of his surfing abilities, even as he describes the birds as awestruck. Thus, through specific word choices, the author is able to communicate the idea that he has a strong sense of pride and great appreciation for surfing.

In the excerpt ~~is~~ "Playing Doc's Game," the mindset of a surfer is shown. They give a closer look into what happens when people go surfing and ~~they~~ rules that are unspoken but still applied when lots of people go surfing. Through the use of point-of-view, loneliness and isolation is further displayed.

The author of the passage illustrates the mindset ~~they~~ have when surfing through first person point-of-view. People think surfing is very carefree when "intense technical concentration is essential, but many less selfless emotions also crowd around." (36)

To many, this activity is just fun with nothing else really involved. The author points out that there is much more that goes into surfing and there is often anger, frustration, and fear involved. Surfers also have the unspoken rule that they can't talk about their exploits or else they're shunned, even hated. "I burned to tell somebody about the wave." (59) This person had no one to tell about their amazing experience with a great wave. If they had talked to someone, people would look down upon them and they could potentially be placed at the bottom of the queue to go out again. They're isolated because of guidelines and not knowing them could get someone shunned. "the unwritten limits on garrulity among strangers there were correspondingly firm" (69) Surfers are not fans of those who don't follow their rules and teens because of this reason. The author ~~w~~anted to tell someone about their opportunity so when the chance to talk to someone arose, they took it. "Two black grebes popped out of the foam beside me, their spindly necks like feathered periscopes, their big, surprised eyes staring. I murmured, "Did you see my wave?" (74) Being a surfer takes more than others think. This person needed to

someone about how great their wave was and the best option was some bird that happened to come out of the water.

The excerpt displays the loneliness and ~~the~~ hidden rules surfers face when they are out on the waves.

The point-of-view gives a more personal approach to the situation and shows how people feel during the activity.

In "Playing Doc's Games" by William Finnegan is tell us that in life good and bad things will come to you but you have to choose the best one for you.

According to the passage in lines 9 ~~rough~~ through 10 it says "nearby towns and cities didn't want to know about Ocean Beach, because, while it sometimes got great waves, it just as often ferociously intimidating." Well this piece of evidence tell us that people choose what they want to see, what is good for them, they go to Ocean Beach when it got great waves but sometimes ~~if~~ they don't want to go because they feel intimidating by the Ocean Beach.

William Finnegan uses personification to develop the central idea of "In life good and bad things will come to you but you have to choose the best one for you". Personification is when you give human qualities to an object, personification is used in line 52 it says "In an ~~are~~ aggressive crowd where waves were scarce". This is an example of personification because the author is describing

waves, like they were ~~scare~~ SCARE
of something. In other words people
will choose what is good for
them, they will have the finally
decision about what to do in
life.

~~III~~ Overcoming an obstacle is one of the hardest things that a person can do. Not only is it difficult, but one is often left dissatisfied, not getting the great outcome they thought they would. In the short story "Playing Dad's Games" by William Finnegan, this idea of bittersweet victory is portrayed through the use of metaphor.

The main character is passionate about riding waves, that much is obvious. However, that 'bittersweet' part mentioned above is used when describing their ~~the~~ day at the beach. Looking out, ~~onto the beach~~, our John or Jane Doe comments on the "Spidery silhouettes... ~~the~~ gliding and thrashing in the glare beyond the shore break." (lines 15-17) This metaphor shows that the surfer is dissatisfied with what the beach has become.

The surfer also describes the ride in like passing a "snarling mastiff" (line 21), which will make the ride in more difficult but more rewarding in the end. Both metaphors show the main character's passion and determination.

Once the surf is over, the main character is dissatisfied, not only in his own ride, but that there was no one there to share the moment he got off the waves with them. They say that "everyone is the star of their own movie" but that "permission is required before you put your exploits on someone else"

(line 62) This, again, shows disappointment and a bittersweet attitude toward victory.

In conclusion the author portrayed the idea of bittersweet victory through the use of metaphor.

In the Playing Doc's Game
by William Finnegan talks about
how approval from others is
the central idea. The evidence is
~~from~~ the use of rhetorical questions.

Practice Paper A – Score Level 4

Holistically, the response best fits the criteria for Level 4.

Practice Paper B – Score Level 3

Holistically, the response best fits the criteria for Level 3.

Practice Paper C – Score Level 2

Holistically, the response best fits the criteria for Level 2.

Practice Paper D – Score Level 3

Holistically, the response best fits the criteria for Level 3.

Practice Paper E – Score Level 1

Holistically, the response best fits the criteria for Level 1.

Map to the Learning Standards
Regents Examination in English Language Arts
v202

Question	Type	Credit	Weight	Standard
1	MC	1	1	RL.2 (11-12)
2	MC	1	1	L.5 (11-12)
3	MC	1	1	RL.5 (11-12)
4	MC	1	1	RL.4 (11-12)
5	MC	1	1	RL.4 (11-12)
6	MC	1	1	L.4 (11-12)
7	MC	1	1	RL.3 (11-12)
8	MC	1	1	RL.3 (11-12)
9	MC	1	1	RL.5 (11-12)
10	MC	1	1	RL.2 (11-12)
11	MC	1	1	L.5 (11-12)
12	MC	1	1	RL.3 (11-12)
13	MC	1	1	L.4 (11-12)
14	MC	1	1	RL.4 (11-12)
15	MC	1	1	RI.5 (11-12)
16	MC	1	1	RI.2 (11-12)
17	MC	1	1	RI.3 (11-12)
18	MC	1	1	RI.3 (11-12)
19	MC	1	1	RI.3 (11-12)
20	MC	1	1	L.4 (11-12)
21	MC	1	1	RI.2 (11-12)
22	MC	1	1	RI.4 (11-12)
23	MC	1	1	L.5 (11-12)
24	MC	1	1	RI.6 (11-12)
Part 2 Argument Essay	Essay	6	4	RI.1–6&10(11–12) W.1, 4&9(11–12) L.1–6(11–12)
Part 3 Expository Response	Response	4	2	RI.1–6&10(11–12) W.2, 4&9(11–12) L.1–6(11–12)

The *Chart for Determining the Final Examination Score for the v202 Regents Examination in English Language Arts* will be posted on the Department's web site at <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for previous administrations of the Regents Examination in English Language Arts must NOT be used to determine students' final scores for this administration.

Online Submission of Teacher Evaluations of the Test to the Department

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online evaluation form for State assessments. It contains spaces for teachers to respond to several specific questions and to make suggestions. Instructions for completing the evaluation form are as follows:

1. Go to <https://www.surveymonkey.com/r/8LNLLDW>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.

Regents Examination in English Language Arts – v202

Chart for Converting Total Weighted Raw Scores to Final Exam Scores (Scale Scores)

(Use for the v202 examination only.)

Weighted Raw Score*	Scale Score	Performance Level	Weighted Raw Score*	Scale Score	Performance Level
56	100	5	27	55	2
55	99	5	26	52	1
54	99	5	25	49	1
53	99	5	24	46	1
52	99	5	23	43	1
51	98	5	22	41	1
50	97	5	21	38	1
49	95	5	20	35	1
48	94	5	19	32	1
47	92	5	18	29	1
46	91	5	17	26	1
45	89	5	16	23	1
44	88	5	15	20	1
43	87	5	14	17	1
42	85	5	13	14	1
41	84	4	12	11	1
40	83	4	11	9	1
39	81	4	10	8	1
38	79	4	9	7	1
37	77	3	8	6	1
36	75	3	7	5	1
35	73	3	6	4	1
34	70	3	5	3	1
33	68	3	4	2	1
32	66	3	3	2	1
31	65	3	2	1	1
30	61	2	1	1	1
29	59	2	0	0	1
28	56	2			

To determine the student’s final exam score (scale score) find the student’s total weighted raw score in the column labeled “Weighted Raw Score” and then locate the scale score that corresponds to that weighted raw score. The scale score is the student’s final exam score. Enter this score in the space labeled “Scale Score” on the student’s answer sheet.

Schools are not permitted to rescore any of the open-ended questions on this exam after each question has been rated the required number of times, regardless of the final exam score. Schools are required to ensure that the weighted raw scores have been calculated correctly and that the resulting scale score has been determined accurately.

Because scale scores corresponding to weighted raw scores in the conversion chart change from one administration to another, it is crucial that for each administration the conversion chart provided for that administration be used to determine the student’s final exam score. The chart above can be used only for this administration of the Regents Examination in English Language Arts.

* For guidance in calculating the total weighted raw score see the *Information Booklet for Scoring the Regents Examination in English Language Arts* found at:

[High School General Information](http://www.p12.nysed.gov/assessment/hsgen/)

(<http://www.p12.nysed.gov/assessment/hsgen/>)