

PEARSON

Virginia Standards of Learning High School Writing

**Usage and Mechanics
Anchor Set
with
Annotations**

Anchor A-1

School can be later in the day of High School. Because like to sleep longer and it will help use sat a wake in class. Because i will no how that feel i will be wide a wake in 1 block than i get sleep in 4 block. I do not know if it is the subject or me just been sleep. Some people tot some more sleep and some what to get in and out of school as fast as they can. One day someone and class said why can we come to school when we want to. I thank it be good of some people and bad of some why because some of the kids will not go to school and some just go to school now to just of than to do something. If it was of the law than no body will go school unless they want to go to school.

Anchor Paper 1

Score Point 1

Frequent and severe errors in usage and mechanics distract the reader and make the writing hard to understand. The writer shows little control of sentence formation, with several sentences in the brief piece being fragments or run-ons (*Because i will no how that feel i will be wide a wake in 1 block than i get sleep in 4 block. . . . I thank it be good of some people and bad of some why because some of the kids will not go to school and some just go to school now to just of than to do something*). Numerous basic usage errors are present (*Because [I] like to sleep longer and it will help use [us] sat [stay] a wake [awake] in class*). In mechanics, most words are spelled correctly, though numerous capitalization mistakes, like the personal pronoun "I" appearing in lower-case, and punctuation difficulties (*If it was of the law[,]*) appear. **The density and variety of errors overwhelm the performance and demonstrate little or no control of the Usage and Mechanics domain's features, thus meriting a score point 1.**

Anchor A-2

Yes

Since a i was a freshman i took many decisions to become what i want to be in the future,But its not easy to make this kind of decision .By having communication with the counselor gives me ideas which it easy to know what classes do i need,How much money do i need to go college and what do i need ,which college can i apply?.There are many reasons why students needs to know they want to be in young age.

First of all,its important to know what is the most important classes that will help me in college,having a communication with the counselor is a good choice because they help help you to rich what you want to be in the future.

Secondly,Counselor help in your future for example they see you GPA and they try to helping you to get an scholarship that will help my funds in college but everything is depends on my efforts to get reach of my goals .

Third, communicating with counselor gives me an opportunity to choose the college nearest to my house besides that is depends on which career i do want to go.Furthermore going to a good college is the more money i pay but is the most money i will earn when i get my jobs.

Finally its important to know what you want to be in the future because is the way that you migh follow to reach what you want.Therefore,while studying in high school i learn how difficult can be in college.But everything is depends in the effort of everyone to get reach what they want.

Anchor Paper 2

Score Point 1

In this response, the density and variety of errors overwhelm the performance and keep it from meeting minimum standards of competence. Frequent and severe errors in usage and mechanics distract the reader and make the writing hard to understand. The writer shows little control of sentence formation, as comma splices and run-on sentences are present (*Third, communicating with counselor gives me an opportunity to choose the college nearest to my house besides that is depends on which career i do want to go*). Elementary usage mistakes appear (. . . *they see you [your] GPA and they try to helping [help] you to get an [a] scholarship*). Most words are spelled correctly, though a variety of other mechanical errors, such as missing apostrophes (*its [it's]*), capitalization, and punctuation errors are present. **The density and variety of errors overwhelm the performance and demonstrate little or no control of the Usage and Mechanics domain's features, thus meriting a score point 1.**

Anchor A-3

The prompt i'm writing bout is should volunteer in the communities be held towards your high school diploma in order for you to graduated. Now i will tell you worth i agree with it or not and why i agree or why i don't agree with volunteer being apart of high school diploma.

Yes, i think volunteer should be apart of your high school diploma because you should learn how to help other people because you may need somebody help in the future. Plus it will teach you sometime it will not hurt you to work free. Then it may teach you some life lesson.

Now i think some good examples of volunteer work will be homeless shelter and nurse home and maybe help somebody in the church you go to on a regular. But the best volunteer job would be in your own school, so you can make it a better places for other kids to come to in the future. But i also think volunteer hours should be long as you wont to help.

But my finial thought would be volunteer can make a differences in some young kids life or some differences in your school or the communities. That why i really think it should be apart of your high school diplopma.

Anchor Paper 3

Score Point 1

This response has frequent and severe errors in usage and mechanics, which distract the reader and occasionally make the writing hard to understand. In terms of sentence formation, awkward constructions and the beginning of a sentence with the conjunction "but" show some weakness. Numerous elementary usage mistakes occur throughout the response (*you worth* [whether] *i agree . . . think volunteer* [volunteering] *should be apart* [a part] *of your high school diploma . . . homeless shelter* [shelters] *and nurse home* [nursing homes]). Save a few spelling errors in the response (*finial* [final], *diplopma* [diploma]), the spelling sub-feature is done correctly. In mechanics difficulty with capitalizing words, most notably the personal pronoun "I," demonstrate weakness. **The density and variety of errors overwhelm the performance and demonstrate little or no control of the Usage and Mechanics domain's features, thus meriting a score point 1.**

Anchor A-4

I think that it is a good idea. If someone wants to go to collage early or needs to start working early for some reason; then its for them. That's basically how collages offer classes.

It would help people that need to have a job. Like if there parent was sick or something and could not work, then it would be a good idea for them. So, they could help support their family.

Also it would be a good idea for someone who wants to get into collage early. They might have to go to collage for five or six years, and does not want to have to spend the extra year in high school.

It might also help drop out rates. If kids think they will only have to go to three years or school instead of four; they might be less likely to drop out.

Those are a few reasons why that this could be a good idea. there are many, many more.

Anchor Paper 4

Score Point 2

Numerous elementary errors in several features indicate inconsistent control of the usage and mechanics domain. While some sentences are correctly formed, an awkward construction appears (*So, they could help support their family*). Usage errors are frequent, including homophones (*there* [their]), pronoun agreement (*It would help people that* [who]), and a subject-verb agreement mistake (*They might have to go to collage for five or six years, and does* [do] *not want . . .*). In mechanics, the writer misspells "college," improperly substitutes semicolons for commas (*If someone wants to go to collage early or needs to start working early for some reason; then its for them*), and fails to capitalize the first word of the final sentence, among other errors. The paper, however, is formatted. **The density and variety of errors in features of the Usage and Mechanics domain outweigh what is done correctly, meriting a score point 2.**

Anchor A-5

I think distance learning for students is a good idea. Its easier on kids who have no way to school or arent able to make it back and forth to school. There learning the same thing we are, but just behind a computer screen. And even behind a phone.

There are many ways students can use this form of classing, one way is being expelled from in school. That person can always get there education online. Just so they dont have to give up school. Its a smart plan, and it dose not seem any harder than actual school work. Another way students can take advantage of this issue, is if they are a teenage mother and they can not make it to school, because nobody is there to help out with the child, online classes is a great way of being able to stay at home and take care of your child and still get an education. One more good reason why oline classes are a good way of classing is because there are some people that can not, and are not, able to make it to school. People who have just gotten out the hospital, and or are sick, its a way they can keep up on their school work. Because for some people who miss out on days at school for reasons like this, sometimes its hard for them to get back on track and turn in there make up work they missed.

With video conferencing its also a good way because now you still have the help that you would have gotten in class. Some students like it better when theres another person around to help. And some do better when its just that person and the teacher. It is good for both ways. I have heard taking classes like this is a little harder than in actual class. but it is a very good advantage to take a hold of, exspecially when you have any one of these problems and you need to stay on track with your school work.

So I think taking online classes or video confrencing is a very good idea and students should not have to benefit from it. In any means it will come in handy.

Anchor Paper 5

Score Point 2

Inconsistent control is evident in several features of the usage and mechanics domain. Sentence formation errors are many, including fragments (*Just so they dont have to give up school*) and comma splices (*There are many ways students can use this from of classing, one way is being expelled from school*). Usage is inconsistently controlled, as mistakes in pronoun agreement (*That person can get there [his or her] education online*), subject-verb agreement (*online classes is [are] a great way*), and homophone issues (*. . . a little harder than in [an] actual class*). The mechanics feature displays some sophistication in punctuation; however, on the whole mechanics are inconsistently controlled, with spelling errors (*expelled, dose [does], exspecially*), capitalization difficulties, and missing apostrophes occurring frequently. **The density and variety of errors in features of the Usage and Mechanics domain outweigh what is done correctly, meriting a score point 2.**

Anchor A-6

I think more is accomplished when we are doing something rather than just sitting doing nothing. If we do nothing we would never get anything done and our society would be in the trash. But we do a lot of stuff and that is why our great nation is the way it is today.

for example if we never fought world war one and just surrendered the U.S. would not exists. if we never did anything about the hurricane in New Orleans like evacuate then there would have been thousands more deaths than there was. also if we just stood there when the twin towers went down and did nothing to retaliate, every other country would target us knowing that we would not have done anything about it.

if nobody did there job the United States of America would be down in the drain.if the pilots never flew the planes it would take longer to get places, if the taxi drivers never drove their cabs it would take even longer to get places. if doctors never did their jobs millions more lives would have been lost, and that is not a very good thing.

that is why i agree with Thomas Jefferson and his quote "Determine never to be idle...it is wonderful how much may be done if we are always doing." it is always better to do something rather than nothing,because if nothing was ever done nothing would ever get accomplished.

Anchor Paper 6

Score Point 2

This response exhibits inconsistent control of the usage and mechanics domain, with significant errors in the mechanics feature throughout. Though the majority of sentences are formed correctly, a comma splice appears in the third paragraph (*if the pilots never flew the planes it would take even longer to get places, if the taxi drives never drove their cabs it would take even longer to get places*). In terms of usage, some verb tense and agreement problems are discernable (*If we do [did] nothing we would never get anything done . . . the U.S. would not exists [exist] . . . knowing that we would not have done [not do] anything about it*) and provide evidence of inconsistent control. While the essay correctly capitalizes some words (*New Orleans, United States of America*), a pattern of beginning sentences with lower-case predominates. In addition, commas are often missing to set off introductory clauses. **The density and variety of errors in features of the Usage and Mechanics domain outweigh what is done correctly, meriting a score point 2.**

Anchor A-7

Lunch is one of the most important meals of the day, and block of the day. School lunch is not always the best tasting meal but some of them are better than others. Replacing our favorite meals during lunch with something healthier would only cause a decrease in the amount of kids who buy lunch at school and increase the amount of kids who eat out of vending machines.

I personally don't eat school lunches because i find that they are gross and visibly processed. i have no clue what nutrition value they have but if they're bad enough to be replaced with healthier foods then why not just make us all bring our own lunch? Honestly to make our foods more nutritional during school you would have had to switch from McDonalds to the processed garbage they serve now. The portions they give us are small so its not like we're eating pounds and pounds of fat and over half of us walk it off in PE or our after school sports/activities. Whose to say we don't leave school to get fast food as soon as the day is over?

Lunch is one meal, its one thirty minute block in our day that we spend talking or texting. making it more nutritional than it already is seems nearly impossible. When the line has food that is gross and unwanted we eat out of the vending machine. Most Juniors and seniors have cars and so getting Chipotle and McDonalds is only a step and a jump away from the best lunch ever. You can make us eat foods that are healthier but in all reality if we don't want it we wont eat it.

If you ask my opinion, I say don't waste your time. The more "Nutritional" you make your meals the more they seem to taste like a piece of play food and the more kids skip lunch. I'm not exactly sure how that will effect kids but i' sure the school board wont like it.

Anchor Paper 7

Score Point 2

Inconsistent control is evident in several features of the usage and mechanics domain. In this paper, save a comma splice in the third paragraph, sentence formation is handled well; longer, more complex sentences avoid comma splices and run-ons. Usage errors occur often and across a range of sub-features (*Lunch is one of the more important meals of the day, and block[s] of the day . . . nutrition[al] value . . . why not just make us bring our own lunch[es]? . . . Honestly to make our foods more nutritional during school you would have had [the word "had" is unnecessary] to switch from McDonalds to the processed garbage they serve now . . . how that will effect [affect].* While proper names are correctly capitalized (*McDonalds, Chipotle*), control over capitalization remains inconsistent (*The more "Nutritional" you make your meals . . . but i' sure the school board wont like it*). Apostrophes are used properly in some instances, but are lacking in others; commas are missing throughout. However, the essay contains no misspellings. **The density and variety of errors in features of the Usage and Mechanics domain outweigh what is done correctly, meriting a score point 2.**

Anchor A-8

When taking a journey some people find more joy and satisfaction in working towards the goal than achieving it. I think the destination gives the meaning of a journey because, it shows what people can work so hard for, it proves what people can accomplish as a person, and it gives satisfaction to people. Working towards any goal without an achievement would be meaning less.

The end of a journey is a major accomplishment. Whether it is a small or large journey, it shows what people have put their time and energy in. Taking a journey is a big step and completing it is what people want to eventually accomplish. Sometimes when people take on a journey or a goal, they never finish it. That's why it is so important to finish something you start. A final destination gives pride to people so they know that they completed something they have worked for.

A journey can mean a lot of different things to people. Sometimes people take on journeys they usually don't want to take. Sometimes these journeys people have to fight for their life. An example is cancer, cancer has killed so many people each and everyday. Scientists are trying to come up with a cure for this life threatening condition. When people hear they have cancer they begin a tough journey to become cancer free. When a loved one is diagnosed with cancer it is not only a journey for them, but for their entire family.

Next, a journey can bring satisfaction to people. Any journey that is accomplished should bring joy to anyone. If someone achieves a gold medal or survives cancer, that should be an honor to themselves and everyone they know. Whether anyone's journey is big or small the final achievement should be recognized and bring joy to people.

Finally, a journey is an achievement proved by the goal that people accomplish. It shows what people can work for, even when it's hard or challenging. It proves what people can accomplish as a person, even when you're fighting for your life. Last it gives satisfaction and joy to people who have struggled to accomplish a journey. That is why a destination is more satisfying than the journey itself.

Anchor Paper 8

Score Point 3

The writer demonstrates reasonable, but not consistent, control of most of the features of the usage and mechanics domain. In terms of sentence formation, the feature is handled well, although a comma splice appears in the third paragraph (*An example is cancer, cancer has killed so many people each and everyday*). In usage, a variety of errors proves indicative of some weakness in the feature. Parts of speech are confused at times (*meaning less* [meaningless] . . . *each and everyday* [every day]), and homophone mistakes (*put there* [their] *time* . . . *gold metal* [medal] . . . *when your* [you're] *fighting for your life*), as well as subject-verb agreement issues (*Scientist[s] are trying*) are present alongside examples of correct usage. In mechanics commas are used properly at times, but are missing at others. **The variety of errors across features of the Usage and Mechanics domain demonstrates reasonable, but not consistent, control, warranting a score point 3.**

Anchor A-9

Should students be allowed to use cell phones throughout the day while in a class? In my opinion, I believe students should be permitted to ONLY by the teacher at certain times throughout the class when the phone is needed. It can in fact serve for educational purposes that is why it should be up to the administrators. Using of the phone for anything else but educational purposes should result in consequences for the student.

Why should students be permitted to use a phone at certain times? For example, at my school, a vast majority of the student population has the iPhone. This is a phone that does more than just calling and texting. It can surf the Internet, and can upload applications that can be helpful for students. For students with this phone, it can be a key tool for having success in class made easier. Also, this can save an enormous amount of time within one class just by using the Internet on the phone instead of everyone logging on to a computer.

As great as a cell phone can be for educational purposes, it can as well come with downfalls that may hurt the learning process for students. If you think about it, if a student is on their phone searching for academic information, they will most likely get side tracked by the world wide web, and pull themselves away from the task they were trying to accomplish. Another aspect of a phone that can stunt students learning is all the games, and social networking that comes with phones now a days. Teenagers in class can already get distracted enough without using a phone. What if they get a notification from Facebook or have one of their favorite games on their cell phone. That is when a teacher can loose them for the whole class.

This is why I strongly believe that teachers should allow students to use their phone very merely, and quickly. If your a teenager, you already have enough time in the day outside of school to use your phone. Students don't need to constantly be on it throughout school. That is the easiest way for a student to fail by having a distraction from a phone in school.

Anchor Paper 9

Score Point 3

This essay maintains reasonable control of most of the features of the usage and mechanics domain. With the exception of a run-on (*It can in fact serve for educational purposes that is why it should be up to the administrators*), sentences are formed correctly. Some usage errors occur, including a subject-verb disagreement (*all the games, and social networking that comes [come]*) and homophone issues (*now a days [nowadays], loose [lose], your [you're]*); other usage problems appear (*It can in fact serve for educational purposes . . . teachers should allow students to use their phone very merely, and quickly*). Commas are often needlessly added (*It can surf the Internet, and can upload applications*) but are used correctly in other places. Control of spelling is maintained throughout. **The variety of errors across features of the Usage and Mechanics domain demonstrates reasonable, but not consistent, control, warranting a score point 3.**

Anchor A-10

Some people believe that failing at something is the worst thing in the world. I believe that its better to have tried but failed, than to never have tried in the first place. At least then you can learn from what you did wrong. If you never tried anything new, life would be boring.

Imagine being an Olympic athlete, and the constant training they do just to preform once every four years. Hundreds of people compete in various events during the Olympics, but only so many of them can win a medal. If after only one defeat an athlete decided to quit, they would never get the experience they need to become great. Not very many Olympic athletes can go and win a gold medal on their first competition.

Another good example are some of your favorite musical artists. Becoming a well known professional musician isn't the easiest thing to accomplish as it requires both patients and skill. It takes years of hard work and practice just to become a good enough musician, but then you have to take the steps to become noticed and having someone like your music. None of this is easy, but you would never know if you could make it until you tried.

In conclusion, taking risks is what life is all about. Pursuing your dreams is more important than not attempting because you are afraid of failing. Nobody is perfect, everyone is going to fail once in a while. But what really shows who you are is how you comeback and keep trying after you have failed. You will always miss one hundred percent of the shot that you don't take, and you'll never know for sure how well you could have done until you try.

Anchor Paper 10

Score Point 3

Reasonable, but not consistent, control of most of the features of the usage and mechanics domain is exhibited throughout this paper. Overall, sentence formation is handled competently, though a comma splice appears. Usage errors are infrequent and vary in type; occasional difficulties occur with pronoun-antecedent agreements (*If after only one defeat an athlete decided to quit, they [he or she] would never get the experience . . .*), subject-verb agreement (*Another good example [Other good examples] are some of your favorite musical artists*), and verb tense consistency (*but then you have to take the steps to become noticed and having [have] someone like your music*), as well as with homophones and inflections. The mechanics feature is handled well, with capitalization and punctuation errors in the first paragraph the predominant mistakes. Proper use of commas to set off clauses demonstrates some sophistication on the writer's part (*If you never tried anything new, life would be boring*). **The variety of errors across features of the Usage and Mechanics domain demonstrates reasonable, but not consistent, control, warranting a score point 3.**

Anchor A-11

There are many great benefits from working with a group on a project. Working with other students allows you to focus more on the task at hand. It also is much less work for a student. However, working by ones self gives them the autonomy over how the project will be done. It also ensures the student that the work will be done to their expectations. Personally, i think that it is better to work by yourself than in a group.

While working in a group, it is very likely that a student who is quite lazy, will be paired up with an exemplary student. This way, in theory, the groups will be evenly spread out. However in most cases, the students who are lazy who do not try in school are likely to refuse to do the work and the entirety of the project will lay in the hands of the better student.

I know for a fact that there are kids who do not try in school whatsoever and if i am grouped with them in a project, i know that i will end up doing all of the work by myself. Generally, group projects take much more time to complete than individual projects and are much more work. This is because the work is supposed to be evenly distributed within the members of the group.

During a history assignment in ninth grade, i was grouped with a student who i knew would not do a bit of work. Luckily, there was one more member in my group and i was not stuck with all of the work to do all by myself. The student who did not do any work absolutely refused to work on the project. We tried to get him to stay after school and he skipped every single time.

While working on a project, i believe it is much better to work by yourself. You know you can always rely on yourself. if you do happen to forget to do the work, at least your actions will not be affecting the grade of another student.

Anchor Paper 11

Score Point 3

Reasonable, but not consistent control of the usage and mechanics domain is demonstrated by the writer. All sentences are formed properly in this response. The few usage errors that occur (*There are many great benefits from [to] working with a group on a project . . . ones self [oneself] . . . the work is supposed to be evenly distributed within [between] the members of the group*) are not distracting. Mechanics errors appear throughout the response, including the failure to capitalize the pronoun "I," as well as to punctuate sentences correctly (*I know for a fact that there are kids who do not try in school whatsoever[,] and if i am grouped with them on a project, i know that i will end up doing all of the work by myself*). **Overall, the variety of errors across features of the Usage and Mechanics domain demonstrates reasonable, but not consistent, control, warranting a score point 3.**

Anchor A-12

Society today is making a big deal about saving energy. Many businesses are adopting a four-day work week. Should schools go to the extreme and have a fourday school week with every day consisting of ten hours?

I personally think that it would be a waste of time. If you multiply two times four it equals eight. So eight hours would be just like going to school five days a week. There really isn't a point in making it a four-day week, because you will be using about the same amount of energy.

Many kids play sports. If they get out of school at five and start practicing at five-thirty, it will be seven o'clock before they even get out of practice. Then all they will have time for is to eat, shower, and go to bed. There would be no time at all for sports.

When you get to high school you have a ton of homework. If you only had two hours to do it, how would you get it done? If the school went with the idea of a four-day week no one would have their work finished. Therefore, making school a four-day week would be insane.

I understand for businesses it is probably better. But when your trying to get a good education, play sports, and do homework, there would be no time to get everything done. Trying to save energy is a very great thing. But schools should just leave the schedules how they are.

Anchor Paper 12

Score Point 4

The writer demonstrates consistent, though not necessarily perfect, control of the Usage and Mechanics domain's features. Despite two sentences in the last paragraph that begin with the conjunction "but," which are treated as errors, consistent control of sentence formation is evident throughout the response. There are a couple of usage errors (*But when your [you're] trying to get a good education*); however, usage is well controlled overall. Punctuation is consistently employed, with only a few errors involving missing commas before introductory clauses (*When you get to high school[,] you have a ton of homework. . . . If the school went with the idea of a four-day week[,] no one would have their work finished*). **Consistent, though not necessarily perfect, control of the Usage and Mechanics domain's features is displayed throughout this response, resulting in a score point 4.**

Anchor A-13 Page 1

A decision to change the lunch menu from some of the students favorite meals, to a much healthier menu would be ludicrous. Should kids eat healthy? Yes they should, however it is not the school's responsibility to make sure a child is eating healthy. This responsibility lies in the parents. Also, the school may think that they are helping out with the obesity and unhealthy eating in America, but schools cannot be certain on the eating habits of their students just by watching them eat one meal out of the day. There are much better alternatives to this problem than cutting out unhealthy food completely.

The parents should know what their child is eating and whether or not they are okay with it. If a parent is not okay with their daughter or son eating the lunch meals, then they can choose to pack his or her lunch. It is the responsibility of the parent to choose what the child eats. If the parent is not happy with what the child is being served, then they can take it into their own hands, but the school should not take the blame. If a parent believes it is okay for their child to have one meal that is unhealthy per day, then they should be allowed to let their child do that. We should not punish the children who are allowed to eat the unhealthy lunch, and enjoy it, by taking it away.

Also, one cannot assume that a child is an unhealthy eater, and needs to be corrected, after seeing them eat one meal a day. In some cases, the child who eats unhealthy during lunch, can be eating extremely healthy during breakfast and dinner. Lunch time might be the only time that they genuinely eat unhealthy. If that's the case, then you are punishing that child, because other children are not allowed to eat unhealthy.

A better way for the school to help out with unhealthy eating habits would be for the cafeteria to offer both healthy and less healthy choices. This way, the child and parent can choose what they want to eat. The kids whose favorite meals are the ones served at their school cafeteria can still enjoy them, while kids who worry about what they eat and try to eat healthy can have their meals. The school should not be forcing the child to eat one way or the other.

Schools should not change their menus completely, and take out all unhealthy foods and replace them with healthy foods. It is the parents, not the school's responsibility. Parents should be able to choose what they want their child eating. Also, we are not completely sure that a child is an unhealthy eater just by watching them eat lunch. They could eat healthy the rest of the time. Lastly, schools could bring in healthy foods, while keeping the unhealthy foods, so that children can choose which they prefer.

Anchor A-13 Page 2

Anchor Paper 13

Score Point 4

There are few errors of any significance in this response. Despite one comma splice (*Yes they should, however it is not the school's responsibility to make sure a child is eating healthy*), the writer demonstrates consistent control of sentence formation. Adjectives and adverbs are confused at times in the response (*In some cases, the child who eats unhealthy [unhealthily] during lunch, can be eating extremely healthy [healthily] during breakfast and dinner. Lunch time might be the only time that they genuinely eat unhealthy [unhealthily]*) and a few pronoun antecedent agreement errors occur (*Also, we are not completely sure that a child is an unhealthy eater just by watching them [him or her] eat lunch*); however, usage is controlled well overall. Punctuation is consistent, with only a few mistakes involving commas occurring alongside instances of some sophisticated constructions that are handled well (*Lastly, schools could bring in healthy foods, while keeping the unhealthy foods, so that children can choose which they prefer*). **Consistent, though not necessarily perfect, control of the Usage and Mechanics domain's features is displayed throughout this response, resulting in a score point 4.**

Anchor A-14 Page 1

First impressions are vital when meeting new people. Eye contact, manners and conversational tone are all things that people tend to look for when involved in a first encounter. When meeting someone for the first time, you should always be on your best behavior and act with respect and dignity. Eye contact is very important to ensure that you are being attentive and are completely immersed in the conversation. While first impressions are important, they are not always impossible to reverse if one does not go in your favor.

One can easily make a good first impression only to act disrespectful later, which in many cases, overpowers the good first impression. One can also make a not so great first impression but turn around for the better. While it may be difficult to recover from a bad first impression, it can be done. The idea of "never judging a book by it's cover," would appropriately fit this scenario. Since we are each our own individual character, we cannot immerse ourselves in the minds of others to truly understand what they are feeling or thinking. Many people may become nervous during a first encounter, shyness is also a trait that can hinder the direction of a first impression by putting a void between eye contact and such. Usually, one encounter with someone is not enough to judge them off of or to determine what kind of person someone is. Until a person is comfortable with their surroundings and the surroundings of others, it is very possible that they may not act as friendly as they would in a situation where they are at ease. Furthermore, it is not an entirely fair assessment to judge a person without a few encounters.

It is wise never to judge someone off of their first impressions, however, there are exceptions. If someone is cynical, overbearing, sarcastic, narcissistic, rude, or arrogant during a first encounter, this may be typical behavior. Someone who attempts to belittle you or acts as if they are on a higher level, is most likely always this way. A person who preoccupies themselves while in conversation by things such as texting or listening to other things that are not a part of the conversation or interrupts is most likely displaying their normal behavior. Doing such things are rude and disrespectful and will be hard to recover from.

Even if some portray themselves to be rude individuals, a judgment should not be made off of one single encounter. People should be given more than one chance to display themselves as they truly are. Judgments should be made after a few, lengthy encounters to ensure that true character is shown. Give everyone a few oppurtunities to prove themselves as good minded individuals.

Anchor A-14 Page 2

Anchor Paper 14

Score Point 4

The writer demonstrates consistent, though not necessarily perfect, control of the Usage and Mechanics domain's features. Despite two comma splices (*Many people may become nervous during a first encounter, shyness is also a trait that can hinder the direction of a first impression by putting a void between eye contact and such. . . . It is wise never to judge someone off of their first impressions, however, there are exceptions*), sentence formation is controlled consistently. A few minor usage errors are present (*but turn [it] around for the better*). Despite a few extraneous commas, consistent control of punctuation is demonstrated by the correct use of commas in a series (*cynical, overbearing, sarcastic, narcissistic, rude, or arrogant*) and after introductory clauses (*When meeting someone for the first time, you should . . .*). **Consistent, though not necessarily perfect, control of the Usage and Mechanics domain's features is displayed throughout this response, resulting in a score point 4.**