PASSAGE 1

Read the following drama about the nurse and medical reformer Florence Nightingale, who in 1837 was in conflict with her family's view on the role of a woman in society. Then answer questions 1–11.

Mission of Mercy

by Esther Lipnick

Characters

Florence Nightingale
Parthenope, her older sister
Agnes, a friend
Mary Morse, a nurse
Dr. Hall
Dr. Goodale
Sir Harry Verney, Parthenope's husband
Lord Ashworth, Agnes's husband
Butler
Boy's Voice

SCENE 1

Time: *1837*.

Setting: *The living room of the Embley Park home of the Nightingales.*

At Rise: *Florence Nightingale, a gangly girl of seventeen, is standing beside a globe of the world. There is an unfinished sampler*[1] *on a footstool beside her. Parthenope, her older sister, is seated on an elaborate divan*[2]*, embroidering; Agnes, seated across from Parthenope, is also embroidering intently. Florence seems upset as she twirls the globe around almost angrily.*

Parthenope (*Looking up from her work*): Flo, have you finished the sampler you were doing for Aunt Mai?

Florence (*Shakes her head without looking up*): No.

Agnes (*Looking up at Florence*): I can't make you out, Florence. Nothing seems to please you anymore, not even the prospect of being presented at court.

[1] sampler—a piece of embroidery made as an example of needlework skill

[2] divan—furniture used for sitting

Florence: Court. Humph! (*The two girls look at Florence, shocked.*) I don't mean to be disrespectful. It's just—oh, it's just that I'm not made for this sort of life. Summer at Lea Hurst near the quaint village of Lea in Derbyshire, winter at fashionable Embley Park near Romsey. Surrounded by flowers and birds and servants. Ladies! Humph! Music and grammar, composition and modern languages. A lady must know Greek and Latin and mathematics and the antics of Caesar and Hannibal! It's—it's like lying on one's back and having liquid poured down one's throat. (*Pauses for a moment to get her breath; picks up her sampler, looks at it scornfully as she speaks.*) Embroidery! Like a bird in a gilded cage—like a fool I sit here sewing verses I don't mean. (*Reading from sampler.*)

"When I was young and in my prime / You see how well I spent my time. / And by my sampler you may see / What care my parents took of me."

(*Florence begins to laugh, almost hysterically.*)

Parthenope (*Stands up, very angry*): Stop that, Florence. You're forgetting your position. (*Florence drops sampler onto floor; then sits down dejectedly on the footstool, her hands covering her face.*)

Florence (*Barely audible*): Yes, my position.

Agnes (*After a brief silence*): But, Florence, what else can an English lady do?

Parthenope: That's just it. Sometimes I feel that my sister isn't English at all. You know she was born in Florence, Italy.

Agnes: Your parents were traveling there at the time—(*There is a sudden sound of crying outside the window as Agnes speaks. Florence jumps up as though electrified and runs to window.*)

Florence: What has happened out there?

Boy's Voice (*Off, from outside window*): Cousin Jerry fell out of the tree and skinned his leg.

Florence: Don't move him or touch him in any way. I'll be right out. (*She looks almost radiant as she turns to go, talking as if to herself.*) I must heat some water and get some clean bandages. (*Exits, left*)

Agnes (*Suddenly, to Parthenope*): I have it, Parthenope. Your sister wants to be a—

Parthenope: Nurse.

Agnes: How dreadful! Such a lowly profession, worse than being a kitchen-maid! (*Florence reenters with basin and bandages, crosses stage almost running, and exits. The girls look after her.*)

Parthenope: Yes, and she'll have her way. Mark my words, it won't be long before she'll be traveling on the continent to start her training. I know my headstrong sister and (*Lowers her voice*) I've seen her devour in the privacy of her room reports of medical commissions, pamphlets of sanitary authorities, and histories of hospitals and homes!

Agnes: But your parents, what will they say?

Parthenope (*Resignedly*): Oh, they'll be most unhappy, but they'll give in after a struggle. (*Looks up*) I can hear my mother saying, "We are ducks and have hatched a swan."

SCENE 2

Time: *1855, during the Crimean War.*

Setting: *"Sister's Tower," Florence Nightingale's headquarters in the Barrack Hospital at Scutari.*

At Rise: *Florence Nightingale is sitting bent over a rough, unpainted table, writing letters.*

Florence (*Aloud, as she writes*): My dear Mrs. Conrad, your boy, Jim, has asked me to say "hello" to you. He is doing very well and has shown much progress since he's been brought here. Do not worry. His eye has improved greatly. (*There is a knock at the door. Mary Morse, a nurse, enters, carrying scrub brush and pail.*) Come in, Mary.

Mary: Oh, Miss Nightingale, I thought I'd drop in to say good night. The wards have all been scrubbed clean.

Florence: Good girl, Mary. You're on the way to becoming a fine nurse. You're learning the importance of cleanliness—I'll never be able to stress that too strongly.

Mary (*Smiling*): Thank you, Miss Nightingale. You know I was thinking while I was scrubbing the floors, wouldn't they be surprised back home if they saw me doing such work. They'd think I'd gone plumb mad.

Florence (*Smiling*): Yes, they called me mad, too, when I came here, because the first thing I asked for was a supply of sacking and two hundred hard scrub brushes for washing floors.

Mary: You mean you didn't even find that here?

Florence: No, not a basin, not a towel, nor a bit of soap, nor a broom—

Mary: Heavens, Miss Nightingale, then all those stories are true, about the laundry, and the cooking, and the storekeeping.

Florence: I don't know what you've heard, Mary, but it's the same thing all over again. Cleanliness, cleanliness is the thing I've had to fight for time and again. It can be such a simple thing, too. Why shouldn't a soldier wear a clean shirt on the front as well as at home? And isn't it more important that a sick man should eat food that is appetizing, like broths and jellies, rather than hunks of bread and raw meat?

Mary (*Nodding*): It's just common sense, Miss Nightingale. Then why is it so hard to make them understand? Why did Dr. Hall oppose you so?

Florence: My dear girl—that's an age-old question. Man still believes that a woman's place is in the home.

Mary: In the home. (*Musingly*) I wonder what they're doing at home now?

Florence (*Rather dryly*): Drinking their afternoon tea.

Mary (*Straightens her shoulders and looks squarely at her superior*): I'm glad I'm here with you, Miss Nightingale. Good night.

Florence: I'm glad you're here, too, Nurse Mary Morse. We need more women like you. Good night. (*Mary exits. Florence looks after her, then resumes her writing. Aloud, as she writes*) Your son will soon be writing to you himself. Yours truly. (*There are footsteps outside the door, and men's voices can be heard. A knock follows.*) Come in, come in, gentlemen. (*Two medical officers enter, one dressed in white, the other in military uniform.*)

Dr. Goodale: Good evening, Miss Nightingale.

Dr. Hall: Good evening, Miss Nightingale.

Florence: Good evening, Dr. Goodale, Dr. Hall. Be seated, gentlemen. (*They sit down on the bench.*)

Dr. Goodale: We'll be but a moment, Miss Nightingale. I see you are busy as usual.

Dr. Hall: I have news for you, Miss Nightingale. I am leaving for England tonight on official business.

Florence: For England! I am sorry to see you leave, Doctor. We shall miss you.

Dr. Hall (*Waves her last remark aside*): No, you won't, Miss Nightingale. I am leaving the hospital in good hands—in yours and Dr. Goodale's. But I haven't merely come to say goodbye; as a matter of fact the reason for my visit is twofold.

Florence (*Interrupting him*): Yes, Dr. Hall. You're going to ask me if I have a message to send them back home. Well, I have. (*Stands, facing him and becomes very businesslike and brisk*) Tell them that the supplies I stocked up on at Marseilles are running out. Tell them to stop this red tape[3] which entwines all the official stores sent from England. Tell them men can't wait for a Purveyor who in turn has to wait for a Board of Survey to examine goods sorely needed. Delay is maddening. We're dealing with human lives. Human lives, Dr. Hall!

Dr. Hall: Yes, Miss Nightingale, I shall see what I can do.

Dr. Goodale: And while you're at it, Dr. Hall, you might tell them how Miss Nightingale put to work the women who followed their husbands to the front. Tell them how these women work in the laundry, washing clothes. Tell them that before Miss Nightingale came only six shirts a month were washed. Tell them of the diet kitchen she set up. And tell them what fools we doctors were and how we opposed her every move.

Florence: Come, come, Dr. Goodale, let's forget that.

Dr. Hall: That indeed is the second motive for my call. I've come to apologize for being a stubborn mule and to salute you. I salute you, Miss Nightingale, and wish you luck and health that you may continue your work of mercy here.

Florence (*Shakes hands with Dr. Hall as he rises, ready to leave*): Thank you, Doctor.

Dr. Goodale (*Shakes hands with Florence too*): Good night, Miss Nightingale.

Florence: Good night, Doctor. (*They exit, center. Florence returns to her work, sits for a moment with her head in her hands, then rises. She goes to shelf and gets a kerchief which she ties around her head, throws a shawl over her shoulders, lights her lamp, puts some paper and a pencil in her pocket, picks up her lamp.*) And now I must visit my dear children. (*Starts off, as curtain falls.*)

SCENE 3

Time: *August 7, 1856.*

Setting: *Living room at Lea Hurst, summer home of the Nightingales.*

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[3] red tape—unnecessarily complicated tasks required by an organization

At Rise: *The lamps are lighted. There is much laughing and conversation. Lady Agnes and her husband, Lord Ashworth, are seated on a divan. Directly opposite, Parthenope is reclining comfortably on a chaise lounge, while her husband, Sir Harry Verney, sits on an elaborate footstool beside her. A serving table is laden with fruit and sweets, and the ladies are eating almost continuously.*

Lady Agnes (*Between bites of candy*): And when was the last time you heard of your sister?

Parthenope: Oh, just the other day.

Lord Ashworth: I say she ought to be in any day. The ship on which she is expected is due to arrive very shortly.

Sir Harry: Oh, yes. Preparations are all complete for the homecoming of my illustrious sister-in-law. Three military bands have been rehearsing ceaselessly for weeks on end.

Lady Agnes (*Taking another candy*): Somehow I can't picture Florence accepting all this fanfare. She never had any use for the conventional things.

Parthenope (*Reaches out for candy*): No, not our wild swan. Sometimes, I almost lose patience with her. I was quite angered when she refused to come home after contracting Crimean fever. Stubborn as ever.

Sir Harry: What is it she wrote you? "I am ready to stand out the war with any man," and by Jove she has!

Lord Ashworth: I say, I almost forgot. One of my tenants showed me a letter his son sent him from the Crimean front, and I've always intended to read it to you. (*Searches in his pocket and brings out a much wrinkled piece of paper; adjusts his glasses and reads*) "What a comfort it was to see her pass, even. She would speak to one and nod and smile to many more, but she could not do it all, you know. We lay there by hundreds, but we could kiss her shadow as it fell, and lay our heads on the pillow again content."

Sir Harry: I say, that's a fine tribute.

Parthenope (*Wiping her eyes*): May I see it? (*Lord Ashworth hands it to her. Sir Harry gets up as if to break this sentimental moment.*)

Sir Harry: I think we could all do with a spot of tea.

Lord Ashworth: Splendid idea. (*Sir Harry rings for Butler who rushes in, obviously upset.*)

Butler (*Excitedly*): Master, what am I to do?

Sir Harry: Control yourself, Albert. We'd like some tea.

Butler: But, sir, what am I to do about the woman all in black?

Parthenope: What are you talking about, Albert?

Butler: There's a woman all in black who insists on coming in the front entrance, and I swear she looks like cook's younger sister. I just can't make her come in the servants' entrance.

Parthenope: Why, Albert, let her in. (*Florence, dressed in black, face veiled, enters.*)

Florence: She is in. (*They all stare in astonishment as Florence lifts her veil.*)

Parthenope (*Running over to Florence and embracing her warmly*): Flo, darling.

Butler: Oh, Miss Florence, begging your pardon a thousand times, I didn't know—

Florence: That's all right, Albert—(*Everyone shakes hands with Florence; Parthenope helps her remove her hat and veil, which Butler takes away. All sit down.*)

Parthenope: But, Flo, why didn't you let us know so we could meet you?

Lady Agnes: They said you were coming on the ship.

Florence: I couldn't take all the excitement. (*Looking around.*) It's good to be back—to see you all.

Lord Ashworth: And you—all England has been awaiting your return.

Lady Agnes: You must be dreadfully tired, dear. We ought to leave and let you rest.

Florence: No, I'm not really tired.

Lord Ashworth: I do think we ought to leave you to your family. (*Agnes and Lord Ashworth rise and hold out hands to Florence.*)

Lady Agnes: My dear, I hope we'll see you soon. Dinner, perhaps.

Florence: Thank you. I am sure we shall see you soon.

Lord Ashworth: Good night, Florence Nightingale. (*They shake hands.*)

Lady Agnes: Good night; good night, everyone. (*She waves her hand, kisses Florence on cheek and she and Lord Ashworth move to door.*)

Others: Good night. (*Sir Harry goes out with guests, while Florence and Parthenope move to divan and sit side by side.*)

Sir Harry (*Re-appearing in doorway*): Shall I have Albert take care of your bag, Florence?

Florence: Thank you, I wish you would. It's in the vestibule.

Parthenope (*Looking at her sister*): It's been a long time.

Florence: Yes, and yet everything here is just the same. Peaceful and restful.

Parthenope: You need rest badly. You must stay now and forget your nursing for a while.

Florence: Forget nursing! I could no longer live without nursing than you without air.

TEXT-DEPENDENT ANALYSIS QUESTION STUDENT RESPONSES

E07.E.1.1 Response Score: 4

11. The drama focuses on events in the life of Florence Nightingale. Write an essay analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. Use evidence from the drama to support your response.

The author of the drama Mission of Mercy uses the three-scene structure to show us the change that Florence goes through. The three scenes allow the author to show us three different periods in Florence's life, each highlighting important aspects of her personality.

We are introduced to Florence in the first scene as a "gangly girl of seventeen" who is unhappy with her life. Florence wants more out of life than afternoon teas and embroidery. She is frustrated by her life of leisure and wants to do more with her life. She shows her frustration by saying, "It's like lying on one's back and having liquid poured down one's throat." Her sister and friend can't understand her and her sister tells her "You're forgetting your position." Later we learn that they think the profession of nurse is "such a lowly position, worse than being a kitchen-maid!" We can already see Florence's determination and headstrongness, a trait that helps her achieve things later on.

In Scene 2, Florence is working as a nurse of soldiers in the Crimean War. In fact, she has become so good at nursing that she is now very confident and even helps teach other nurses. She tells Mary, "You're well on your way to becoming a fine nurse." It is obvious through the conversation that Florence really whipped things into shape once she got there. Before she arrived, the hospital didn't have any shirts for the soldiers or even a kitchen. When Florence arrived there was nothing there "No, not a basin, not a towel, nor a bit of soap, nor a broom." All of this shows that Florence made the right decision to become a nurse. She is obviously very good at it and has a take charge attitude. Her determination played a part here too, especially when she talks about cleaning the whole building and demanding cleanliness from everyone there.

By Scene 3 the war is over and Florence is returning to her home in England. The author uses a letter from a soldier to show her family how successful Florence had become in her chosen field. This makes her family realize that Florence was right all along and they are proud that she has done so well. Her sister even wiped away a tear. When she arrives at her home after a long time, she is dressed in black and no one can recognize her. I think this is to show that she has changed into a different person. She tells them "I could no longer live without nursing than you without air."

The three-scene structure of the drama gives the reader a chance to see the changes that Florence goes through on the way to becoming the famous nurse that we know today.

Annotation: The response effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text. The student analyzes explicit and implicit meanings from the text ("*The three scenes allow the author to show us three different periods in Florence's life, each highlighting important aspects of her personality,*""*She is frustrated by her life of leisure and wants to do more with her life,*""*We can already see Florence's determination and headstrongness, a trait that helps her achieve things later on,*""*She is obviously very good at it and has a take charge attitude. Her determination played a part here too,*" and "*she is dressed in black and no one can recognize her. I think this is to show that she has changed into a different person*"), all of which leads to the student's main point/conclusion ("*The three-scene structure of the drama gives the reader a chance to see the changes that Florence goes through on the way to becoming the famous nurse that we know today*"). There are substantial, accurate, and direct references to the text ("*Florence in the first scene as a 'gangly girl of seventeen',* ""*It's like lying on one's back and having liquid poured down one's throat,*""*such a lowly position, worse than being a kitchen-maid,*""*Before she arrived, the hospital didn't have any shirts for the soldiers or even a kitchen,*""*She tells them 'I could no longer live without nursing than you without air'* "). A strong organizational structure is employed with an effective introduction, transitions, a logical order of ideas, and conclusion related to the main idea and purpose. Precise use of language and effective vocabulary from the passage are employed throughout ("*Florence wants more out of life than afternoon teas and embroidery*"). The response is mostly free of convention errors.

E07.E.1.1 Response Score: 4

11. The drama focuses on events in the life of Florence Nightingale. Write an essay analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. Use evidence from the drama to support your response.

The three scene structure of Mission of Mercy emphasizes Florence Nightingale's dedication and single-mindedness, by showing the reader how she never let go of her dream of becoming a nurse. She overcame many obstacles, such as her family and friends not wanting her to be a nurse, and kept focused on her career. In the end, she is sucessful and even her family/friends have to admit it. The three scene format is perfect because it shows three different parts of Florence's life: before she becomes a nurse, her time as nurse in war, and right after she comes home from the war.

In the first scene, Florence and her sister Parthenope are talking with their friend Agnes. Two things are obvious in the scene: Florence doesn't want to be a "lady" ("it's like lying on one's back and having liquid poured down one's throat") and she really, really likes to help people who are hurt, like when she helps her cousin's skinned knee it says she is "radiant". When her sister and Agnes discuss how

GO ON

Florence is determined to become a nurse, it sets the stage for the next scene.

In the second scene, Florence is in a hospital ward that she is in charge of in Crimea during the Crimean war. She is finally a nurse, proving that her sister and Agnes were right. She has a conversation with Mary, another nurse, and later, with two doctors. During both conversations, Florence seems totally immersed in her work, even writing letters for her patients at night. Both the other nurse and the doctors say that they are impressed with her abilities. The doctors even admit they were stubborn fools for thinking she was wrong about cleanliness and diet being important. This scene shows clearly how Florence has succeeded as a nurse, and in life.

In the final scene Florence is back with her family in England because the war is over. It is obvious that even though they thought she was crazy before, Florence has earned the respect of her family and friends. Lord Ashworth shows everyone a letter where a soldier says how much Florence

GO ON

helped him when he was wounded in the war: "what a comfort it was to see her pass." The last thing that happens is Florence tells her sister that even though the war is over she is going to continue being a nurse. This is a good conclusion of the play because it shows just how dedicated Florence Nightingale was. She could have just sat around knowing she helped people in the war but she wanted to keep helping everyone which proves she was a truly dedicated person.

Annotation: The response effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text. There is an effective introduction, development, and conclusion that supports the main idea ("*The three-scene structure of Mission of Mercy emphasizes Florence Nightingale's dedication and single-mindedness, by showing the reader how she never let go of her dream of becoming a nurse*"). The student utilizes both explicit and implicit analysis ("*she never let go of her dream of becoming a nurse,*""*She overcame many obstacles, such as her family and friends not wanting her to be a nurse, and kept focused…,*""*she really, really likes to help people who are hurt,*""*This scene shows clearly how Florence has succeeded as a nurse, and in life,*""*Florence has earned the respect of her family and friends*" and "*it shows just how dedicated Florence Nightingale was*") to support the main idea. There is effective use of precise language and vocabulary from the text (" *'it's like lying on one's back and having liquid poured down one's throat'* ", "*when she helps her cousin's skinned knee it says she is 'radiant',* " "*Florence seems totally immersed in her work,*" and "*Lord Ashworth shows everyone a letter where a soldier says how much Florence helped him…*") and skillful use of transitions ("*Two things are obvious,*" "*it sets the stage for the next scene,*""*In the final scene*"). The response is free of convention errors.

AFTER YOU HAVE CHECKED YOUR WORK, CLOSE YOUR ANSWER BOOKLET AND TEST BOOKLET SO YOUR TEACHER WILL KNOW YOU ARE FINISHED.

STOP

E07.E.1.1 Response Score: 3

11. The drama focuses on events in the life of Florence Nightingale. Write an essay analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. Use evidence from the drama to support your response.

The three-scene structure of the drama emphasizes certain characteristics of Florence by showing them in different situations.

In the first scene at home Florence does not feel like she's doing what she wants with her life. She doesn't want to be "presented at court". She wants do something important, because she "feels like a fool" sitting around doing embroidery. When her cousin falls out of a tree, Florence's characteristic of caring is emphasized when she runs to take care of him.

The second scene emphasizes Florence's characteristic of leadership. She is happy as a war nurse at her hospital and is praised by the doctors. One doctor even tells another to let England know what great work she did and how she made a great hospital out of nothing and set up the laundry and fed soldiers good food.

By the end of the play Florence is back at home but is different than she is in the first scene. Her family doesn't even recognize her at first because she looks so different dressed in black. Her characteristic of doing what she wants is emphasized. Her sister says to forget about nursing but Florence says she can't or she would die.

That is how the structure of the drama emphasizes the different characteristics of Florence.

Annotation: In this response, the student adequately addresses all parts of the task, demonstrating sufficient analytic understanding of the text. There is a clear introduction and conclusion identifying the topic as well as an appropriate organizational structure that supports the focus. The student analyzes explicit and implicit meanings from the text ("*When her cousin falls out of a tree, Florence's characteristic of caring is emphasized,*" "*The second scene emphasizes Florence's characteristic of leadership,*" and "*By the end of the play, Florence is back at home but is different than she is in the first scene*"), and in doing so, shows how the three-scene structure emphasizes certain characteristics of Florence. Sufficient references to the text are employed along with some precise language and vocabulary drawn from the text ("*presented at court,*" "*feels like a fool*" and "*set up the laundry*"). Some errors are present in conventions, but they do not interfere with meaning (e.g., missing commas).

E07.E.1.1 Response Score: 3

11. The drama focuses on events in the life of Florence Nightingale. Write an essay analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. Use evidence from the drama to support your response.

The Three scene structure of Mission of Mercy highlights Three different stages of Florence Nightingale's life/career and shows how determined she was to do something meaningful like becoming a nurse. In the first scene, Florence is talking with her older sister Parthenope and a friend called Agnes. She is complaining about all the stuff she is supposed to be doing like being presented at Court, working on her embroidery sampler, and learning things like music and grammar and other languages. Her sister and friend are shocked at her, but she doesn't seem to care what they think. All of a sudden one of Florence's cousins falls out of a tree. She immediately perks up and starts running around getting water and bandages to treat his hurt knee. It's the exact opposite of the way she acted about

GO ON

all the "normal" stuff like working on her sampler. That's when Parthenope and Agnes realize that Florence is actually going to become a nurse instead of a lady.

The next scene is during The Crimean War. Florence has become a nurse and is talking with another nurse named Mary. We learn that she is in charge of a hospital ward. She even writes letters for her patients who can't write. All these details show her dedication to her job.

Finally, after the war is over, Florence comes back home to her family. Her family now respects her career choice, unlike before, and they seem happy to see her. But her sister says that now that the war is over, Florence can forget about nursing. Florence says, "I could no longer live without nursing than you without air." The whole play

GO ON

ends with her saying That. which shows how important nursing is To Florence.

Annotation: The response adequately addresses all parts of the task demonstrating sufficient analytic understanding of the task of analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. There is a clear introduction and conclusion and an appropriate organizational structure that supports the focus through logical development. Appropriate transitions link ideas. The main idea ("*The three-scene structure of Mission of Mercy highlights three different stages of Florence Nightingale's life/career and shows how determined she was to do something meaningful*") is supported through analyses of both explicit and implicit meanings from the text ("*It's the exact opposite of the way she acted about all the 'normal' stuff like working on her sampler,*" "*All these details show her dedication to her job,*" and "*Her family now respects her career choice, unlike before*"). There is appropriate use of precise language and vocabulary from the text ("*She immediately perks up and starts running around getting water and bandages to treat his hurt knee,*" "*She even writes letters for her patients who can't write,*" and "*I could no longer live without nursing than you without air*"). The response is mostly free of convention errors.

AFTER YOU HAVE CHECKED YOUR WORK, CLOSE YOUR ANSWER BOOKLET AND TEST BOOKLET SO YOUR TEACHER WILL KNOW YOU ARE FINISHED.

STOP

E07.E.1.1 Response Score: 2

11. The drama focuses on events in the life of Florence Nightingale. Write an essay analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. Use evidence from the drama to support your response.

In this play each scene is showing the different steps of how Florence Nightingale becomes a successful nurse instead of just being a rich lady. In scene 1 she is talking with her sister Parthelope and her fiend Agnes. They want her to do embroidery but Florence thinks it's boring. Pretty soon a cousin named Jerry falls out of a tree and Florence becomes very excited She runs out quickly to help him which shows the reader that she is going to probably become a nurse. In scene 2 she actualiy is a nurse in a war. She is giving another nurse advice and even the doctors look up to her. this scene shows that she followed her dream of becoming a nurse. the last scene shows her

GO ON

Coming home after the war is over. Her family is glad to see her but when Parthelope says that she can finally foreget about nursing, Florence says that she can not live without nursing than she could live without air. This shows that she didn't just do it because there was a war she actually really likes the job!

Annotation: The response inconsistently addresses the task of analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. There is some weak analysis ("*In this play each scene is showing the different steps of how Florence Nightingale becomes a successful nurse instead of just being a rich lady*" and "*She runs out quickly to help him which shows the reader that she is going to probably become a nurse*") consisting of basic inferences and evaluations drawn from the text. The development and organizational structure lacks consistency and omits relevant ideas from the passage to support the purpose—the student's assessment of scene 2 is especially sparse. Introduction and conclusion are both weak. The response contains simple transitions ("*In this play…*," "*In scene 1…*," "*This scene shows*," "*The last scene shows*"). Conventions errors include spelling ("*fiend*" for friend, "*can not*" for cannot, and "*foreget*" for forget), missing commas, and a usage error ("*without nursing than she could live without air*").

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STOP

E07.E.1.1 Response Score: 2

11. The drama focuses on events in the life of Florence Nightingale. Write an essay analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. Use evidence from the drama to support your response.

In the drama there are three scenes. Each scene takes place in a different part of Florence's life. In Scene 1 she is frustrated because she doesn't like the easy life of an English lady. She seems much more confident and happy in scene 2 during the war. I think this is because she is finally doing what she wanted to do. In the final scene, we see that she is loved by her family because they are all excited to see her come home. I think she must have grown up a little bit during the war because she cares about others now and is not selfish.

Annotation: The response inconsistently addresses some parts of the task demonstrating partial analytic understanding of the text ("*In Scene 1 she is frustrated,*""*She seems much more confident and happy in scene 2,*" and "*In the final scene, we see that she is loved*"). There is a weak introduction ("*In the drama there are three scenes*") and a conclusion ("*I think she must have grown up a little bit during the war because she cares about others now and is not selfish*"). The response lacks specific relevant details from the text to support the writer's purpose and contains only weak references to the text. There are a few examples of weak analysis (*"she is frustrated because she doesn't like the easy life of an English lady,*""*She seems much more confident and happy,*" "*she is loved by her family because they are all excited to see her come home,*" and "*she must have grown up a little bit during the war because she cares about others now and is not selfish*") in which the student draws inferences from, or evaluates information in, the text. Simple transitions are utilized throughout the response ("*In Scene 1,*""*In the final scene*"). The response is free of convention errors.

E07.E.1.1 Response Score: 1

11. The drama focuses on events in the life of Florence Nightingale. Write an essay analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. Use evidence from the drama to support your response.

In scene 1 she is a young girl. It says “a gangly girl of seventeen” In scene two she is older because it says 1855 and that is almost twenty years later. She is only a bit older in scene 3 because it is only a year later. (1856). Florence is one of the main characters in the drama. She is in all three scenes.

The author uses setting and dialogue to help us like the characters. The drama begins at Florence’s house where she lives with her family. In scene two she is in a war and in scene 3 she is home again only it is a different house.

Annotation: The response demonstrates inadequate analytic understanding of the text by minimally addressing the task of analyzing how the three-scene structure emphasizes certain characteristics of Florence (“*In scene 1 she is a young girl,*”“*In scene two she is older,*” and “*She is…a bit older in scene 3*”). Minimal reference to one of the main ideas is evident (the student focuses on Florence’s age), but the response lacks analysis. The introduction and conclusion are minimal, as is the organizational structure. The one or two sentences summarizing each scene indicate a literal or simplistic understanding of the text. There is evidence of some confusion concerning the task; the response addresses setting and dialogue towards the end rather than remaining focused on the three-scene structure. There are some simple transitions to link ideas (“*In scene 1,*”“*In scene 2,*”“*only*”). The response contains some minor convention errors including a missing period after “*a gangly girl of seventeen*” and a superfluous period before the date, 1856.

E07.E.1.1 Response Score: 1

11. The drama focuses on events in the life of Florence Nightingale. Write an essay analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. Use evidence from the drama to support your response.

Florence Nightingale was a nurse in the Crimean war. At first she was just talking with her sisters, (scene 1) but they kept telling her to act like a normal person, but Florence wanted to be a nurse. Then in scene 2 (two) she is a nurse and a good one! I know that because Dr. hall says that the hospital is in good hands (Florences). Then in scene three Florence comes back to her home and talks with her sisters again and tells them all about how she is loves being a nurse. Each scene is about Florence Nightingale with sometimes her sisters and sometimes some doctors.

Annotation: The response minimally addresses part of the task demonstrating inadequate analytic understanding of the text. There is minimal reference to the main idea and relevant details of the text. Analysis of the text, consisting of one very weak inference ("*she is a nurse and a good one! I know that because . . .* "), is insufficient. The response lacks specific, relevant details from the text and is insufficiently developed. Organization is minimal and includes a simplistic introduction ("*Florence nightingale was a nurse in the Crimean war*") and conclusion ("*Each scene is about Florence Nightingale with sometimes her sisters and sometimes some doctors*"). There is little use of precise language, and sentences are generally either simple ("*Then in scene 2 (two) she is a nurse and a good one!*") or awkward (e.g., the concluding sentence). The response contains errors in capitalization (*nightingale, she, hall, war*), spelling ("*beng*"), punctuation ("*Dr*" and "*Florences*"), and usage ("*she is loves*"). Errors sometimes interfere with meaning.

GO ON

PASSAGE 3

Read the following letter written by First Lady Abigail Adams. Then answer questions 21–29.

Letter to Her Daughter from the New White House

by Abigail Adams

John and Abigail Adams were the first presidential couple to live in the White House. In the letter, First Lady Adams describes the White House as unfinished and the city of Washington, D.C., as still in development.

Washington, 21 November 1800

My Dear Child:

I arrived here on Sunday last, and without meeting with any accident worth noticing, except losing ourselves when we left Baltimore and going eight or nine miles on the Frederick road, by which means we were obliged to go the other eight through woods, where we wandered two hours without finding a guide or the path. Fortunately, a straggling man came up with us, and we engaged him as a guide to extricate us out of our difficulty; but woods are all you can see from Baltimore until you reach the city, which is only so in name. Here and there is a small cot, without a glass window, interspersed amongst the forests, through which you travel miles without seeing any human being. In the city there are buildings enough, if they were compact and finished, to accommodate Congress and those attached to it; but as they are, and scattered as they are, I see no great comfort for them. The river, which runs up to Alexandria[1], is in full view of my window, and I see the vessels as they pass and repass. The house is upon a grand and superb scale, requiring about thirty servants to attend and keep the apartments in proper order, and perform the ordinary business of the house and stables; an establishment very well proportioned to the President's salary. The lighting of the apartments, from the kitchen to parlors and chambers, is a tax indeed; and the fires we are obliged to keep to secure us from daily agues[2] is another very cheering comfort. To assist us in this great castle, and render less attendance necessary, bells are wholly wanting, not one single one being hung through the whole house, and promises are all you can obtain. This is so great an inconvenience that I know not what to do, or how to do. The ladies from Georgetown and in the city have many of them visited me. Yesterday I returned fifteen visits—but such a place as Georgetown appears—why, our Milton is beautiful. But no comparisons—if they will put me up some bells and let me have wood enough to keep fires, I design to be pleased. I could content myself almost anywhere three months; but surrounded with forests, can you believe that wood is not to be had because people cannot be found to cut and

[1] Alexandria—a city in northern Virginia

[2] agues—chills or shivering

cart it? Briesler entered into a contract with a man to supply him with wood. A small part, a few cords only, has he been able to get. Most of that was expended to dry the walls of the house before we came in, and yesterday the man told him it was impossible for him to procure it to be cut and carted. He has had recourse to coals; but we cannot get grates made and set. We have, indeed, come into a new country.

You must keep all this to yourself, and, when asked how I like it, say that I write you the situation is beautiful, which is true. The house is made habitable, but there is not a single apartment finished, and all withinside, except the plastering, has been done since Briesler came. We have not the least fence, yard, or other convenience, without, and the great unfinished audience room I made a drying room of, to hang up the clothes in. The principal stairs are not up, and will not be this winter. Six chambers are made comfortable; two are occupied by the President and Mr. Shaw; two lower rooms, one for a common parlor, and one for a levee room. Upstairs there is the oval room, which is designed for the drawing room, and has the crimson furniture in it. It is a very handsome room now; but, when completed, it will be beautiful. If the twelve years, in which this place has been considered as the future seat of government, had been improved, as they would have been if in New England, very many of the present inconveniences would have been removed. It is a beautiful spot, capable of every improvement, and the more I view it, the more I am delighted with it.

Since I sat down to write, I have been called down to a servant from Mount Vernon[3], with a billet[4] from Major Custis, and a haunch of venison, and a kind, congratulatory letter from Mrs. Lewis, upon my arrival in the city, with Mrs. Washington's love, inviting me to Mount Vernon, where, health permitting, I will go before I leave this place.

Affectionately, your mother

[3] Mount Vernon—George Washington's home

[4] billet—note

E07.E.1.1 Response Score: 4

29. In the letter Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams responds to her new surroundings. Use evidence from the letter to support your response.

IT APPEARS TO ME THAT ABIGAIL ADAMS HAD MIXED FEELINGS ABOUT HER NEW HOME IN WASHINGTON. ON ONE HAND, SHE SAW THAT HER HOME, THE WHITE HOUSE, AND THE CITY OF WASHINGTON, WERE BOTH UNFINISHED. SHE TELLS TO HER DAUGHTER THAT WASHINGTON IS BASICALLY NOT A REAL CITY YET. ALSO, THE HOUSE WAS UNFINISHED. THE PRINCIPAL STAIRS WERE NOT UP AND THE GREAT AUDIENCE ROOM WAS BEING USED AS A DRYING ROOM. PLUS, SHE FELT THAT THE WOODS SURROUNDING THE WHITE HOUSE WERE WILD AND LACKED ORDER. ALL OF THESE ISSUES CONTRIBUTED TO THE FACT THAT SHE WAS UNHAPPY WITH MANY THINGS ABOUT HER NEW HOME.

ALONG WITH THE NEGATIVE FEELINGS SHE HAD ABOUT HER NEW HOME SHE ALSO WAS ABLE TO SEE THAT THE WHITE HOUSE AND IT'S SURROUNDINGS HAD GREAT POTENTIAL. "IT IS A BEAUTIFUL SPOT, CAPABLE OF EVERY IMPROVEMENT, AND THE MORE I VIEW IT, THE MORE I AM DELIGHTED WITH IT." SHE ALSO THOUGHT THAT THE FINISHED ROOMS IN THE WHITE HOUSE WOULD BE BEAUTIFUL WHEN COMPLETED. SO, EVEN THOUGH SHE SHARED MANY PROBLEMS WITH HER DAUGHTER, SHE WAS STILL ABLE TO SEE THE SILVER LINING IN THE UNFINISHED WHITE HOUSE AND CITY OF WASHINGTON D.C.

THE FACT THAT SHE WAS BOTH IMPRESSED AND DISAPPOINTED WITH HER

GO ON

NEW SURROUNDINGS SEEMS TO ME TO BE VERY NORMAL. NOTHING IS PERFECT AND PEOPLE WHO ARE ABLE TO ACKNOWLEDGE THAT ARE MUCH BETTER OFF THAN PEOPLE WHO SEE ONLY EXTREME GOOD OR BAD IN THINGS.

ABIGAIL ADAMS WAS THE FIRST LADY TO LIVE IN THE WHITE HOUSE AND SO IT WAS VERY IMPORTANT FOR HER TO BE POSITIVE TO THE WORLD ABOUT THE FUTURE SEAT OF THE U.S. GOVERNMENT. SHE WARNED HER DAUGHTER NOT TO SHARE THE COMPLAINTS SHE VOICED IN THE LETTER TO OTHERS, AND TOLD HER TO REPORT, IF ASKED, THAT THE WHITE HOUSE WAS "BEAUTIFUL." SO, ABIGAIL ADAMS HAD MIXED FEELINGS ABOUT HER NEW HOME IN WASHINGTON, BUT SHE UNDERSTOOD THAT THE WHITE HOUSE WAS NOT HER HOME ALONE. IT BELONGED TO THE UNITED STATES OF AMERICA AND SHE NEEDED TO HAVE A GOOD ATTITUDE ABOUT IT FOR HER COUNTRY.

AFTER YOU HAVE CHECKED YOUR WORK, CLOSE YOUR ANSWER BOOKLET AND TEST BOOKLET SO YOUR TEACHER WILL KNOW YOU ARE FINISHED.

STOP

Annotation: In this response, the student effectively addresses all parts of the task demonstrating an in-depth analytic understanding of the text. The student analyzes explicit and implicit meanings from the text ("*All of these issues contributed to the fact that she was unhappy with many things about her new home,*" "*she also was able to see that the White House and its surroundings had great potential,*" "*even though she saw and shared many problems with her daughter, she was still able to see the silver lining in the unfinished White House and city of Washington D.C.,*" and "*it was very important for her to be positive to the world about the future seat of the government*"), effectively supporting the student's main point (that Mrs. Adams had mixed feelings about her new home in Washington). Substantial, accurate, and direct reference to the text supports the writer's purpose ("*She tells to her daughter that Washington is basically not a real city yet,*" " '*It is a beautiful spot, capable of every improvement, and the more I view it, the more I am delighted with it*', " and "*She warned her daughter not to share the complaints she voiced in the letter to others, and told her to report, if asked, that the White House was 'beautiful'* "). The student employs a strong organizational structure that effectively supports the focus and ideas, including an engaging introduction, skillful transitions, and a conclusion. The response contains few, if any, convention errors.

E07.E.1.1 Response Score: 4

29. In the letter Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams responds to her new surroundings. Use evidence from the letter to support your response.

Mrs. Adams understands what the White House and the city of Washington can and will mean to America. While she is not as happy with her surroundings as she was in her comfortable home in Milton, she knows that this will be the capital and she should try and make the best of it so the new capital is viewed positively.

She tells her daughter of her rough travel to the new capital: they got lost along the way and were desperate until “a straggling man came up with us and we engaged him as a guide.” Once in the city, she sees what can become of the unfinished place. She says there are “buildings enough for congress and all they do but that they are scattered.”

Her response to the White House is that she is impressed with its “grand and superb scale”, but that the house is cold and she worries people might get sick for lack of fires. The lack of fires is due to the lack of firewood in the area and that it is expensive to have it brought to the city.

The biggest concern Mrs. Adams has is that she wants to be sure that her daughter does not convey her negative impressions about the place and only tout the good about it. She does this because she believes the young country and new capital should be perceived as legitimate and strong. She tells her daughter to keep her mother’s feelings to herself and tells her, “say that I write you the situation is beautiful.” This supports her feelings of making the best of it and protecting the reputation of the young capital.

All in all, Mrs. Adams knows it is important that the world perceive Washington in a good and positive light.

Annotation: This response effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text. Thorough analysis of explicit and implicit meanings from the text ("*she sees what can become of the unfinished place,*" "*she worries people might get sick for lack of fires,*" "*she wants to be sure that her daughter does not convey her negative impressions,*" and "*She does this because she believes the young country and new capital should be perceived as legitimate and strong*") support the writer's central idea ("*While she is not as happy with her surroundings as she was in her comfortable home in Milton, she knows that this will be the capital and she should try and make the best of it so the new capital is viewed positively*"). There is substantial and direct reference to the text using relevant details and examples ("*they got lost along the way and were desperate until 'a straggling man came up with us and we engaged him as a guide',* " "*She says there are 'buildings enough for congress and all they do but that they are scattered.'*, " "*The lack of fires is due to the lack of firewood in the area…,*" and "*She tells her daughter to keep her mother's feelings to herself*") to support the writer's purpose. The organizational structure of the response is strong and transitions link ideas. The response is relatively free of conventions errors; however, errors do not interfere with meaning.

E07.E.1.1 Response Score: 3

29. In the letter Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams responds to her new surroundings. Use evidence from the letter to support your response.

Abagail Adams is very concerned about the conditions of her new home. There are many things that she is not happy about. For example, the house is unfinished. There are many things that are not completed. There is no fence or yard and she turned the great unfinished audience room into a room to hang up clothes in. They must not have driers to put their clothes in at this time.

In addition to that there is a problem with getting wood to keep the fires going in order to keep the house warm. She was surprised that even though they are surrounded with forests there is not wood to be had because people cannot be found to cut and cart it. That is a great inconvenience to her because that is how they keep the house warm. At this time warming yourself by the fire was not a luxury, but a necessity in order to keep warm and not get the sniffles.

Even though Mrs. Adams was unhappy with many aspects of her new home she also is able to see that maybe it would improve later because she said, "but when completed

GO ON

it will be beautiful," and she said, "the more I view it, the more I am delighted with it."

So, abagail Adams was both happy and unhappy with her new home, but knows it will be better in the future.

Annotation: In this response, the student adequately addresses the task of analyzing how Adams responds to her new surroundings, demonstrating sufficient analytic understanding of the text. The student analyzes explicit and implicit meanings from the text ("*Abagail Adams is very concerned about the conditions of her new home,*" "*She was surprised that even though they are surrounded with forests there is not wood to be had because people cannot be found to cut and cart it,*" "*warming yourself by the fire was not a luxury, but a necessity,*" "*she also is able to see that maybe it would improve later,*" and "*Abagail Adams was both happy and unhappy with her new home, but knows it will be better in the future*") to support ideas and claims. Direct reference to the text is provided ("*she turned the great unfinished audience room into a room to hang up clothes in,*""*she said, 'but when completed it will be beautiful,'*" and "*the more I view it, the more I am delighted with it*"), including relevant details and examples. The student employs an appropriate organizational structure, and transitions are used appropriately to link ideas. The response is mostly free of convention errors; however, the student consistently misspells Mrs. Adams's first name.

GO ON

E07.E.1.1 Response Score: 3

29. In the letter Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams responds to her new surroundings. Use evidence from the letter to support your response.

Mrs. Adams responds not very well to her new surroundings. I think maybe she regrets moving a little because she talks about how much better it is in New England and that if they were there everything would be done already instead of only half finished. For example, she says that the main staircase is not done and won't be until next spring. In the letter she tells her daughter "The principle stairs are not up and will not be this winter."

Which is kinda weird because the whole country was like that then. Pretty much everyone outside of New York City lived in a shack or a cabin and had to cut firewood and had floors made out of dirt. The fact that the white house had a staircase in it (although not finished as she points out toward the end of the letter) should say something. It means it had a second floor which most people did not have.

She may also be worried that she cannot live in such an unfinished house because she talks a lot about how it is better in New England, and I think she thinks that if the White House was their instead it would be done by now. When talking about Georgetown, she writes that compared to it "our Milton is beautiful."

Though she doesn't think much of it yet, I think she knows Washington will eventually be like her hometown of Milton which she thinks is beautiful and sophisticated. Mostly, she doesn't want her daughter to tell anyone because maybe she doesn't want to appear to be a snob, especially since she is First Lady and she doesn't want people to get a bad impression of the place. That is how Mrs. Adams responds moving to the White House.

Annotation: The response demonstrates sufficient analytic understanding of the text and adequately analyzes how Adams responds to her new surroundings. The student analyzes explicit and implicit meanings from the text to support the main idea ("*I think maybe she regrets moving a little…,*" "*She may also be worried that she cannot live in such an unfinished house,*" "*I think she thinks that if the White House was their instead it would be done by now,*" and "*maybe she doesn't want to appear to be a snob, especially since she is First Lady and she doesn't want people to get a bad impression*"). Direct reference to the text is provided in support of the main idea ("*she says that the main staircase is not done and won't be until next spring*" and "*she writes that compared to it 'our Milton is beautiful'* "). The response features an appropriate organizational structure with a clear, if somewhat basic, introduction and conclusion and appropriate transitions ("*For example,*" "*When talking about Georgetown,*" and "*Mostly*") employed throughout. The response has some convention errors (there are issues with some of the sentences as well as two usage errors: "*kinda*" for kind of, and "*their*" for there). None of the errors present interfere with meaning.

E07.E.1.1 Response Score: 2

29. In the letter Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams responds to her new surroundings. Use evidence from the letter to support your response.

In Letter to Her Daughter from the New White House, by Abigail Adams, Mrs. Adams writes a letter to her daughter and tells her how she is worried about her new home. She tells her about getting lost in the woods and about how there are no bells in the whole house and about being secure from the daily agues (shivering), and about how nothing is finished. No apartment has been finished. She tells her daughter to keep all that to herself and to say that it is beautiful if anyone asks her about it because she doesn't want people to know what it is like (not that great.)

She also tells her that Mrs. Washington invited her to visit Mount Vernon. Mount Vernon is George Washington's home. That is what Abigail Adams tells her daughter about her new home.

GO ON

Annotation: In this response, the student inconsistently addresses the task of analyzing how Adams responds to her new surroundings, demonstrating partial analytic understanding of the text. There is some weak analysis of explicit and implicit meanings from the text ("*she is worried about her new home*" and *"she doesn't want people to know what it is like (not that great)*") consisting mostly of inferences concerning Adams's feelings surrounding the White House. The response has only vague reference to the text, mostly in the form of paraphrased descriptions of the White House ("*there are no bells in the whole house*" and "*No apartment has been finished*"). There is weak reference to other relevant details ("*She tells her about getting lost in the woods*" and "*…being secure from the daily agues (shivering)*"). The response has a weak organizational structure that relies on logical progression of ideas. There is a simplistic introduction, few transitions to link ideas, and no discernible conclusion. There is little use of precise language and few examples of vocabulary drawn from the text ("*agues*" and "*Mount Vernon*"). The response contains few conventions errors; however, the second sentence of the response is over-coordinated. This is an example of a lower 2.

E07.E.1.1 Response Score: 2

29. In the letter Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams responds to her new surroundings. Use evidence from the letter to support your response.

Mrs. Adams writes to tell her daughter about all the bad things that happened on the way and how bad the white house is but then tells her daughter not to tell anyone. I think she doesn't want the country to know how bad the white house is. She does not like it there and she is unhappy but she will get used to it because this is the new capital.

She does think it will get better when it is done. "The house is on a grand and superb scale" but thinks it would be better if it was in new england instead of washington because there are too many woods around and not enough other houses or even a place for congress. I think she is disappointed that the new house for the president is not as nice as she hoped.

She wanted it to be done and really nice like the home they used to live in, but the house is not done and they are cold because there is no wood for a fire.

Annotation: The response inconsistently addresses the task of analyzing how Adams responds to her new surroundings (*"she is unhappy but she will get used to it"*) demonstrating partial analytic understanding of the text. There are a few examples of weak analysis ("*I think she doesn't want the country to know how bad the white house is*" and "*I think she is disappointed that the new house for the president is not as nice as she hoped.*") in which the student draws inferences from the text. There is only weak reference to the main idea and the response lacks specific, relevant details from the text with the exception of a direct quote and a reference to the scarcity of firewood. The response has a weak organizational structure with a rudimentary introduction, simplistic transitions, and no discernible conclusion. There is little use of precise language and/or vocabulary drawn from the text to explain the topic. Few convention errors are present.

E07.E.1.1 Response Score: 1

29. In the letter Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams responds to her new surroundings. Use evidence from the letter to support your response.

In the letter Adams informs her daughter about the experience of moving to a new city and living in a new home. She is writeing to her daughter about the new white house and how it is not finished. On the way there, they got lost in the woods and couldn't find anyone to help them. Finally she got to Washington. That's when she notice the white house wasnt finish. I know she doesn't like it because she says I see no great comfort in them."

Annotation: The response minimally addresses parts of the task of analyzing how Adams responds to her new surroundings ("*I know she doesn't like it…*") demonstrating inadequate analytic understanding of the text. Minimal reference to a main idea is evident, and the response demonstrates insufficient analysis of the text. References to the text are insufficient ("*they got lost in the woods and couldn't find anyone to help them*" and "*she says I see no great comfort in them.*' "). Minimal evidence of an organizational structure is present with only two transitions ("*On the way there,*" and "*Finally*") to link ideas. The response contains a spelling error ("*writeing*" for writing), usage errors ("*notice*" and "*finish*"), and a missing apostrophe ("*wasnt*"). In addition, the quote in the last sentence is not punctuated correctly.

E07.E.1.1 Response Score: 1

29. In the letter Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams responds to her new surroundings. Use evidence from the letter to support your response.

John and Abagail Adams was the first presidential couple to live in the White House. The white house is unfinished, but Abby is very excited to be the first lady in the White house and can't wait for her daughter to come visit her there. She can see the river from her window and can see vessels as they pass on the river. The house is very grand and has 30 servants who work there. She thinks it is like a great castle.

Annotation: In this response, the student minimally addresses some parts of the task of analyzing how Adams responds to her new surroundings ("*The white house is unfinished, but Abby is very excited to be the first lady in the White house and can't wait for her daughter to come visit her there*") demonstrating inadequate analytic understanding of the text. Minimal evidence of an organizational structure is present, and the response demonstrates insufficient analysis of the text. References to the text are insufficient and often consist of oversimplifications ("*The house is very grand*" and *"She thinks it is like a great castle*") in which only the positive aspects of Adams's conflicted feelings about the White House are cited. The response has convention errors; however, these do not interfere with meaning.

GO ON