

Annotated Anchors

English Language Arts/Literacy

Grade 8 – Memory Training Explanatory Performance Task

October 30, 2019



Anchor Response 1

Purpose and Organization • Sample 1-Point

STUDENT RESPONSE

short and long term are not the same. short term memery all so debens on the person like if the person was born with a disable they mmight not be to rmember stuff the they here just one time they might have to here what you sed agin becues that wont reamber it. then is some has no disadle they will brobly reamber thigs more then others cus they have long-term memory.

ANNOTATION

SCORE POINT 1

The response is too brief to address the given task. There is a weak **controlling idea**, focusing on only the beginning information from the first source. There is no **conclusion**, and inadequate **transitions** (“all so;” “then”). Because the essay is so limited, there are insufficient details to show a **progression of ideas**.

Anchor Response 2

Purpose and Organization • Sample 1-Point

STUDENT RESPONSE

Memory is good because it helps you when you need to remember what you have to do that day. For example when you go to the store you have to use your memory to remember what you need at the store. If you can't remember what you need at the store you can write it on a piece of paper then you do not forget. Another example is when you are counting money you need to remember what you counted.

ANNOTATION

SCORE POINT 1

There is a weak attempt at a **controlling idea** (“Memory is good because...”), but there is no real **introduction** and no **conclusion**. There are **transitions** (“For example” and “Another example”), but they fail to provide meaningful cohesion as the response is too brief to establish a **progression of ideas**. Rather, the four sentence response presents only loosely connected ideas (e.g., needing to remember how much money was counted is not a relevant or important reason that “Memory is good”).

Anchor Response 3

Purpose and Organization • Sample 2-Point

STUDENT RESPONSE

The brain remembers things and also forgets things too, but there are many tricks and tips for memorization in the world today. Their are tricks to memorize a long string of numbers by “Start by thinking of a person, an action, and an object for each number from 00 to 99...” (Source #2 person+action+object). The sources also explain how the brain keeps memory by giving examples and and ways to exercise your brain. They also explain how you can lose memory by watching T.V while trying to remember something but it wasn’t stored properly so your brain cant retrieve it corectly.

The brain can even remember alot of things like how bilingual people have a huge vocabulay and graduate hischool with a vocabulay twice the size of a average hischool graduate thats because they have a bigger memory. Thats alot of words to remember but it’s short term and long term working together and thats how you proces things you memorize. They even explain how a memory compition works and how the participants dont have a specil memory but they use tricks to remember things. It also explains how we remember things for a short time and if we keep repeating a certin thing that we will remember it longer.

The brain is an amazing thing that we have and how it does everything for us from remembering things to forgetting and how it also controls are body and other things it does. IT helps from memorizing poems and writings to remembering answers for a test it is the one thing that can be exercised by trying to rememer many things. There are many things about how the brain works and tips about how to have a better memory today.

ANNOTATION

SCORE POINT 2

There is no clear **introduction** with the first sentence offering a weak **controlling idea** (“brain remembers things and forgets things too, but there are tricks...”) for that first paragraph. The rest of the first paragraph vaguely describes the “tricks and tips.” Paragraph 2 summarizes source #3. The final paragraph describes the “amazing” brain and ends by summarizing and repeating the “many things about how the brain works” (paragraph 2) and “tips” (paragraph 1). Because the ideas are presented in a seemingly random fashion, the **progression of ideas** is weak, and there are no appropriate **transitions** (other than “also”).

Anchor Response 4

Purpose and Organization • Sample 2-Point

STUDENT RESPONSE

Improving Memory

Memory is something we use for our entire lives, which is why it needs to be strong. You can make our memory better with a few different methods. The first method is to exercise your brain with practice. The second method is to use shortcuts and replace names with images and objects to give you a better image when you try to remember the name. And, the third is to learn the shortcuts of working memory and figuring out tricks to being able to remember lots of things at once.

As exclaimed in Source #3, exercising the brain and memory- complex will greatly help you improve memory. Each time one cell sends a signal to the next cell, the connection between those cells becomes stronger and can be strengthened a lot over time. In Source #1, they talk a bit about how if you use the brain in the same way over and over, it will become more shaped to how you've been using it.

In Source #2, it is said that if you use shortcuts and replace names with objects you can remember them better. I can see how this would be true and i've actually used this before with a friend named Stanley, his was "Stan Lee", the creator of Marvel. Another trick they talked about was building a memory place. it suggests associating memories with places. For example, imagine a building you know well and imagine a different memory with a place s the house like a room.

Nelson Dellis. and Sophia Hu are mental athletes. In Source #2, it talks a little about how their memories aren't really any better than mine or yours. Theirs are just more exercised and they know how to take in a lot of facts at one time. Murielle Peregovoy has trained to be an interpreter. She has learned the trick of "working memory", a process in which she lets the same amount of information leave as what she takes in. This is key to how her memory is so shaped up and good.

Memory is a very complex and important component to human life and interacting with everything around you. Use these methods to make your memory better and remember things longer.

ANNOTATION

SCORE POINTS 2

The **introduction** for this response has an adequate **controlling idea** connecting the need to develop memory with the fact that it will be useful for “our entire lives.” The progression of ideas is announced in the introduction. The **conclusion** very generally summarized the response, reiterating that memory is “important.” The response seems to **progress** following the roadmap presented in the introduction, but a close examination reveals lapses. Paragraph 4 begins by describing how Dellis and Hu (source #2) exercise their brains, which seemed to be the focus of paragraph 2. Paragraph 4 then describes how Peregovoy used “tricks” to “shape up” her memory, yet tricks were also the focus of paragraph 3. There are few **transitions** to clarify relationships in paragraphs 2 and 4, although transitions in paragraph 3 are more appropriate (“I can see,” “Another trick,” “For example”).

Anchor Response 5

Purpose and Organization • Sample 3-Point

STUDENT RESPONSE

In order for people to have an improved memory, they need to exercise their brain. To do this, one first needs to be aware of the three types of memory. These are short-term, long-term, and sensory. After you are informed of the types of memory, you are able to start exercising your brain.

The three types of memory are significant in the understanding of how your memory organizes things. First of all, there is sensory memory, your brain remembers things for a split second after you've finished looking at them. The sensory part in your memory also requires your eyes and brain to work together. It only clings to pictures and ideas for a few seconds, before letting them go into the abyss. If you fail to think about the picture or idea, it will fade away with sensory memory.

Another type of memory is short-term memory, where your brain only holds onto details and facts for as long as you are thinking about them. For example, if you are at the grocery store, with your list stored in your short-term memory, and turn around to grab the sour cream, only to notice they've moved it. When you go to look for the sour cream, within 20-30 seconds you will forget whatever else was on your list. "Short-term memory stores what you are actively thinking about at any given moment." (Source 1) If you keep thinking about a specific thing for a long amount of time, it will eventually get stuck in your long-term memory.

Last of all is long-term memory. Your long-term memory is used to remember large events that happen in your life. Long-term memory remembers all your information for you and helps you sort it all out. It remembers ideas, experiences, and information even after you have stopped thinking about them. When you study and do well on a test, you have used long-term memory in order to remember the information. "Scientists believe that over the course of a lifetime, the long-term memory has stored vast amounts of information. Much more than an encyclopedia!" (Source 1) In conclusion, the events that happen in your life are all categorized and stored using the three types of memory.

To improve your memory there are many abstract techniques different people all around the globe use. One of these strategies is to associate things with places. Say, if you going shopping, and you need to remember your list "Picture a building you know well, perhaps your own house. Now imagine each item in a different part of the house. Marshmallows strung like pearls... A graham-cracker fan on the coffee table. Chocolate bars popping out of the toaster." (Source 2) That's when you remember! Your mother needed you to grab ingredients for s'mores! In order to remember what you needed, you built yourself a "memory place" so you would remember the list of items you forgot to grab off the counter.

Another thing to use to try and remember things, like names and faces, is a picture. Say you just met that new kid in your class. Her name was Briana. Why would you remember this? Well, you used the technique where you associated the girl's name with an object. Briana sounds a bit like banana, so that's how you remembered. Also, her hair was blond, or yellow, like a banana. From that day on you did not forget Briana's name. Another strategy similar to this one is numbers. You have to remember the number 5427. First, you need to think of people you are fond of and turn them into numbers through 10. Then, take numbers 5, 4, 2, and 7. You should associate the people with the numbers and not get confused later on. (Source 2) In conclusion, there are many forms of remembering things in a certain order.

To conclude, there are many ways to improve your memory. Starting out with knowing and understanding the three types of memory. They are sensory, long-term, and short-term. Also, there are many ways of improving your memory by getting things into your long-term memory. These include the places idea, the faces to pictures technique, and the numbers example.

*ANNOTATION***SCORE POINT 3**

Rather than develop a targeted **controlling idea** or a **thesis** to manage the information presented in the source materials, this response attempts to integrate most if not all of the important information from sources # 1 and #2—and in general, it does so adequately. The **introduction** suggests a causal link that in order to exercise (to improve) memory, one must first understand three kinds of memory. Since the sources do not make that claim, this represents a plausible thesis. From there, the **progression of ideas** is predictable, with the response describing each of the three types of memory, followed by paragraphs summarizing the techniques for “exercising” the brain. The **conclusion** is weak, providing a repetitive summary of information. **Transitions** between body paragraphs are uneven. For example, the last sentence of paragraph 2 presents a cause/effect statement about the topic in that paragraph—sensory memory; the last sentence in paragraph 3, however, attempts to suggest causality between short term and long term memory (the topic of paragraph 4), while paragraph 4 concludes by introducing the strategies covered in 3 and 4. While these strategies are not wrong, given the length of the response, clearer—or at least more consistent—connections would help. Other transitions are generally appropriate if obvious (“First of all,” “Another type,” “Last of all,” “Another thing,” “To include”).

Anchor Response 6

Purpose and Organization • Sample 3-Point

STUDENT RESPONSE

Memory is a very complex thing to understand. This is because many memories gradually fade away in our memory. This is a hard thing to deal with, especially as a student. Tests, quizzes, all require us to remember a large amount of information. However, how do we do that? We always seem to forget important things for tests and totally blank, so how can we remember this information to help us during our school career and even after?

Distractions. I know I get distracted easily, especially when studying for a boring, drab test when I'd rather be watching TV. To compromise, I'll turn on the TV and then study as well, glancing up at the TV every few minutes. I claim I'm studying, but am I? Your brain would answer no. While watching TV and studying, your brain actually isn't processing information. It isn't properly coding into your mind so within a few minutes, a lot of information will not be available to you. So, if needed, go into a place without a TV. Shut your phone off and sit down and concentrate on studying, having someone else test you after. If needed, take 10 minute breaks every hour or half an hour and watch some TV to relax before studying again,

It has also been proven that you should associate memories with people, objects, and places. According to 'Memory Masters' by Alice Andre-Clark, "Memories get stronger if you associate them with a place... picture a building you know well, perhaps your own house. Now imagine each item in a different part of the house...". This would help you remember because you making a scene in your mind, adding details and adding complexity which makes it easier to retrieve when needed. So if you have to remember groceries, imagine each item sitting in different places in your home. I bet you that won't let you down.

This ties in with distractions but is also a good way to keep memories. It was proven by Dr. Franco Fabbro at the University of Udine that if you were listening to someone speak and were also speaking yourself, people couldn't remember the story the person was talking about. But if someone was listening to a story and didn't talk, they remembered it well. So if it helps, record yourself speaking about what you need to remember then shut your eyes, go in a quiet room, and play it over and over to memorize it.

We all know memory is important but it is easily forgotten. These ways can help you memorize everything efficiently and properly and may even help you with school.

ANNOTATION

SCORE POINT 3

The **progression of ideas** is somewhat uneven: the article begins with a strong beginning and second paragraph but fades toward the end. The body paragraphs are presented to reflect the same order as the source materials with no clear connection between them. Specifically, the **introduction** clearly sets the direction for the article, focusing on teens' need to perform well in school and beyond while presenting a clear **controlling idea** via a rhetorical question about "how to remember." The **conclusion** is weak, offering little other than vague generalizations. The **transitions** are somewhat weak, ranging from the vague "This ties in with" (to begin paragraph 3) and a heavy reliance on "so."

Anchor Response 7

Purpose and Organization • Sample 4-Point

STUDENT RESPONSE

The class grew still as the test was passed out. Mr. Archer's voice rang out sharp like a funeral bell in the silence, directing a simple command: "Begin." Pages rustled as the students turned over their tests. Silena looked down onto her test paper. A small shock ran through her as she realized that she couldn't even remember the answer to the first question, even though she had spent the entire night before studying. If you can relate to Silena in this short scenario, you've probably been frustrated with your memory at times. Fortunately, your memory can be improved with focus, mental tools, and most importantly practice.

To begin with, distractions can be a cause of forgetfulness. Multitasking, doing two or more tasks at once, can interfere with your mind trying to encode information into your memory. Source #1 suggested that if information is not encoded into memories properly, they can cause forgetfulness. An example from Source #1 shows a scenario with watching a television show while studying notes. Trying to watch the television show can interfere with encoding the information from the notes into your memory. Therefore, the next day, you may find out that you don't remember the answers on the test. Moreover, a study by Dr. Franco Fabbro at the University of Udine from Source #3 showed that when advanced interpreting students spoke while listening to a story at the same time, fewer details were remembered. Listening and speaking simultaneously was an interference to the students' memory, making memorizing the information difficult. In order to improve memory, the first step is to prevent distractions and focus on the information you are trying to memorize.

Next, using mental tools can help improve your memory. According to Source #2, the "mental athletes" at the USA Memory Championship weren't born with their astonishing memory skills. Instead, they used mental tools to help themselves remember. These included remembering objects by placing them in a "memory palace", or imagining them scattered throughout a familiar building. They also used a person, action, and object respectively to represent groups of digits in a long number, and memorized names by creating a picture in their mind. An example from Source #2 of memorizing a name stated, "Cohen becomes 'cold hen,' an unhappy chicken sitting on a nest filled with ice cubes." These funny images and tricks will help stick the information into your memory. Clearly, using mental tools is the next step to improving your memory.

Lastly, practice is the most vital step on improving your memory. In Source #3, neuroscientist Dr. Michel Paradis at the McGill University stated, "You can be good at one type of memory and poor at another. But you can improve each type of memory with practice. If you want to increase your memory, EXERCISE IT!" This statement shows that however poor your memory is, you can always improve it by training it and exercising it. In addition, according to Source #1, memories are made through brain cells that cooperate together and send each other messages. Source #1 states, "Each time one cell sends a message to another, the connection between those two cells gets stronger. With each new experience your brain changes a little." Each time you practice your memory, your cells work together and cooperate. Everytime they work together their connection gets stronger, and your brain changes for the better. These changes help your memories to grow stronger. To sum up, practice is the most important step to improving your memory.

In conclusion, everyone can improve their memory by putting away distractions, using mental tools, and most importantly practicing their memory. Simply by training the mind, everyone can strengthn their memories and remember better than before. The next time you meet a new person, try using a mental tool and create an image out of their name. You'll never forget anyone's names again!

*ANNOTATION***SCORE POINT 4**

Beginning an explanatory article with a hypothetical narrative is extremely effective, engaging readers with a hypothetical scenario they can all relate to. This mature **introductory** strategy makes up for finishing that paragraph with the somewhat ordinary presentation of three supports. The **conclusion** offers little more than a general summary of the writing, reiterating the controlling idea (“Simply by training the mind...”), and adding a final thought about “never forget[ting] anyone’s names again.” **Transitions** between paragraphs are formulaic (“To begin,” “Next,” “Lastly”). Each body paragraph has a topic sentence that is basically repeated in the final line of that paragraph, producing some distracting repetition (e.g., paragraphs 3 and 4 have bookend sentences that practically repeat one another; the topic and concluding sentences of paragraph 2, however, echo one another more subtly). Within paragraphs, the transitions are varied if predictable (“Moreover,” “Therefore,” “In addition,” “To sum up”). The **progression of ideas** is thoughtful: rather than proceeding from source #1 through source #3, the writer presents the “most important” strategy last. Although this response has both strengths and relative weaknesses for this category, the response is overall well-organized, and there are enough merits to justify a score of 4.

Anchor Response 8

Purpose and Organization • Sample 4-Point

STUDENT RESPONSE

We've all had it happen to us. Big math test. Hours of studying the night before. You walk in confident, but when the teacher comes around with a huge packet that you have to complete in 45 minutes, that's it. Your mind goes blank. What was that formula? Why can't I remember anything? Maybe it's simpler than you think. If you need to improve your memory, the key is practice, practice, practice. As the article "How Do We Remember?" explains, "If you keep using your brain the same way over and over again, it shapes how your brain will be organized." We've gathered together some tips and tricks to help you practice your memory, so next time you can take a deep breath and remember whatever it is you need with ease.

The first tip is good for short-term memory, which is "[the ability] to hold onto information for as long as you are thinking about it" as explained by the article "How Do We Remember". Seems easy enough, right? Wrong. As soon as you let your mind wander or even get distracted for a second, those memories are gone. In "Memory Masters", Alice Andre-Clark suggests associating memories with places, creating "memory palaces," as she calls them. This trick can be especially useful for remembering grocery lists. "Picture a building you already know pretty well," she says, "Perhaps your own house. Now imagine each item in a different part of the house. Marshmallows strung like pearls, dangling from your mom's jewelry drawer. A graham-cracker fan on the coffee table. Chocolate bars popping out of the toaster." By associating these items with items in your house, you can call up the mental image of your house and think about what's on your grocery list! Next time you're going to the store, conjure up the picture of whole-wheat bread lamps, soap made of butter, or milk coming out of your backyard hose. You'll be sure to remember what to buy now!

Our next tip is often used by international translators. They have a unique job; they must simultaneously listen to something in one language and say it in another, while the person is still talking. "Much of an interpreter's brain power is devoted to keeping information in short-term memory," Dr. Michel Paradis explains. "Simultaneously listening in one language and speaking in another makes the task much more challenging." Translators may often be bilingual, but they're not born with perfect short-term memories, so how can you train your brain to be as sharp as theirs? Luckily, Charles Capaldi includes some exercises they do in his article "Interpreters: Silver-Tongued Masters of Memory". "[H]ave a friend read [words] to you at a slow, steady pace [...] Listen to the first word. When you hear the second word, cover it up by saying the first word." What does this help you do? It requires you to say a word while listening to a different word, then say that different word while yet another plays. You must lock the words in your short-term memory, so practicing this way will help you with short-term memory in the future.

Have you ever tried to remember a number, but end up forgetting it quickly? Do you ever end up asking yourself something like "Was it 17,860 or 17,861"? If so, we've got the perfect trick to help you with remembering numbers. Alice Andre-Clark, author of "Memory Masters" calls the trick "Person + Action + Object = ?" The gist of this trick is as follows; think of a person, action, or object for every number from zero all the way to ninety-nine. When you want to remember a large number like 17,860, you would just combine the people, actions, and objects. Let's say 17 is Barack Obama, 86 is running, and 0 is a phone. Just imagine Barack Obama running while on his phone, and you can remember 17,860

easily. The sillier it is, the easier it will be to remember, so try to think of some outrageous people, actions, and objects!

The last tip is also from "Memory Masters". This one will surely be handy at large social events and gatherings, so if you have trouble remembering the names of your guests, we've got the trick for you! "Change names just a little," Alice Andre-Clark writes, "And Cohen becomes 'cold hen,' an unhappy chicken sitting on a nest filled with ice cubes. Use pictures to match faces with names too. If Mrs. Cohen has curly red hair, give the hen some fluffy red feathers." This trick can work for any name or person! Let's say you just met someone named Taylor. You can think of them as a 'tailor,' or a person who makes clothes. When you see them again, just think of them sewing hemlines and cutting fabric to remember their name! You'll never forget a name or face again.

Memories can be fickle things. As soon as you hand in that math test, perhaps you remember. Oh, it was $y=mx+b$! It seems you never remember anything at the right time or place. Now that you know four new tips, however, you may be able to calm down and think about it, and soon you'll be remembering in no time. Who knows, maybe you'll have a career as an interpreter if you're especially good at the second game! Having a good memory can really get you ahead in life, so it's time to start practicing. After all, you know what they say; practice makes perfect.

ANNOTATION

SCORE POINT 4

This strong response is tightly organized as a "how to" article for a science website. The **introduction** sets the context for the writing ("we've all had it happen...mind goes blank, What was that formula?") summarizing a controlling idea ("practice, practice, practice") and integrating a well-chosen validating quote ("If you keep using your brain,...it shapes how your brain will be organized"). The final sentence in the introduction may be a bit exaggerated ("remember *with ease*"), but it transitions well into the body. The **conclusion** comes full circle back to the idea of the forgotten formula presented in the introduction and takes the advice to "practice" full circle as well ("practice makes perfect."). Overall, the thesis is embedded within the conclusion: "Memories can be fickle [but]....Having a good memory can really get you ahead in life...." The **progression of ideas** is clear, presenting strategies to improve memory, with each paragraph ending with a statement providing cohesion by bringing the information back to the personal level. **Transitions** are subtle and effective. The response avoids reliance on stock phrases/strategies (e.g., paragraph 4 and 5: uses "Let's say" instead of "for example;" placing "however" mid-sentence rather than at the beginning) and utilizes other techniques to connect ideas such as rhetorical questions/answers (paragraph 3: "What does this help you do? It requires....").

Anchor Response 1

Evidence and Elaboration • Sample 1-Point

STUDENT RESPONSE

short and long term are not the same. short term memery all so debens on the person like if the person was born with a disable they mmight not be to rmember stuff the they here just one time they might have to here what you sed agin becues that wont reamber it. then is some has no disadle they will brobly reamber thigs more then others cus they have long-term memory.

ANNOTATION

SCORE POINT 1

The few **details** describing people with disabilities versus people with no disabilities are irrelevant to the task and do not accurately reflect the information in the **unattributed source materials**. The references to text details about long and short term memory are not appropriately integrated and not **elaborated**. **Language** use is vague and confusing (“things” and “stuff”), and there is no evident awareness of **style**.

Anchor Response 2

Evidence and Elaboration • Sample 1-Point

STUDENT RESPONSE

Memory is good because it helps you when you need to remember what you have to do that day. For example when you go to the store you have to use your memory to remember what you need at the store. If you can't remember what you need at the store you can write it on a piece of paper then you do not forget. Another example is when you are counting money you need to remember what you counted.

ANNOTATION

SCORE POINT 1

Other than a mention of a store list, there are no details from the **source materials**: Source # 1 does mention shopping lists, as does sentence #2 in this response, therefore making this brief response eligible for a score (mentioning “memory” alone would likely be insufficient to demonstrate that the writer had read the sources as “Memory” is listed as the task title and the word is included in the writing assignment/prompt). The third sentence could be considered an attempt to **elaborate** the idea of needing to remember what to buy at the store. The last sentence is irrelevant. The **language** is vague and repetitive (“remember what you have to do,” “use your memory to remember,” “If you can't remember,” “you need to remember”), and there is no evidence of **style**.

Anchor Response 3

Evidence and Elaboration • Sample 2-Point

STUDENT RESPONSE

The brain remembers things and also forgets things too, but there are many tricks and tips for memorization in the world today. Their are tricks to memorize a long string of numbers by “Start by thinking of a person, an action, and an object for each number from 00 to 99...” (Source #2 person+action+object). The sources also explain how the brain keeps memory by giving examples and and ways to exercise your brain. They also explain how you can lose memory by watching T.V while trying to remember something but it wasn’t stored properly so your brain cant retrieve it corectly.

The brain can even remember alot of things like how bilingual people have a huge vocabulay and graduate hischool with a vocabulay twice the size of a average hischool graduate thats because they have a bigger memory. Thats alot of words to remember but it’s short term and long term working together and thats how you proces things you memorize. They even explain how a memory compition works and how the participants dont have a specil memory but they use tricks to remember things. It also explains how we remember things for a short time and if we keep repeating a certin thing that we will remember it longer.

The brain is an amazing thing that we have and how it does everything for us from remembering things to forgetting and how it also controls are body and other things it does. IT helps from memorizing poems and writings to remembering answers for a test it is the one thing that can be exercised by trying to rememer many things. There are many things about how the brain works and tips about how to have a better memory today.

ANNOTATION

SCORE POINT 2

The **details** selected are mostly general and weakly integrated, simplifying (**attributed source materials**) to the point of being confusing at times (e.g., “bilingual people...have a bigger memory,” “you can lose memory by watching TV” and “...it’ short term and long term working together and thats how you proces things you memorize”). There are a few attempts at **elaboration** beyond summary/generalization (e.g., commentary: “thats alot of words to remember” and connection: “from memorizing poems and writings...”). The **language** used is general and repetitive (“many things;” “alot of things”), and there is no evident awareness of **style**.

Anchor Response 4

Evidence and Elaboration • Sample 2-Point

STUDENT RESPONSE

Improving Memory

Memory is something we use for our entire lives, which is why it needs to be strong. You can make our memory better with a few different methods. The first method is to exercise your brain with practice. The second method is to use shortcuts and replace names with images and objects to give you a better image when you try to remember the name. And, the third is to learn the shortcuts of working memory and figuring out tricks to being able to remember lots of things at once.

As exclaimed in Source #3, exercising the brain and memory- complex will greatly help you improve memory. Each time one cell sends a signal to the next cell, the connection between those cells becomes stronger and can be strengthened a lot over time. In Source #1, they talk a bit about how if you use the brain in the same way over and over, it will become more shaped to how you've been using it.

In Source #2, it is said that if you use shortcuts and replace names with objects you can remember them better. I can see how this would be true and i've actually used this before with a friend named Stanley, his was "Stan Lee", the creator of Marvel. Another trick they talked about was building a memory place. it suggests associating memories with places. For example, imagine a building you know well and imagine a different memory with a place s the house like a room.

Nelson Dellis. and Sophia Hu are mental athletes. In Source #2, it talks a little about how their memories aren't really any better than mine or yours. Theirs are just more exercised and they know how to take in a lot of facts at one time. Murielle Peregovoy has trained to be an interpreter. She has learned the trick of "working memory", a process in which she lets the same amount of information leave as what she takes in. This is key to how her memory is so shaped up and good.

Memory is a very complex and important component to human life and interacting with everything around you. Use these methods to make your memory better and remember things longer.

ANNOTATION

SCORE POINT 2

Relative to the amount of available information, this response references few **details**; however, those that are included are **attributed** to specific sources. The details used are briefly listed with insufficient explanation and little or no **elaboration**. The exception is in paragraph 3, in which the writer makes a personal connection, explaining how to remember names by mentally replacing them with objects (despite the fact that Stan Lee is not an object). Overall, the **language** is vague (“lots of things”), confusing (“memory- complex”), repetitive (“make your memory better and remember things longer”), and/or imprecise (“...more shaped to how you’ve been using it,” “interacting with”). The **style** does not enhance the writing (e.g., use of passive voice—“it is said that”—and repetition of phrases such as “they talked about,” and “it talks a little about”).

Anchor Response 5

Evidence and Elaboration • Sample 3-Point

STUDENT RESPONSE

In order for people to have an improved memory, they need to exercise their brain. To do this, one first needs to be aware of the three types of memory. These are short-term, long-term, and sensory. After you are informed of the types of memory, you are able to start exercising your brain.

The three types of memory are significant in the understanding of how your memory organizes things. First of all, there is sensory memory, your brain remembers things for a split second after you've finished looking at them. The sensory part in your memory also requires your eyes and brain to work together. It only clings to pictures and ideas for a few seconds, before letting them go into the abyss. If you fail to think about the picture or idea, it will fade away with sensory memory.

Another type of memory is short-term memory, where your brain only holds onto details and facts for as long as you are thinking about them. For example, if you are at the grocery store, with your list stored in your short-term memory, and turn around to grab the sour cream, only to notice they've moved it. When you go to look for the sour cream, within 20-30 seconds you will forget whatever else was on your list. "Short-term memory stores what you are actively thinking about at any given moment." (Source 1) If you keep thinking about a specific thing for a long amount of time, it will eventually get stuck in your long-term memory.

Last of all is long-term memory. Your long-term memory is used to remember large events that happen in your life. Long-term memory remembers all your information for you and helps you sort it all out. It remembers ideas, experiences, and information even after you have stopped thinking about them. When you study and do well on a test, you have used long-term memory in order to remember the information. "Scientists believe that over the course of a lifetime, the long-term memory has stored vast amounts of information. Much more than an encyclopedia!" (Source 1) In conclusion, the events that happen in your life are all categorized and stored using the three types of memory.

To improve your memory there are many abstract techniques different people all around the globe use. One of these strategies is to associate things with places. Say, if you going shopping, and you need to remember your list "Picture a building you know well, perhaps your own house. Now imagine each item in a different part of the house. Marshmallows strung like pearls... A graham-cracker fan on the coffee table. Chocolate bars popping out of the toaster." (Source 2) That's when you remember! Your mother needed you to grab ingredients for s'mores! In order to remember what you needed, you built yourself a "memory place" so you would remember the list of items you forgot to grab off the counter.

Another thing to use to try and remember things, like names and faces, is a picture. Say you just met that new kid in your class. Her name was Briana. Why would you remember this? Well, you used the technique where you associated the girl's name with an object. Briana sounds a bit like banana, so that's how you remembered. Also, her hair was blond, or yellow, like a banana. From that day on you did not forget Briana's name. Another strategy similar to this one is numbers. You have to remember the number 5427. First, you need to think of people you are fond of and turn them into numbers through 10. Then, take numbers 5, 4, 2, and 7. You should associate the people with the numbers and not get confused later on. (Source 2) In conclusion, there are many forms of remembering things in a certain order.

To conclude, there are many ways to improve your memory. Starting out with knowing and understanding the three types of memory. They are sensory, long-term, and short-term. Also, there are many ways of improving your memory by getting things into your long-term memory. These include the places idea, the faces to pictures technique, and the numbers example.

*ANNOTATION***SCORE POINT 3**

The response is long, including summaries or paraphrasing of many details from **source materials** #1 and #2 (source # 3 has not been used). Although the details have been **attributed** to sources, many should have used direct quotes as the paraphrasing is too close (e.g., compare the source “Long-term memory stores information, experiences, and ideas long after you stop thinking about them” with the writer’s version: “It remembers ideas, experiences, and information even after you have stopped thinking about them”). Although there is also a heavy dependence on source summary, there is some **elaboration** of details. Other elaborative strategies include providing some nice hypothetical examples to develop text details (e.g., “with your list stored in your short-term memory, and [you] turn around to grab the sour cream, only to notice they’ve moved it. When you go to look for the sour cream, within 20-30 seconds you will forget whatever else was on your list.” And, the example of remember a new classmate’s name—Briana). Although the **language** is generally appropriate with occasional strong word choices (e.g., “abyss”), there are also some imprecise language uses (e.g., “memory place” should be “memory palace,” and “abstract techniques” is confusing). There is strong evidence of **style** intended to engage the reader, relying less on word choices and more on conversational voice, alternating sentence lengths, and rhetorical questions (e.g., “Say you just met that new kid in your class. Her name was Briana. Why would you remember this? Well, you used the technique where you associated the girl’s name with an object.”).

Anchor Response 6

Evidence and Elaboration • Sample 3-Point

STUDENT RESPONSE

Memory is a very complex thing to understand. This is because many memories gradually fade away in our memory. This is a hard thing to deal with, especially as a student. Tests, quizzes, all require us to remember a large amount of information. However, how do we do that? We always seem to forget important things for tests and totally blank, so how can we remember this information to help us during our school career and even after?

Distractions. I know I get distracted easily, especially when studying for a boring, drab test when I'd rather be watching TV. To compromise, I'll turn on the TV and then study as well, glancing up at the TV every few minutes. I claim I'm studying, but am I? Your brain would answer no. While watching TV and studying, your brain actually isn't processing information. It isn't properly coding into your mind so within a few minutes, a lot of information will not be available to you. So, if needed, go into a place without a TV. Shut your phone off and sit down and concentrate on studying, having someone else test you after. If needed, take 10 minute breaks every hour or half an hour and watch some TV to relax before studying again,

It has also been proven that you should associate memories with people, objects, and places. According to 'Memory Masters' by Alice Andre-Clark, "Memories get stronger if you associate them with a place... picture a building you know well, perhaps your own house. Now imagine each item in a different part of the house...". This would help you remember because you making a scene in your mind, adding details and adding complexity which makes it easier to retrieve when needed. So if you have to remember groceries, imagine each item sitting in different places in your home. I bet you that won't let you down.

This ties in with distractions but is also a good way to keep memories. It was proven by Dr. Franco Fabbro at the University of Udine that if you were listening to someone speak and were also speaking yourself, people couldn't remember the story the person was talking about. But if someone was listening to a story and didn't talk, they remembered it well. So if it helps, record yourself speaking about what you need to remember then shut your eyes, go in a quiet room, and play it over and over to memorize it.

We all know memory is important but it is easily forgotten. These ways can help you memorize everything efficiently and properly and may even help you with school.

ANNOTATION

SCORE POINT 3

There are **source-based details** from all three sources, but there is no synthesis of the evidence as one would expect in a higher scoring paper. The first body paragraph (paragraph 2) shows effective **elaboration**, beginning with a personal connection to the source material and ending with an extension via recommendation to take study breaks. Paragraphs 3 and 4 are less-effectively developed: paragraph 3 and 4 have little elaboration except for their final lines (observation: “I bet that won’t let you down” and advice: “So if you have to remember groceries...”). There is some effective **language** use (“drab,” “compromise”), and there is evidence of effective **style** including the juxtaposition of long and short (even fragmented) sentences, rhetorical questions, all providing a conversational voice (e.g., “Distractions. I know I get distracted easily, especially when studying for a boring, drab test when I’d rather be watching TV. To compromise, I’ll turn on the TV and then study as well, glancing up at the TV every few minutes. I claim I’m studying, but am I? Your brain would answer no.”).

Anchor Response 7

Evidence and Elaboration • Sample 4-Point

STUDENT RESPONSE

The class grew still as the test was passed out. Mr. Archer's voice rang out sharp like a funeral bell in the silence, directing a simple command: "Begin." Pages rustled as the students turned over their tests. Silena looked down onto her test paper. A small shock ran through her as she realized that she couldn't even remember the answer to the first question, even though she had spent the entire night before studying. If you can relate to Silena in this short scenario, you've probably been frustrated with your memory at times. Fortunately, your memory can be improved with focus, mental tools, and most importantly practice.

To begin with, distractions can be a cause of forgetfulness. Multitasking, doing two or more tasks at once, can interfere with your mind trying to encode information into your memory. Source #1 suggested that if information is not encoded into memories properly, they can cause forgetfulness. An example from Source #1 shows a scenario with watching a television show while studying notes. Trying to watch the television show can interfere with encoding the information from the notes into your memory. Therefore, the next day, you may find out that you don't remember the answers on the test. Moreover, a study by Dr. Franco Fabbro at the University of Udine from Source #3 showed that when advanced interpreting students spoke while listening to a story at the same time, fewer details were remembered. Listening and speaking simultaneously was an interference to the students' memory, making memorizing the information difficult. In order to improve memory, the first step is to prevent distractions and focus on the information you are trying to memorize.

Next, using mental tools can help improve your memory. According to Source #2, the "mental athletes" at the USA Memory Championship weren't born with their astonishing memory skills. Instead, they used mental tools to help themselves remember. These included remembering objects by placing them in a "memory palace", or imagining them scattered throughout a familiar building. They also used a person, action, and object respectively to represent groups of digits in a long number, and memorized names by creating a picture in their mind. An example from Source #2 of memorizing a name stated, "Cohen becomes 'cold hen,' an unhappy chicken sitting on a nest filled with ice cubes." These funny images and tricks will help stick the information into your memory. Clearly, using mental tools is the next step to improving your memory.

Lastly, practice is the most vital step on improving your memory. In Source #3, neuroscientist Dr. Michel Paradis at the McGill University stated, "You can be good at one type of memory and poor at another. But you can improve each type of memory with practice. If you want to increase your memory, EXERCISE IT!" This statement shows that however poor your memory is, you can always improve it by training it and exercising it. In addition, according to Source #1, memories are made through brain cells that cooperate together and send each other messages. Source #1 states, "Each time one cell sends a message to another, the connection between those two cells gets stronger. With each new experience your brain changes a little." Each time you practice your memory, your cells work together and cooperate. Everytime they work together their connection gets stronger, and your brain changes for the better. These changes help your memories to grow stronger. To sum up, practice is the most important step to improving your memory.

In conclusion, everyone can improve their memory by putting away distractions, using mental tools, and most importantly practicing their memory. Simply by training the mind, everyone can strengthn their memories and remember better than before. The next time you meet a new person, try using a mental tool and create an image out of their name. You'll never forget anyone's names again!

*ANNOTATION***SCORE POINT 4**

There is ample evidence, **attributed** to all of the **sources**. That evidence is well-**integrated** and **synthesized**. For example, paragraph 2 includes information from both source #1 and source #2, focusing on the idea of distractions, including TV—a nice synthesis of information. Furthermore, rank-ordering the strategies from least-to-most important represents an effective strategy for integration. The **elaboration**, however, is overall weaker, relying on summary and somewhat obvious inference (e.g., “funny images and tricks will help stick the information into your memory”). Although there is some repetition (see first and last sentence in each body paragraph, or phrases such as “work together and cooperate”), the **language** is overall adequate with effective word choices in spots (“scenarios”). The **style** is consistent and appropriate; the use of the narrative to introduce the controlling idea is stylistically effective. Overall the response has strengths (especially for integration of evidence) and relative weaknesses (especially for elaboration) but has enough merits to earn a score of 4 for this category.

Anchor Response 8

Evidence and Elaboration • Sample 4-Point

STUDENT RESPONSE

We've all had it happen to us. Big math test. Hours of studying the night before. You walk in confident, but when the teacher comes around with a huge packet that you have to complete in 45 minutes, that's it. Your mind goes blank. What was that formula? Why can't I remember anything? Maybe it's simpler than you think. If you need to improve your memory, the key is practice, practice, practice. As the article "How Do We Remember?" explains, "If you keep using your brain the same way over and over again, it shapes how your brain will be organized." We've gathered together some tips and tricks to help you practice your memory, so next time you can take a deep breath and remember whatever it is you need with ease.

The first tip is good for short-term memory, which is "[the ability] to hold onto information for as long as you are thinking about it" as explained by the article "How Do We Remember". Seems easy enough, right? Wrong. As soon as you let your mind wander or even get distracted for a second, those memories are gone. In "Memory Masters", Alice Andre-Clark suggests associating memories with places, creating "memory palaces," as she calls them. This trick can be especially useful for remembering grocery lists. "Picture a building you already know pretty well," she says, "Perhaps your own house. Now imagine each item in a different part of the house. Marshmallows strung like pearls, dangling from your mom's jewelry drawer. A graham-cracker fan on the coffee table. Chocolate bars popping out of the toaster." By associating these items with items in your house, you can call up the mental image of your house and think about what's on your grocery list! Next time you're going to the store, conjure up the picture of whole-wheat bread lamps, soap made of butter, or milk coming out of your backyard hose. You'll be sure to remember what to buy now!

Our next tip is often used by international translators. They have a unique job; they must simultaneously listen to something in one language and say it in another, while the person is still talking. "Much of an interpreter's brain power is devoted to keeping information in short-term memory," Dr. Michel Paradis explains. "Simultaneously listening in one language and speaking in another makes the task much more challenging." Translators may often be bilingual, but they're not born with perfect short-term memories, so how can you train your brain to be as sharp as theirs? Luckily, Charles Capaldi includes some exercises they do in his article "Interpreters: Silver-Tongued Masters of Memory". "[H]ave a friend read [words] to you at a slow, steady pace [...] Listen to the first word. When you hear the second word, cover it up by saying the first word." What does this help you do? It requires you to say a word while listening to a different word, then say that different word while yet another plays. You must lock the words in your short-term memory, so practicing this way will help you with short-term memory in the future.

Have you ever tried to remember a number, but end up forgetting it quickly? Do you ever end up asking yourself something like "Was it 17,860 or 17,861"? If so, we've got the perfect trick to help you with remembering numbers. Alice Andre-Clark, author of "Memory Masters" calls the trick "Person + Action + Object = ?" The gist of this trick is as follows; think of a person, action, or object for every number from zero all the way to ninety-nine. When you want to remember a large number like 17,860, you would just combine the people, actions, and objects. Let's say 17 is Barack Obama, 86 is running, and 0 is a phone. Just imagine Barack Obama running while on his phone, and you can remember 17,860

easily. The sillier it is, the easier it will be to remember, so try to think of some outrageous people, actions, and objects!

The last tip is also from "Memory Masters". This one will surely be handy at large social events and gatherings, so if you have trouble remembering the names of your guests, we've got the trick for you! "Change names just a little," Alice Andre-Clark writes, "And Cohen becomes 'cold hen,' an unhappy chicken sitting on a nest filled with ice cubes. Use pictures to match faces with names too. If Mrs. Cohen has curly red hair, give the hen some fluffy red feathers." This trick can work for any name or person! Let's say you just met someone named Taylor. You can think of them as a 'tailor,' or a person who makes clothes. When you see them again, just think of them sewing hemlines and cutting fabric to remember their name! You'll never forget a name or face again.

Memories can be fickle things. As soon as you hand in that math test, perhaps you remember. Oh, it was $y=mx+b$! It seems you never remember anything at the right time or place. Now that you know four new tips, however, you may be able to calm down and think about it, and soon you'll be remembering in no time. Who knows, maybe you'll have a career as an interpreter if you're especially good at the second game! Having a good memory can really get you ahead in life, so it's time to start practicing. After all, you know what they say; practice makes perfect.

ANNOTATION

SCORE POINT 4

The **source-based details** come from across the sources, and they are **attributed**. The information is well-paraphrased, **integrated**, and **synthesized** (e.g., the information in paragraph 2 combines information from both sources # 1 and #2). The effective summarization of source materials is **elaborated** primarily at the end of each body paragraph with personal connections to hypothetical situations (e.g., "Next time you're going to the store, conjure up...;" "Just imagine.... The sillier it is, the easier it will be, so try to think of some outrageous people, actions, and objects!"). The **language** used is effective (e.g., "gist," "fickle," "conjure"), and the strong sense of **style** enhances the message (e.g., the introduction engages the reader by combining short and long sentences, rhetorical questions, etc. That style gives the article voice and is maintained consistently throughout).

Anchor Response 1

Conventions • Sample 0-Point

STUDENT RESPONSE

short and long term are not the same. short term memery all so debens on the person like if the person was born with a disable they mmight not be to rmember stuff the they here just one time they might have to here what you sed agin becues that wont reamber it. then is some has no disadle they will brobly reamber thigs more then others cus they have long-term memory.

ANNOTATION

SCORE POINT 0

Given the brevity of the writing relative to the variety and density of errors, the response demonstrates little if any control of grade 8 conventions:

Sentence Structure: Sentence #2 (of 3) is a run-on.

Grammar Usage: There are errors with frequently confused words (“here” for hear; “then” for than). Note: because the gender identification of the “someone” and the “person” are not clear, the use of “they” is suitable.

Punctuation: There are missing commas after introductory elements in sentences #2 and #3.

Capitalization: There are no capital letters used to indicate sentence beginnings.

Spelling: There are too many spelling errors to list.

Anchor Response 2

Conventions • Sample 0-Point

STUDENT RESPONSE

The brain remembers things and also forgets things too, but there are many tricks and trips for memorization in the world today. There are tricks to memorize a long string of numbers by “Start by thinking of a person, an action, and an object for each number from 00 to 99...” (Source #2 person+action+object). The sources also explain how the brain keeps memory by giving examples and ways to exercise your brain. They also explain how you can lose memory by watching T.V while trying to remember something but it wasn't stored properly so your brain can't retrieve it correctly.

The brain can even remember a lot of things like how bilingual people have a huge vocabulary and graduate high school with a vocabulary twice the size of an average high school graduate that's because they have a bigger memory. That's a lot of words to remember but it's short term and long term working together and that's how you process things you memorize. They even explain how a memory competition works and how the participants don't have a special memory but they use tricks to remember things. It also explains how we remember things for a short time and if we keep repeating a certain thing that we will remember it longer.

The brain is an amazing thing that we have and how it does everything for us from remembering things to forgetting and how it also controls our body and other things it does. It helps from memorizing poems and writings to remembering answers for a test it is the one thing that can be exercised by trying to remember many things. There are many things about how the brain works and tips about how to have a better memory today.

ANNOTATION

SCORE POINT 0

A variety of error types and patterns, especially relative to the simplicity and repetition in the response, provides little to no evidence of control for grade 8 conventions:

Sentence Structure: There are several run-on sentences (the first sentence in paragraph 2 and the second sentence in the final paragraph), and there is a lack of parallel structure (e.g., “The brain is an amazing thing that we have and how it does everything for us...”). Other sentence structure problems do not constitute errors *per se*, considered instead to be style issues.

Grammar Usage: There are errors with frequently confused words (“Their” for There; “are” for our), and an error with the article “a” for an (“a average”).

Punctuation: Errors with missing commas, for both compound sentences and after introductory elements, are too numerous to list (As an example of both: “It also explains how we remember things for a short time and if we keep repeating a certin thing that [then] we will member it longer”). There are also errors with missing apostrophes in contractions (e.g., cant, thats, dont), and errors with quotation marks to identify source materials.

Capitalization: There are missing capital letters for source titles (“person+action+object=?”).

Spelling: Errors are too numerous to list. Although many of these could be typographical errors (still counted as errors), there are also many repeated errors that reflect a lack of command for frequently misspelled words and spelling patterns (e.g., “alot,” “retreive,” “certin”).

Anchor Response 3

Conventions • Sample 1-Point

STUDENT RESPONSE

Memory is good because it helps you when you need to remember what you have to do that day. For example when you go to the store you have to use your memory to remember what you need at the store. If you can't remember what you need at the store you can write it on a piece of paper then you do not forget. Another example is when you are counting money you need to remember what you counted.

ANNOTATION

SCORE POINT 1

Although the number of errors is not great, the response is too brief to assume anything other than partial control of conventions:

Sentence Structure: Two (of four) sentences are run-ons.

Punctuation: There is a missing comma after introductory elements (“When you go to the store[,] you have to remember...;” “If you can’t remember what you need at the store you can write it...;” and, arguably, after “For example”).

There are no errors with **Spelling, Capitalization, or Grammar Usage.**

Anchor Response 4

Conventions • Sample 1-Point

STUDENT RESPONSE

Improving Memory

Memory is something we use for our entire lives, which is why it needs to be strong. You can make our memory better with a few different methods. The first method is to exercise your brain with practice. The second method is to use shortcuts and replace names with images and objects to give you a better image when you try to remember the name. And, the third is to learn the shortcuts of working memory and figuring out tricks to being able to remember lots of things at once.

As exclaimed in Source #3, exercising the brain and memory- complex will greatly help you improve memory. Each time one cell sends a signal to the next cell, the connection between those cells becomes stronger and can be strengthened a lot over time. In Source #1, they talk a bit about how if you use the brain in the same way over and over, it will become more shaped to how you've been using it.

In Source #2, it is said that if you use shortcuts and replace names with objects you can remember them better. I can see how this would be true and i've actually used this before with a friend named Stanley, his was "Stan Lee", the creator of Marvel. Another trick they talked about was building a memory place. it suggests associating memories with places. For example, imagine a building you know well and imagine a different memory with a place s the house like a room.

Nelson Dellis. and Sophia Hu are mental athletes. In Source #2, it talks a little about how their memories aren't really any better than mine or yours. Theirs are just more exercised and they know how to take in a lot of facts at one time. Murielle Peregovoy has trained to be an interpreter. She has learned the trick of "working memory", a process in which she lets the same amount of information leave as what she takes in. This is key to how her memory is so shaped up and good.

Memory is a very complex and important component to human life and interacting with everything around you. Use these methods to make your memory better and remember things longer.

ANNOTATION

SCORE POINT 1

Considering how much of this response relies on repetition of the same phrases, the density of errors demonstrates only a partial control of conventions, justifying a score point 1.

Sentence Structure: There are sentence structure errors: back-to-back run-on sentences in paragraph 3 and a lack of parallel structure at the end of paragraph 1. Although there are many stylistically awkward sentences, these are not counted as errors *per se*.

Grammar Usage: Passive voice, a stylistic problem, can slow down comprehension in places (e.g., “it is said that...”).

Punctuation: There are many errors with punctuation including missing commas in compound sentences (“I can see how this would be true and i’ve actually used this...” and “Theirs are just more exercised and they know how...”) and missing commas following introductory elements (“...if you use shortcuts and replace names with objects you can remember...”). There are errors with the placement of commas outside the quotation marks (“‘Stan Lee’, the creator of Marvel” and “‘working memory’,”).

Spelling: There are no spelling errors although some words are incorrectly used (“is” for in)

Capitalization: errors include with the proper noun I (“i’ve”).

Anchor Response 5

Conventions • Sample 2-Point

STUDENT RESPONSE

In order for people to have an improved memory, they need to exercise their brain. To do this, one first needs to be aware of the three types of memory. These are short-term, long-term, and sensory. After you are informed of the types of memory, you are able to start exercising your brain.

The three types of memory are significant in the understanding of how your memory organizes things. First of all, there is sensory memory, your brain remembers things for a split second after you've finished looking at them. The sensory part in your memory also requires your eyes and brain to work together. It only clings to pictures and ideas for a few seconds, before letting them go into the abyss. If you fail to think about the picture or idea, it will fade away with sensory memory.

Another type of memory is short-term memory, where your brain only holds onto details and facts for as long as you are thinking about them. For example, if you are at the grocery store, with your list stored in your short-term memory, and turn around to grab the sour cream, only to notice they've moved it. When you go to look for the sour cream, within 20-30 seconds you will forget whatever else was on your list. "Short-term memory stores what you are actively thinking about at any given moment." (Source 1) If you keep thinking about a specific thing for a long amount of time, it will eventually get stuck in your long-term memory.

Last of all is long-term memory. Your long-term memory is used to remember large events that happen in your life. Long-term memory remembers all your information for you and helps you sort it all out. It remembers ideas, experiences, and information even after you have stopped thinking about them. When you study and do well on a test, you have used long-term memory in order to remember the information. "Scientists believe that over the course of a lifetime, the long-term memory has stored vast amounts of information. Much more than an encyclopedia!" (Source 1) In conclusion, the events that happen in your life are all categorized and stored using the three types of memory.

To improve your memory there are many abstract techniques different people all around the globe use. One of these strategies is to associate things with places. Say, if you going shopping, and you need to remember your list "Picture a building you know well, perhaps your own house. Now imagine each item in a different part of the house. Marshmallows strung like pearls... A graham-cracker fan on the coffee table. Chocolate bars popping out of the toaster." (Source 2) That's when you remember! Your mother needed you to grab ingredients for s'mores! In order to remember what you needed, you built yourself a "memory place" so you would remember the list of items you forgot to grab off the counter.

Another thing to use to try and remember things, like names and faces, is a picture. Say you just met that new kid in your class. Her name was Briana. Why would you remember this? Well, you used the technique where you associated the girl's name with an object. Briana sounds a bit like banana, so that's how you remembered. Also, her hair was blond, or yellow, like a banana. From that day on you did not forget Briana's name. Another strategy similar to this one is numbers. You have to remember the number 5427. First, you need to think of people you are fond of and turn them into numbers through 10. Then, take numbers 5, 4, 2, and 7. You should associate the people with the numbers and not get confused later on. (Source 2) In conclusion, there are many forms of remembering things in a certain order.

To conclude, there are many ways to improve your memory. Starting out with knowing and understanding the three types of memory. They are sensory, long-term, and short-term. Also, there are many ways of improving your memory by getting things into your long-term memory. These include the places idea, the faces to pictures technique, and the numbers example.

ANNOTATION

SCORE POINT 2

This response provides evidence of overall adequate control of grade 8 conventions, with few errors relative to the length and complexity of the writing.

Sentence Structure: There are several sentence fragments (“For example, if you are at the grocery store, with your list stored in your short-term memory, and turn around to grab the sour cream, only to notice they’ve moved it” and “Starting out with knowing and understanding the three types of memory”). In addition, there are sentences that reflect other error types, mostly due to missing words (“Say, if you going shopping, and you need to remember your list ‘Picture a building you know well, perhaps your own house.’”). The use of passive voice (e.g., “After you are informed of …”) produces some awkward constructions.

Grammar Usage: There are some unnecessary or inconsistent verb tense shifts (e.g., “after you are informed of..., you are able....” The verb should be “would be”). The first paragraph provides an example of potentially confusing shifts in pronouns (sentence two uses “one first needs” while sentence three shifts to “you”).

There are no grade 8-appropriate errors in **Punctuation, Spelling, or Capitalization.**

Anchor Response 6

Conventions • Sample 2-Point

STUDENT RESPONSE

Memory is a very complex thing to understand. This is because many memories gradually fade away in our memory. This is a hard thing to deal with, especially as a student. Tests, quizzes, all require us to remember a large amount of information. However, how do we do that? We always seem to forget important things for tests and totally blank, so how can we remember this information to help us during our school career and even after?

Distractions. I know I get distracted easily, especially when studying for a boring, drab test when I'd rather be watching TV. To compromise, I'll turn on the TV and then study as well, glancing up at the TV every few minutes. I claim I'm studying, but am I? Your brain would answer no. While watching TV and studying, your brain actually isn't processing information. It isn't properly coding into your mind so within a few minutes, a lot of information will not be available to you. So, if needed, go into a place without a TV. Shut your phone off and sit down and concentrate on studying, having someone else test you after. If needed, take 10 minute breaks every hour or half an hour and watch some TV to relax before studying again,

It has also been proven that you should associate memories with people, objects, and places. According to 'Memory Masters' by Alice Andre-Clark, "Memories get stronger if you associate them with a place... picture a building you know well, perhaps your own house. Now imagine each item in a different part of the house...". This would help you remember because you making a scene in your mind, adding details and adding complexity which makes it easier to retrieve when needed. So if you have to remember groceries, imagine each item sitting in different places in your home. I bet you that won't let you down.

This ties in with distractions but is also a good way to keep memories. It was proven by Dr. Franco Fabbro at the University of Udine that if you were listening to someone speak and were also speaking yourself, people couldn't remember the story the person was talking about. But if someone was listening to a story and didn't talk, they remembered it well. So if it helps, record yourself speaking about what you need to remember then shut your eyes, go in a quiet room, and play it over and over to memorize it.

We all know memory is important but it is easily forgotten. These ways can help you memorize everything efficiently and properly and may even help you with school.

ANNOTATION

SCORE POINT 2

There are few errors relative to the length and complexity of the writing, demonstrating an adequate control of grade 8 conventions:

Sentence Structure: There are no errors with sentence structure (“Distractions” is a purposeful fragment, presumably used for emphasis).

Grammar Usage: Arguably, there is a confusing pronoun reference (“This ties in with...”) to begin paragraph 4. Other than that, there are no errors with grammar usage.

Punctuation: There are numerous errors in punctuation including missing commas in compound sentences (e.g., the final sentence in the article), separating nonrestrictive information (“...adding complexity which makes it easier...”), and in a list (“record yourself...then shut your eyes, go in a quiet room, and play it over...”). There is an error with end punctuation (final sentence in paragraph 2 ends with a comma instead of a period) and improperly used punctuation marks for titles (‘Memory Masters’).

Spelling: “Comrpomise” is misspelled. There are also typographical errors (“wth” and “stronge rif”), which nevertheless count as errors.

Capitalization: There are no evident errors with capital letters.

Anchor Response 7

Conventions • Sample 2-Point

STUDENT RESPONSE

The class grew still as the test was passed out. Mr. Archer's voice rang out sharp like a funeral bell in the silence, directing a simple command: "Begin." Pages rustled as the students turned over their tests. Silena looked down onto her test paper. A small shock ran through her as she realized that she couldn't even remember the answer to the first question, even though she had spent the entire night before studying. If you can relate to Silena in this short scenario, you've probably been frustrated with your memory at times. Fortunately, your memory can be improved with focus, mental tools, and most importantly practice.

To begin with, distractions can be a cause of forgetfulness. Multitasking, doing two or more tasks at once, can interfere with your mind trying to encode information into your memory. Source #1 suggested that if information is not encoded into memories properly, they can cause forgetfulness. An example from Source #1 shows a scenario with watching a television show while studying notes. Trying to watch the television show can interfere with encoding the information from the notes into your memory. Therefore, the next day, you may find out that you don't remember the answers on the test. Moreover, a study by Dr. Franco Fabbro at the University of Udine from Source #3 showed that when advanced interpreting students spoke while listening to a story at the same time, fewer details were remembered. Listening and speaking simultaneously was an interference to the students' memory, making memorizing the information difficult. In order to improve memory, the first step is to prevent distractions and focus on the information you are trying to memorize.

Next, using mental tools can help improve your memory. According to Source #2, the "mental athletes" at the USA Memory Championship weren't born with their astonishing memory skills. Instead, they used mental tools to help themselves remember. These included remembering objects by placing them in a "memory palace", or imagining them scattered throughout a familiar building. They also used a person, action, and object respectively to represent groups of digits in a long number, and memorized names by creating a picture in their mind. An example from Source #2 of memorizing a name stated, "Cohen becomes 'cold hen,' an unhappy chicken sitting on a nest filled with ice cubes." These funny images and tricks will help stick the information into your memory. Clearly, using mental tools is the next step to improving your memory.

Lastly, practice is the most vital step on improving your memory. In Source #3, neuroscientist Dr. Michel Paradis at the McGill University stated, "You can be good at one type of memory and poor at another. But you can improve each type of memory with practice. If you want to increase your memory, EXERCISE IT!" This statement shows that however poor your memory is, you can always improve it by training it and exercising it. In addition, according to Source #1, memories are made through brain cells that cooperate together and send each other messages. Source #1 states, "Each time one cell sends a message to another, the connection between those two cells gets stronger. With each new experience your brain changes a little." Each time you practice your memory, your cells work together and cooperate. Everytime they work together their connection gets stronger, and your brain changes for the better. These changes help your memories to grow stronger. To sum up, practice is the most important step to improving your memory.

In conclusion, everyone can improve their memory by putting away distractions, using mental tools, and most importantly practicing their memory. Simply by training the mind, everyone can strengthn their memories and remember better than before. The next time you meet a new person, try using a mental tool and create an image out of their name. You'll never forget anyone's names again!

*ANNOTATION***SCORE POINT 2**

Overall, the response demonstrates clear control of grade 8 conventions:

There are no grade 8-appropriate errors with **Sentence Structure, Spelling, or Capitalization.**

Grammar Usage: There are errors with pronoun/antecedent agreement (“if information is not encoded..., they can cause” and “...never forget anyone’s names again”).

Punctuation: There is a relatively minor error with the placement of a comma outside the quotation marks (“memory palace’,”).

Anchor Response 8

Conventions • Sample 2-Point

STUDENT RESPONSE

We've all had it happen to us. Big math test. Hours of studying the night before. You walk in confident, but when the teacher comes around with a huge packet that you have to complete in 45 minutes, that's it. Your mind goes blank. What was that formula? Why can't I remember anything? Maybe it's simpler than you think. If you need to improve your memory, the key is practice, practice, practice. As the article "How Do We Remember?" explains, "If you keep using your brain the same way over and over again, it shapes how your brain will be organized." We've gathered together some tips and tricks to help you practice your memory, so next time you can take a deep breath and remember whatever it is you need with ease.

The first tip is good for short-term memory, which is "[the ability] to hold onto information for as long as you are thinking about it" as explained by the article "How Do We Remember". Seems easy enough, right? Wrong. As soon as you let your mind wander or even get distracted for a second, those memories are gone. In "Memory Masters", Alice Andre-Clark suggests associating memories with places, creating "memory palaces," as she calls them. This trick can be especially useful for remembering grocery lists. "Picture a building you already know pretty well," she says, "Perhaps your own house. Now imagine each item in a different part of the house. Marshmallows strung like pearls, dangling from your mom's jewelry drawer. A graham-cracker fan on the coffee table. Chocolate bars popping out of the toaster." By associating these items with items in your house, you can call up the mental image of your house and think about what's on your grocery list! Next time you're going to the store, conjure up the picture of whole-wheat bread lamps, soap made of butter, or milk coming out of your backyard hose. You'll be sure to remember what to buy now!

Our next tip is often used by international translators. They have a unique job; they must simultaneously listen to something in one language and say it in another, while the person is still talking. "Much of an interpreter's brain power is devoted to keeping information in short-term memory," Dr. Michel Paradis explains. "Simultaneously listening in one language and speaking in another makes the task much more challenging." Translators may often be bilingual, but they're not born with perfect short-term memories, so how can you train your brain to be as sharp as theirs? Luckily, Charles Capaldi includes some exercises they do in his article "Interpreters: Silver-Tongued Masters of Memory". "[H]ave a friend read [words] to you at a slow, steady pace [...] Listen to the first word. When you hear the second word, cover it up by saying the first word." What does this help you do? It requires you to say a word while listening to a different word, then say that different word while yet another plays. You must lock the words in your short-term memory, so practicing this way will help you with short-term memory in the future.

Have you ever tried to remember a number, but end up forgetting it quickly? Do you ever end up asking yourself something like "Was it 17,860 or 17,861"? If so, we've got the perfect trick to help you with remembering numbers. Alice Andre-Clark, author of "Memory Masters" calls the trick "Person + Action + Object = ?" The gist of this trick is as follows; think of a person, action, or object for every number from zero all the way to ninety-nine. When you want to remember a large number like 17,860, you would just combine the people, actions, and objects. Let's say 17 is Barack Obama, 86 is running, and 0 is a phone. Just imagine Barack Obama running while on his phone, and you can remember 17,860

easily. The sillier it is, the easier it will be to remember, so try to think of some outrageous people, actions, and objects!

The last tip is also from "Memory Masters". This one will surely be handy at large social events and gatherings, so if you have trouble remembering the names of your guests, we've got the trick for you! "Change names just a little," Alice Andre-Clark writes, "And Cohen becomes 'cold hen,' an unhappy chicken sitting on a nest filled with ice cubes. Use pictures to match faces with names too. If Mrs. Cohen has curly red hair, give the hen some fluffy red feathers." This trick can work for any name or person! Let's say you just met someone named Taylor. You can think of them as a 'tailor,' or a person who makes clothes. When you see them again, just think of them sewing hemlines and cutting fabric to remember their name! You'll never forget a name or face again.

Memories can be fickle things. As soon as you hand in that math test, perhaps you remember. Oh, it was $y=mx+b$! It seems you never remember anything at the right time or place. Now that you know four new tips, however, you may be able to calm down and think about it, and soon you'll be remembering in no time. Who knows, maybe you'll have a career as an interpreter if you're especially good at the second game! Having a good memory can really get you ahead in life, so it's time to start practicing. After all, you know what they say; practice makes perfect.

ANNOTATION

SCORE POINT 2

Especially considering the length and complexity of this response, there are relatively no errors, demonstrating control of conventions.

Sentence Structure: There are no errors with sentence structure; the evident fragments are purposeful and are used for effect (e.g., "Seems easy enough, right? Wrong.").

Punctuation: Although not a CCSS grade 8 skill, in paragraph 4, an incorrect semi-colon is used instead of a colon ("The gist of this trick is as follows;"). There are relatively minor errors with the placement of punctuation outside the quotation marks, but only when citing sources (e.g., "The last trick is also from 'Memory Masters'.").

There are no errors with grade 8-appropriate **Grammar Usage, Capitalization, or Spelling.**