

QUESTION 28 – SCORING RUBRIC – CRITICAL LENS

QUALITY	Responses at this level:	Responses at this level:			Responses at this level:	Responses at this level:
		4	3	2		
Meaning: the extent to which the response exhibits sound understanding, interpretation, and analysis of the task and text(s)	<ul style="list-style-type: none"> -provide an interpretation of the "critical lens" that is faithful to the complexity of the statement and clearly establishes the criteria for analysis -use the criteria to make a clear and reasoned analysis of the chosen texts -use the criteria to make insightful analysis of the chosen texts 	<ul style="list-style-type: none"> -provide a thoughtful interpretation of the "critical lens" that clearly establishes the criteria for analysis -use the criteria to make a clear and reasoned analysis of the chosen texts 	<ul style="list-style-type: none"> -provide a reasonable interpretation of the "critical lens" that establishes the criteria for analysis -make implicit connections between criteria and the chosen texts 	<ul style="list-style-type: none"> -provide a simple interpretation of the "critical lens" that suggests some criteria for analysis -make superficial connections between the criteria and the chosen texts 	<ul style="list-style-type: none"> -provide a confused or incomplete interpretation of the "critical lens" -may allude to the "critical lens" but do not use it to analyze the chosen texts 	<ul style="list-style-type: none"> -do not refer to the "critical lens" -reflect minimal or no analysis of the chosen texts
Development: the extent to which ideas are elaborated using specific and relevant evidence from the text(s)	<ul style="list-style-type: none"> -develop ideas clearly and fully, making effective use of a wide range of relevant and specific evidence and appropriate literary elements from both texts 	<ul style="list-style-type: none"> -develop ideas clearly and consistently, with reference to relevant and specific evidence and appropriate literary elements from both texts 	<ul style="list-style-type: none"> -develop some ideas more fully than others, with reference to specific and relevant evidence and appropriate literary elements from both texts 	<ul style="list-style-type: none"> -develop ideas briefly, using some evidence from the text -may rely primarily on plot summary 	<ul style="list-style-type: none"> -are incomplete or largely undeveloped, hinting at ideas, but references to the text are vague, irrelevant, repetitive, or unjustified 	<ul style="list-style-type: none"> -are minimal, with no evidence of development
Organization: the extent to which the response exhibits direction, shape, and coherence	<ul style="list-style-type: none"> -maintain the focus established by the critical lens -exhibit a logical and coherent structure through skillful use of appropriate devices and transitions 	<ul style="list-style-type: none"> -maintain the focus established by the critical lens -exhibit a logical sequence of ideas through use of appropriate devices and transitions 	<ul style="list-style-type: none"> -maintain a clear and appropriate focus -exhibit a logical sequence of ideas but may lack internal consistency 	<ul style="list-style-type: none"> -establish, but fail to maintain, an appropriate focus -exhibit a rudimentary structure, but may include some inconsistencies or irrelevancies 	<ul style="list-style-type: none"> -show no focus or organization 	<ul style="list-style-type: none"> -lack an appropriate focus but suggest some organization, or suggest a focus but lack organization
Language Use: the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety	<ul style="list-style-type: none"> -are stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice and awareness of audience and purpose -vary structure and length of sentences to control rhythm and pacing -length of sentences to enhance meaning 	<ul style="list-style-type: none"> -use language that is fluent and original, with evident awareness of audience and purpose -vary structure and length of sentences to control rhythm and pacing 	<ul style="list-style-type: none"> -use appropriate language, with some awareness of audience and purpose -occasionally make effective use of sentence structure or length 	<ul style="list-style-type: none"> -use language that is imprecise or unsuitable for the audience or purpose -reveal little awareness of how to use sentences to achieve an effect 	<ul style="list-style-type: none"> -use basic vocabulary, with little awareness of audience or purpose -exhibit some attempt to vary sentence structure or length for effect, but with uneven success 	<ul style="list-style-type: none"> -are minimal -use language that is incoherent or inappropriate
Conventions: the extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar, and usage	<ul style="list-style-type: none"> -demonstrate control of the conventions with essentially no errors, even with sophisticated language 	<ul style="list-style-type: none"> -demonstrate control of the conventions, exhibiting occasional errors that do not hinder comprehension 	<ul style="list-style-type: none"> -demonstrate partial control, exhibiting occasional errors that do not hinder comprehension 	<ul style="list-style-type: none"> -demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult 	<ul style="list-style-type: none"> -are minimal, making assessment of conventions unreliable -may be illegible or not recognizable as English 	<ul style="list-style-type: none"> -are minimal, making assessment of conventions unreliable -may be illegible or not recognizable as English

- If the student addresses only one text, the response can be scored no higher than a 3.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

George Santayana once stated, "An sickly sheep infects the flock." This piece of agrarian wisdom is also applicable to everyday life; it means that people who are "sickly" because of immorality and lack of concern for others have the ability to "infect" other people, both physically and emotionally. I agree with the veracity of this quote, it is revealed in William Shakespeare's tragic drama Macbeth, in which Lady Macbeth's evil influences her husband to kill Duncan, which leads to chaos in Scotland. This principle is also demonstrated in Charles Dickens' novel Great Expectations in which the immoral character Miss Havisham ruins Estella emotionally.

At the beginning of Macbeth, Macbeth is told by three witches that he will become King of Scotland. When he informs his wife, Lady Macbeth, of this news, she encourages him to kill Duncan, the current king, so that Macbeth will become King. This characterizes Lady Macbeth as evil, and their evil has the power to completely convince Macbeth to go through with the murder plan for Duncan. While Macbeth is alone, he could think of many reasons against killing Duncan, but when he is with his wife, he is only able to offer her one reason against the plan. This shows how Lady Macbeth's sickness of immorality is able to infect her husband and lead him to commit a heinous deed.

The principle of infectious immorality is also demonstrated by theme in Macbeth. One theme of the novel is that evil produces chaos. This means that an evil person has the power to create mayhem in the lives of others, infecting their lives with disorder. This is shown by symbolism after Macbeth kills Duncan. Lennox comments on the stormy weather outside the castle, saying "The night has been unruled." This weather is symbolic of the disorder in Scotland that is caused by Macbeth's evil, showing how one unsavory person has the power to spread his influence through the entire country. Another instance in which chaos spreads is shown when Macbeth orders the murder of Macduff's family. This deed ruins Macduff emotionally, as he is stricken with grief, and it destroys an entire family. Macbeth's actions show how one character's vice are enough to decimate an entire group of people.

The motif of an evil character who ruins the lives of others is also shown in Great Expectations. Dickens uses the literary elements of characterization and the Victorian setting to expose Miss Havisham as an evil, vengeful old woman. After she is jilted at the altar by her fiance, Miss Havisham becomes an embittered recluse in

her own home. She orders all clocks stopped as if it were still her wedding day; she dresses in her decaying wedding gown; she leaves the remnants of her rotting wedding breakfast untouched on the table. Then this "sickly sheep" uses her power and money to pervert the emotional well-being of a beautiful young girl, her ward, Estella. Miss Havisham teaches Estella to be a cold-hearted breaker of men's hearts, for the vengeful old woman's enjoyment. In addition to infecting Estella, Miss Havisham also "infects" Pip, a young orphaned boy whom Miss Havisham introduces to Estella. Over the course of several such arranged meetings, Miss Havisham sadistically watches Estella practice her cold-hearted strategies on Pip, first making him fall in love with her, and then breaking his heart.

The theme of infectious morality is also demonstrated in Great Expectations. The rigidity and power of class structure in England is clear in the use and abuse of these two youths at the hands of Miss Havisham. Just as she used her wealth and power to "infect" and control two orphaned children for her own ends, so did the class system during the Victorian era empower the upper classes to "infect" and control the lower classes for their own ends.

Anchor Paper – Question 28 – Level 6 – A

As such, she becomes a symbol of the "sickly sheep" that is class structure.

The use of characterization, symbolism, setting and theme in Macbeth and Great Expectations truly show how individuals who are immoral and evil have the power to infect others with their negative traits.

Anchor Level 6 – A

Quality	Commentary
Meaning	<p>The response:</p> <p>Provides an interpretation of the critical lens that is faithful to the complexity of the statement (<i>people who are “sickly” because of immorality and lack of concern for others have the ability to “infect” other people, both physically and emotionally</i>) and clearly establishes the criteria for analysis by agreeing with it. The response uses the criteria to make insightful analysis of <i>Macbeth</i> (<i>Lady Macbeth’s evil influences her husband to kill Duncan, which leads to chaos in Scotland</i>) and <i>Great Expectations</i> (<i>in which the immoral character Miss Havisham ruins Estella emotionally</i>).</p>
Development	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific evidence from <i>Macbeth</i> (<i>Macbeth is told by three witches that he will become king, Lady Macbeth ... encourages him to kill Duncan, Lennox comments ... “The night has been unruly”</i>) and from <i>Great Expectations</i> (<i>she is jilted at the altar, She orders all clocks stopped, Miss Havisham teaches Estella to be a cold-hearted breaker of men’s hearts</i>) to explain how immoral characters affect others. The response incorporates appropriate literary elements, discussing the impact of characterization, theme, and symbolism in <i>Macbeth</i> (<i>This characterizes Lady Macbeth as evil, evil produces chaos, This weather is symbolic of the disorder in Scotland</i>) and characterization, theme, setting, and symbolism in <i>Great Expectations</i> (<i>Miss Havisham sadistically watches Estella practice her cold-hearted strategies on Pip, The theme of infectious morality, the class system during the Victorian era, she becomes a symbol of the “sickly sheep” that is class structure</i>).</p>
Organization	<p>Maintains the focus established by the critical lens on <i>how individuals who are immoral and evil have the power to infect others with their negative traits</i>. The response exhibits a logical and coherent structure, first interpreting and agreeing with the lens, then presenting information to trace the development of negative relationships between Macbeth and Lady Macbeth and Miss Havisham, Estella and Pip, followed by the consequences of these destructive relationships, ending with a summary conclusion that refocuses on the lens. The response makes skillful use of appropriate devices and transitions (<i>This principle is also demonstrated, This motif ... is also shown, Over the course of several such arranged meetings</i>).</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>I agree with the veracity of this quote, an evil person has the power to create mayhem, decimate an entire group</i>), with a notable sense of voice and awareness of audience and purpose (<i>Then this “sickly sheep” uses her power and money to pervert ... Estella</i>). The response varies structure and length of sentences to enhance meaning (<i>Just as she used her wealth and power to “infect” and control two orphaned children for her own ends, so did the class system ... ends</i>).</p>
Conventions	<p>Demonstrates control of the conventions with essentially no errors, even with sophisticated language.</p>
Conclusion: Overall, the response best fits the criteria for Level 6 in all qualities.	

Isaac Watts once stated "one sickly sheep infects the flock." In other words, one person who has negative qualities can have a negative impact on others. I believe this quote is invalid because in the novels To Kill a Mockingbird by Harper Lee and The Help by Kathryn Stockett, the main characters, Atticus and Skeeter are surrounded by the "sickly sheep" of racism, yet do not succumb to it. Therefore, one person can determine whether or not he or she will be impacted by the negative qualities of others by withstanding their negative influences. Both authors emphasize this theme through their use of setting and characterization.

Harper Lee's novel, To Kill a Mockingbird, is set in Maycomb, Alabama, during the Great Depression. Most people in this community are racist, believing that African Americans are inferior. Atticus Finch lives in this racist society, but with his position as a lawyer, he chooses to defy racism by defending Tom Robinson, a black man accused of raping a white woman, Mayella Ewell. His decision is viewed as unacceptable by the white community, and he and his family are criticized and even threatened, yet he perseveres. Even though Atticus is aware that the verdict was predetermined, as no white jury in this town would ever take a black man's word over a white woman's, Atticus still manages to influence the jury, which is seen in ~~the~~ the jury's long deliberation before finding Tom guilty. Maycomb County can be seen

as a sickly flock of sheep, but through his actions, Atticus refuses to be influenced by it. His example also saves his children, Jem and Scout, from the disease of racism and gives the entire town a positive example of tolerance to think about.

Another novel where a character is able to withstand the influences of others is The Help by Kathryn Stockett. Eugenia Phelan, known as "Skeeter" to her friends, also lives in a racist society where the black community is deemed inferior by the white community. However, this novel is set in Jackson, Mississippi, in the 1960's. In these more "Modern times", Skeeter goes to college, but when she returns to Jackson, old friendships and attitudes seem somehow different to her. She tries to fit in with her old friends, now married. She goes to their homes and plays bridge with them. She edits the Junior League newsletter. Since she really wants to work in journalism, she applies for a job at the local newspaper and is assigned to write a weekly housekeeping advice column. Since her mother and most of her friends rely on a group of African American women known as "the help" to do their domestic work, Skeeter asks these women for help in writing the column. The column is a success, but the real benefit for Skeeter is the friendships she develops with these women. As she gathers information for her column and observes the maids' mistreatment by her friends and even her own mother, her eyes are opened to the racism they endure.

Then Skeeter receives a letter from a New York

publisher who is interested in her idea of writing the stories of the domestic help. Despite the attitudes of her family, friends, and community, Skeeter develops strong friendships with Aibileen and Minny, two maids she begins to meet in secret and at night to record their stories. When these women find that they can trust Skeeter, more of the maids tell Skeeter their stories. The book is published and becomes a national best seller. When the book appears in Jackson, the women who took advantage of their maids, overworking and underpaying them, are finally exposed. Like Atticus, Skeeter refuses to go along with the beliefs of her racist community, and by befriending these women and publishing their stories, despite community criticism, strikes a blow for equality.

"SICKLY sheep" cannot infect the entire flock as long as one brave person is strong-willed enough to resist their negative influences. Both Atticus and Skeeter are able to resist the sickness of racism and positively influence all those who are vulnerable to its effects.

Anchor Level 6 – B

Quality	Commentary The response:
Meaning	Provides an interpretation of the critical lens that is faithful to the complexity of the statement and clearly establishes the criteria for analysis (<i>one person who has negative qualities can have a negative impact on others</i>) by disagreeing, stating <i>I believe this quote is invalid because in the novels ... the main characters ... are surrounded by the “sickly sheep” of racism, yet do not succumb to it.</i> The response uses the criteria to make insightful analysis of <i>To Kill a Mockingbird</i> (<i>Maycomb County can be seen as a sickly flock of sheep, but through his actions, Atticus refuses to be influenced</i>) and <i>The Help</i> (<i>Skeeter refuses to go along with the beliefs of her racist community</i>).
Development	Develops ideas clearly and fully, making effective use of a wide range of relevant and specific evidence from <i>To Kill a Mockingbird</i> (<i>Atticus Finch ... position as a lawyer; Tom Robinson, a black man accused of raping a white woman; the verdict was predetermined</i>) and <i>The Help</i> (<i>she applies for a job at the local newspaper and is assigned to write a weekly housekeeping advice column and she gathers information for her column and observes the maids’ mistreatment</i>) to explain each character’s circumstances. The response describes aspects of setting (<i>Maycomb, Alabama, during the Great Depression and Jackson, Mississippi, in the 1960’s</i>) to highlight the racist environment present and its effect on the characters (<i>Atticus chooses to defy racism by defending Tom Robinson and Skeeter’s eyes are opened to the racism they endure</i>) and theme (<i>one person ... notwithstanding ... negative influences</i>).
Organization	Maintains the focus established by the critical lens on the idea that <i>“Sickly sheep” cannot infect the entire flock as long as one brave person is strong-willed enough to resist their negative influences.</i> The response exhibits a logical and coherent structure, first interpreting and disagreeing with the lens, then demonstrating how each character is <i>surrounded by the “sickly sheep” of racism</i> , followed by a discussion of how each character is <i>able to withstand the influence of others</i> , ending with a repudiation of the lens (<i>Both Atticus and Skeeter are able to resist the sickness of racism and positively influence all those who are vulnerable to its effects</i>). The response makes skillful use of appropriate devices and transitions (<i>Even though; In these more “modern times”; Despite the attitudes of her family</i>).
Language Use	Uses language that is fluent and original (<i>by befriending these women and publishing their stories despite community criticism, Skeeter strikes a blow for equality</i>), with evident awareness of audience and purpose (<i>Both authors emphasize this theme through their use of setting and characterization</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>His decision ... threatened; yet he perseveres</i>).
Conventions	Demonstrates control of the conventions with essentially no errors, even with sophisticated language.
Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in language use.	

Isaac Watts' statement, "One sickly sheep infects the flock," is true throughout history. I think his quote means that one evil person or group can ruin an entire society with desire for power. I strongly agree with his statement because in every empire, whether it was Roman or Viking or German, there have always been evil doers who, through their actions, have caused hatred and forced their will on others. This idea is reflected throughout literature, especially in the play, Julius Caesar by William Shakespeare and in the novel, Animal Farm, by George Orwell.

A prime example of this statement can be found in Julius Caesar. Caesar rose to power as a general. In Act I Caesar is welcomed home as the conquering hero surrounded by Brutus, Cassius, and Antony, three of his generals. Brutus and Cassius, men of opposite character and motivation, begin to worry that Caesar wants to become King of the Roman Empire, subverting the will of the Roman Senate. Brutus, of noble character, wishes only to protect the Roman Republic; Cassius, of evil character, wishes only to amass power for himself. Despite their different motivations, these men form a conspiracy to overthrow Caesar. Shakespeare includes many examples of foreshadowing to warn of Caesar's impending doom, including warnings by a soothsayer to beware the Ides of March. However, Caesar, filled with hubris, ignores the warnings and falls prey to the conspirators, who kill him on that day in

the Senate. Caesar's death and the Wars that followed greatly weaken Rome, proving even the mightiest can fall victim to an infectious flock of sickly sheep.

Another literary work is Animal Farm, an allegory about the spread of communism. Orwell explores a similar idea about the needs of a few outweighing those of the Many. The main culprit in this story is the pig Napoleon. The symbolism of his name as a reference to famous world dictators is reinforced throughout the novel. The boer, Old Major, and the pig Snowball, spread the idea of better treatment of animals in the story (Animalism) and advocate the overthrow of Farmer Pilkington as a first step. Napoleon's sole contribution to this revolution is to train a litter of puppies that he turns into his own secret police force. By using this force, he becomes a tyrant and completely subverts the animals' revolution. Similar to the Communist Revolution where people at the top of the Party felt more entitled to a better life, Napoleon then sought to get more pleasantries for himself. Through the use of legislation in the form of the 10 commandments on the farm, Napoleon is able to achieve his goal and drive out many unwanted parties on the farm. Ironically, through his actions, Napoleon begins to rule and act in a very similar way to the humans who once ruled over the animals in the first place, including walking upright on two feet.

Therefore, in light of the evidence provided, I hold to the statement, that "one sickly sheep infects the

Anchor Paper – Question 28 – Level 5 – A

"whole flock" is both valid and accurate. I also believe that there is a way to counter against these "sickly sheep" but that there can be no denying or doubt of their existence.

Anchor Level 5 – A

Quality	Commentary
	The response:
Meaning	Provides a thoughtful interpretation of the critical lens that clearly establishes the criteria for analysis (<i>I think his quote means that one evil person or group can ruin an entire society with desire for power</i>) and agrees with it. The response uses the criteria to make a clear and reasoned analysis of <i>Julius Caesar</i> (<i>even the mightiest can fall victim to an infectious flock of sickly sheep</i>) and <i>Animal Farm</i> (<i>Orwell explores a similar idea about the needs of a few outweighing those of the many</i>).
Development	Develops ideas clearly and consistently, with reference to relevant and specific evidence from <i>Julius Caesar</i> to explain why (<i>Caesar is welcomed home as the conquering hero and Brutus and Cassius ... worry that Caesar wants to become King</i>) and how (<i>these men form a conspiracy</i>) Caesar becomes a victim of <i>evil doers</i> , and from <i>Animal Farm</i> to explain how <i>Napoleon subverts the animals' revolution</i> for his own benefit (<i>Napoleon trains a litter of puppies that he turns into his own secret police force, use of legislation, 10 commandments</i>). The response incorporates literary elements of character, foreshadowing, symbolism, and irony into the discussion.
Organization	Maintains the focus established by the critical lens (<i>I hold to the statement that "one sickly sheep infects the whole flock"</i>). The response exhibits a logical sequence of ideas, first interpreting and agreeing with the critical lens, then for each work, focusing on antagonist's actions, followed by negative results, ending with a refocus on the lens. Transitions are appropriately used (<i>A prime example, Despite, By using this force</i>).
Language Use	Uses language that is fluent and original (<i>Ironically, through his actions, Napoleon begins to rule and act in a very similar way ... including walking upright on two feet</i>), with evident awareness of audience and purpose (<i>I strongly agree with his statement because in every empire ... there have always been evil doers who ... forced their will on others</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>Brutus, of noble character, wishes only to protect the Roman Republic; Cassius ... wishes only to amass power for himself</i>).
Conventions	Demonstrates control of the conventions, with essentially no errors, even with sophisticated language.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat stronger in conventions.	

According to Isaac Watts, "one sickly sheep infects the flock." I believe this quote means that a single negative entity, be it person or idea, can have a significant negative influence on others. I agree with this quote, especially as it applies to the novel One Flew Over the Cuckoo's Nest by Ken Kesey, and to the play Hamlet, by William Shakespeare. Kesey uses characterization and theme, while Shakespeare uses theme and conflict.

In One Flew Over the Cuckoo's Nest, Randall McMurphy is characterized as a maverick who does not follow rules. He arrives at a mental institution where meek patients are ruled by the tyrannical Nurse Ratched. Being rebellious and headstrong, McMurphy urges all patients in the ward to stand up for themselves and defy the nurse. After McMurphy successfully incites rebellion in the patients, they begin to take back their freedom by playing cards together and going on outings. However, McMurphy does not foresee the truly evil nature of the nurse, who is determined to maintain her power and control. She humiliates one patient, Billy Bibbit by revealing his bad behavior to his mother, thereby causing his suicide, and then she has McMurphy lobotomized. After Nurse Ratched's actions, she completely consolidates her power over the ward and this "sickly sheep" is once again in a position to "infect" the entire flock. This theme of overbearing tyrannical power also helps support the quote.

William Shakespeare, in his play, Hamlet, represents this quote through conflict and theme. Hamlet, the Prince of Denmark, is visited by his father's ghost, who tells Hamlet that he was murdered. The killer is Hamlet's uncle Claudius, who first took over as King and then married Hamlet's mother Gertrude. The horror of his uncle's crime and his mother's disloyalty weigh on Hamlet's mind. He becomes obsessed with trying to prove Claudius' guilt, eventually plotting to produce a play that reenacts the murder so that Hamlet can watch Claudius and Gertrude's reactions; while Claudius's reaction reveals his guilt, Gertrude remains unaffected. At this point Hamlet becomes the "sickly sheep" because his previous conflict and inaction suddenly turn to rash action, leading to the violent deaths of Polonius, Ophelia, Gertrude, Claudius and Hamlet himself. Shakespeare's use of conflict and the theme of action versus inaction support Watt's quote.

Through characterization, theme and conflict both authors relay the idea that a single person or idea has the potential to negatively affect an entire society.

Anchor Level 5 – B

Quality	Commentary
Meaning	<p>The response:</p> <p>Provides a thoughtful interpretation of the critical lens that clearly establishes the criteria for analysis stating <i>I believe this quote means that a single negative entity, be it person or idea, can have a significant negative influence on others</i> and then agreeing with it. The response uses the criteria to make a clear and reasoned analysis of <i>One Flew Over The Cuckoo's Nest</i> (<i>After Nurse Ratched's actions, she completely consolidates her power over the ward and this "sickly sheep" is once again in a position to "infect" the entire flock</i>) and <i>Hamlet</i> (<i>At this point Hamlet becomes the "sickly sheep"</i>).</p>
Development	<p>Develops ideas clearly and consistently, with reference to relevant and specific evidence from <i>One Flew Over The Cuckoo's Nest</i> (<i>McMurphy arrives at a mental institution where meek patients are ruled by the tyrannical Nurse Ratched, patients ... begin to take back their freedom, Nurse Ratched humiliates ... Billy Bibbit</i>) and from <i>Hamlet</i> (<i>Hamlet, the Prince of Denmark, is visited by his father's ghost; The killer is Hamlet's uncle Claudius; Hamlet plots to produce a play ... so that he can watch Claudius and Gertrude's reactions</i>). The response incorporates elements of characterization (<i>McMurphy is ... a maverick and Being rebellious and headstrong, McMurphy urges all patients ... to ... defy the nurse</i>), conflict (<i>The horror of his uncle's crime ... weighs on Hamlet's mind</i>), and theme (<i>overbearing tyrannical power and action versus inaction</i>).</p>
Organization	<p>Maintains the focus established by the critical lens (<i>a single person or idea has the potential to negatively affect an entire society</i>). The response exhibits a logical sequence of ideas, first interpreting and agreeing with the lens, then presenting for each work the situation that empowered the "sickly sheep," followed by the negative results of their actions, ending with a summary conclusion. Transitions are appropriately used (<i>After McMurphy successfully incites rebellion, However, because</i>).</p>
Language Use	<p>Uses language that is fluent and original (<i>McMurphy does not foresee the truly evil nature of the nurse, who is determined to maintain her power and control</i>), with evident awareness of audience and purpose (<i>I agree with this quote, especially as it applies to the novel ... and to the play Hamlet</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>While Claudius's reaction reveals his guilt, Gertrude remains unaffected</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>mavrick and labotomized</i>) only when using sophisticated language.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5 in all qualities.</p>	

I agree with Isaac Watts quote, "One sickly sheep infects the flock." I think Watts means that it is possible for one person committed to evil to spread that evil and influence others. Sadly, there are people who exemplify this quote in real life. Such people exist in literature as well. Two characters who exemplify evil that then spreads through their society are Abigail Williams from The Crucible written by Arthur Miller and Iago from Othello, written by William Shakespeare.

For example, Arthur Miller's play, The Crucible shows the influence Abigail Williams had in the Puritan Town of Salem, Massachusetts in the 1600's. Miller uses the setting of this rigidly religious town to help characterize Abigail as an adulteress, liar and evil manipulator. When she is questioned about her participation in witchcraft, she pretends to see the evil spirits of other townspeople forcing their will on her. She holds the power to threaten and manipulate other frightened young girls in the town to go along with her plan. So when she cries "witch" against upright women, such as Martha Corey and Goody Proctor, she is believed by the court. Her hidden motive is really to kill off Goody Proctor in the process of protecting herself so that she can take her place as John Proctor's wife. Before she can be exposed as an evil liar, she has spread rumination to

the physical and moral well-being of the town, proving the truth of Watt's quote.

The second work that shows how evil can overcome others is Shakespeare's Othello. Othello is a general who trusts his ensign Iago, but does not realize how much Iago hates him. Othello does not promote Iago, and Iago decides to get revenge by poisoning Othello's mind against his wife. He does this and Othello kills Desdemona.

Whether the evil person is Abigail or Othello, people are called "sheep" for a reason. One weak sheep just follows the other to the point where there is no individuality or difference. Logic and reason gradually fade and that's when the flock becomes affected.

Anchor Level 5 – C

Quality	Commentary
Meaning	<p>The response:</p> <p>Provides a thoughtful interpretation of the critical lens that clearly establishes the criteria for analysis, stating <i>I think Watts means that it is possible for one person committed to evil to spread that evil and influence others</i> and agreeing with it. The response uses the criteria to make a clear and reasoned analysis of <i>The Crucible</i> (<i>Before she can be exposed as an evil liar, she has spread ruination ... proving the truth of Watt's quote</i>), and of <i>Othello</i> (<i>The second work that shows how evil can overcome others is Shakespeare's Othello</i>).</p>
Development	<p>Develops some ideas more fully than others. The response uses specific and relevant evidence from <i>The Crucible</i> to characterize Abigail as a liar (<i>she pretends to see the evil spirits</i>) and manipulator (<i>She ... threatens ... other frightened young girls in the town to go along with her plan, she cries "witch" against upright women, Her hidden motive is really to kill off Goody Proctor and ... take her place as John Proctors wife</i>), incorporating elements of setting (<i>Puritan town of Salem, Massachussets in the 1600's and rigidly religious town</i>) to support the discussion of Abigail's actions as proof of Watts' quote. The discussion of <i>Othello</i> is brief and general, relying on plot summary.</p>
Organization	<p>Maintains the focus established by the critical lens on the idea that when <i>one weak sheep just follows the other to the point where there is no individuality ... Logic and reason gradually fade and that's when the flock becomes affected</i>. The response exhibits a logical sequence of ideas, first agreeing with the quote as interpreted, and then presenting for each work the contributing factors that lead to development of "the sick sheep," followed by the consequences others suffered, and providing a conclusion that refocuses on the lens. Transitions are appropriately used (<i>Such people, For example, The second work</i>).</p>
Language Use	<p>Uses language that is fluent and original (<i>Sadly, there are people who exemplify this quote in real life</i>), with evident awareness of audience and purpose (<i>Two characters who exemplify evil that then spreads through their society are</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>Whether the evil person is Abigail or Othello, people are called "sheep" for a reason</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>adultress</i> and <i>manipulater</i>) and punctuation (<i>Watts quote; Massachussets in; Iago, but</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in development and conventions.</p>	

"One sickly sheep infects the flock", a quote from Isaac Watts, means that if a person causes trouble or is going through a crisis, others will be affected. I agree. Through works such as Death of A Salesman by Arthur Miller and The Awakening by Kate Chopin, it is clear that when trouble befalls one character, others will also be infected.

Death of A Salesman follows Willy Loman as he struggles to make ends meet for his family. Willy thinks he is doing his best to set a good example for his boys, Biff and Happy. The author uses irony when Willy deliberately steers them in the wrong direction while doing something positive. For example, Willy encourages the boys to steal sand to build their own front porch. Willy's intentions to build the porch are good, but encouraging the boys to steal in order to accomplish this goal negatively influences his sons. Therefore, he is spreading his "illness" or "corruption" to his family. Also, due to Willy's overwhelming pride, or hubris, Willy's wife is suffering. Because of Willy's excessive pride and lack of money, she is negatively affected and forced to mend the same old stockings over and over again. Willy's corruption and pride have negatively influenced the people around him.

The Awakening by Kate Chopin has two settings, one in New Orleans and the other on an island off the coast of Louisiana during the nineteenth century. The novel follows Edna Pontellier as she attempts to find out who she really is. During all her turmoil, Edna goes through many multiple

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"awakenings", some greatly affecting the people around her negatively. For example, Edna becomes distant from her children who she sends off to stay with a close relative or her husband. Her compulsion to find out who she is and what she wants affects her family negatively. She resolves her conflict by taking her own life.

It is quite possible that "one sickly sheep infects the flock." This quote is shown to be true in Death of A Salesman and The Awakening. Both main characters affected those close to them in a negative way.

Anchor Level 4 – A

Quality	Commentary
Meaning	The response: Provides a reasonable interpretation of the critical lens that establishes the criteria for analysis (<i>if a person causes trouble or is going through a crisis, others will be affected</i>). The response makes implicit connections between the criteria and <i>Death of A Salesman</i> (due to Willy's overwhelming pride, or hubris, Willy's wife is suffering) and <i>The Awakening</i> (Her compulsion to find out who she is and what she wants affects her family negatively).
Development	Develops some ideas more fully than others, with reference to specific and relevant evidence and appropriate literary elements in <i>Death of A Salesman</i> (<i>The author uses irony when Willy deliberately steers them in the wrong direction while doing something positive and Because of Willy's excessive pride and lack of money, she is negatively affected and forced to mend the same old stockings over and over again</i>) and in <i>The Awakening</i> (<i>The Awakening by Kate Chopin has two settings, one in New Orleans and the other on an island off the coast of Louisiana during the nineteenth century and She resolves her conflict by taking her own life</i>). The discussion of <i>The Awakening</i> is more general.
Organization	The response maintains a clear and appropriate focus (<i>Both main characters affected those close to them in a negative way</i>). The response exhibits a logical sequence of ideas, first stating and interpreting the lens, then agreeing with the lens as interpreted, moving to a discussion of how each protagonist negatively affects others in each work, and ending with a conclusion that reiterates the lens and interpretation of the lens.
Language Use	Uses language that is fluent and original, with evident awareness of audience and purpose (<i>it is clear that when trouble befalls one character, others will also be infected</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>Willy's intentions to build the porch are good, but encouraging the boys to steal in order to accomplish this goal negatively influences his sons</i>).
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>Pontelliar</i>) and grammar (<i>children who</i>) only when using sophisticated language.
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in language use and conventions.	

"One sickly sheep infects the flock..."

This quote was given by a man named Isaac Watts and what I believe he meant by ~~it~~^{the quote} was that it only takes one slip up or prevailing opinion to corrupt a group. Lord of the Flies shows this quote to be true in several ways, one of which being how Jack takes over the group. Lord of the Flies was written by Ellie Goulding. Another book that shows the quote to be true is ~~that~~ To Kill a Mockingbird by Harper Lee. Racism is highly prevalent throughout the book and is only fueled by people falling into evil.

In Lord of the Flies, Jack desperately wants to lead the group of boys that has landed on the island and when he is finally able to, the reader begins to learn of the evil that Jack has in himself. Jack and his group believe they are hunting the literal monster on the island, when in reality there is none. Jack begins to lead the assault and it is only after ~~his~~ attack that he realizes the "monster" was Simon, yet he allows the boys to kill Simon because it will benefit him. In this scenario, Jack played the role of the sickly sheep. In a way, Ellie Goulding foreshadowed the evil inside Jack by telling the reader of a monster on the island, the monster being Jack.

Later, Jack orders his gang of now devolved morally ~~or boys~~ to kill Ralph because he serves as a problem for Jack. Again, Jack plays the role of the sickly sheep. Jack is able to do this because of how the setting is an isolated island, Jack feels as if he has total dominion and his wishes will be met.

In To Kill a Mockingbird, a black man named Tom Robinson is ultimately accused of rape. ~~and the town~~ The novel is set in 1930's Alabama where racism is still prevalent. This being so, when one town member believes Tom Robinson must be guilty because he is black, that town member takes on the role of ~~the~~ the sickly sheep, only adding on to the biased mindset. Despite the fact that Tom Robinson was in fact crippled and an overall good citizen, no one except one man would see the possibility of ~~a~~ probable innocence. Atticus Finch believed Tom Robinson to be innocent and when he would not conform, the "sickness" tried to kill and dispose of Atticus. This adds on to supporting the quote.

In conclusion, I believe the quote to have merit. Several examples can easily be found in several ~~books~~ novels to show ~~the~~ the quote to be true.

Anchor Level 4 – B

Quality	Commentary The response:
Meaning	Provides a reasonable interpretation of the critical lens that establishes the criteria for analysis by stating that <i>it only takes one slip up or prevailing opinion to corrupt a group</i> . The response makes implicit connections between the criteria and <i>Lord of the Flies</i> (<i>Jack begins to lead the assault and it is only after his attack that he realizes the “monster” was Simon, yet he allows the boys to kill Simon because it will benefit him</i>) and <i>To Kill a Mockingbird</i> (<i>when one town member believes Tom Robinson must be guilty because he is black, that town member takes on the role of the sickly sheep</i>).
Development	Develops some ideas more fully than others, with reference to specific and relevant evidence and appropriate literary elements in <i>Lord of the Flies</i> , using foreshadowing (<i>Ellie Goulding foreshadowed the evil inside Jack by telling the reader of a monster on the island</i>). The response further supports the evil within Jack (<i>Jack orders his gang of now devolved morallyless boys to kill Ralph because he serves as a problem for Jack</i>). The response discusses setting in both <i>Lord of the Flies</i> (<i>because of how the setting is an isolated island, Jack feels as if he has total dominion and his wishes will be met</i>) and <i>To Kill a Mockingbird</i> (<i>The novel is set in 1930's Alabama where racism is still prevalent</i>), but the discussion of the biased mindset in <i>To Kill a Mockingbird</i> is not fully developed.
Organization	Maintains a clear and appropriate focus by stating, interpreting, then agreeing with the lens and concluding with a brief reiteration. The response exhibits a logical sequence of ideas in <i>The Lord of the Flies</i> , beginning with <i>Jack desperately wants to lead the group of boys</i> and ending when Jack feels as if he has triumphed over the boys. The discussion of <i>To Kill a Mockingbird</i> lacks internal consistency due to insufficient detail (<i>Atticus Finch believed Tom Robinson to be innocent and when he would not conform, the “sickness” tried to kill and dispose of Atticus</i>).
Language Use	Uses appropriate language, with some awareness of audience and purpose (<i>Racism is highly prevalent throughout the book and is only fueled by people falling into evil</i> and <i>Again, Jack plays the role of the sickly sheep</i>). The response occasionally makes use of sentence structure and length (<i>Jack and his group believe they are hunting the literal monster on the island, when in reality there is none</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>moraless</i>) and punctuation (<i>Lord of the Flies</i> , <i>To Kill A Mockingbird</i> , <i>when in reality there, was infact crippled</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

According to Isaac Watts, "One sickly sheep infects the flock..." In other words, attitudes are contagious. I agree with this because if one person has a negative opinion about something they will make others have a negative opinion too. Two good examples to prove the quote ~~is~~ are Lord of the Flies by William Golding and Macbeth by William Shakespeare.

In Lord of the Flies kids got stranded on an island and had to learn how to ~~survive~~ survive on their own. There were different ways ~~to~~ people on how they could survive. Jack's way was to hunt all the time, and Ralph's way was to try and find a way to be rescued. One literary element that helps to connect to the quote is setting. The island they were on had lots of trees. Because of this the kids could hunt, and they could make fire to help get rescued. The kids were in two groups, Ralph's group or ~~or~~ Jack's group. Because ~~Ralph~~ Jack was so mean to Ralph's group, many of the kids went with Jack. ~~so the other ones~~ HIS attitude was contagious and the others started being mean too. In the end, the setting was the only thing keeping Ralph alive. He no

longer had a group. It was him against all of Jack's group. Jack wanted Ralph to be hunted down and killed. The trees and tall grasses of the island helped hide Ralph until everyone was rescued.

A second literary element to connect to the quote is characterization. Because Jack was so mean, the kids went to his group. However they started to get mean too, so ~~to~~ Jack's attitude made the other kids have the same attitude.

Lord of the Flies is a good example, and so is Macbeth by William Shakespeare. In Macbeth, both Macbeth and Lady Macbeth would do anything to stay King and Queen. One literary element to help connect this play to the quote is hamartia. Both of their hamartias were to do anything they had to to stay King and Queen. However it wasn't always like that. In the beginning of the play, ~~Macbeth~~ did not want to hurt anybody, but Lady Macbeth's mean and negative attitude ~~goodness~~ spread to Macbeth. Lady Macbeth made him kill the former King, Duncan. After he did that he started to kill everyone that he thought could get in their way.

of being king and queen. Their hamartias ended up killing them both because Lady Macbeth ended up feeling so guilty that she went crazy and committed suicide. Macbeth, after killing many people, was too over confident and thought nobody could hurt him, but he was wrong. Because he was such a bad king Macduff ended up killing him after Macbeth killed Macduff's family.

A second literary element is theme. In this play you can understand how important it is to have a nice and positive attitude. If lady Macbeth did not have a bad attitude in the beginning, Macbeth would not have caught the bad attitude and none of it would have happened.

In both Lord of the Flies and in Macbeth negative attitudes were passed on. Whether it was as big as killing someone, or as small as going into a different group, none of the bad things that happened in them wouldn't have happened if they all had positive attitudes.

Anchor Level 4 – C

Quality	Commentary
Meaning	<p>The response:</p> <p>Provides a reasonable interpretation of the critical lens that establishes the criteria for analysis, stating that <i>if one person has a negative opinion about something they will make others have a negative opinion too</i>. The response makes implicit connections between criteria and <i>Lord of the Flies</i> (<i>His attitude was contagious and the others started being mean too</i>) and <i>Macbeth</i> (<i>In the beginning of the play, Macbeth did not want to hurt anybody, but Lady Macbeth's mean and negative attitude spread to Macbeth</i>).</p>
Development	<p>Develops some ideas more fully than others, with reference to specific and relevant evidence and appropriate literary elements from <i>Lord of the Flies</i> (<i>the setting was the only thing keeping Ralph alive. He no longer had a group</i>). The response addresses characterization (<i>Because Jack was so mean, the kids went to his group</i>) although Jack's character and actions are not fully examined. The response uses specific and relevant evidence from <i>Macbeth</i> to discuss how hamartia affected the Macbeths (<i>Their hamartias ended up killing them both because Lady Macbeth ended up feeling so guilty that she went crazy and committed suicide. Macbeth, after killing many people, was too over confident and thought nobody could hurt him, but he was wrong</i>) and discusses theme more generally.</p>
Organization	<p>Maintains a clear and appropriate focus on the idea that <i>attitudes are contagious</i>. The response exhibits a logical sequence of ideas, stating and explaining the lens and giving examples of characters from both texts that prove the lens true, concluding by reiterating the meaning of the lens. The response lacks internal consistency in <i>Lord of the Flies</i> (<i>The island they were on had lots of trees. Because of this the kids could hunt, and they could make fire to help get rescued</i>).</p>
Language Use	<p>Relies on basic vocabulary (<i>kids, mean, bad, nice</i>) with little awareness of audience and purpose. The response attempts to vary structure or length of sentences for effect, but with uneven success (<i>There were different ways on how they could survive and Both of their hamartias were to do anything they had to to stay king and queen</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>contagous</i>), punctuation (<i>Lord of the Flies, However they, king Macduff</i>), and grammar (<i>attitudes ... it, none ... wouldn't have happened</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in language use.</p>	