

FOR TEACHERS ONLY

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

ENGLISH

E

Wednesday, August 17, 2011 — 8:30 to 11:30 a.m., only

SCORING KEY AND RATING GUIDE

Mechanics of Rating

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

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

Scoring the Multiple-Choice Questions

For this exam all schools must use uniform scannable answer sheets provided by the regional information center or large-city scanning center. The scoring key for this exam is provided below. If these answer sheets are being hand scored prior to being scanned, the scorer must be careful not to make any stray marks on the answer sheet that might later interfere with the accuracy of the scanning.

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

Correct Answers			
Part 1	Part 2		Part 3
1 3	9 4	15 3	21 4
2 1	10 2	16 1	22 1
3 2	11 1	17 4	23 3
4 4	12 3	18 2	24 4
5 3	13 4	19 3	25 2
6 4	14 1	20 2	
7 1			
8 2			

COMPREHENSIVE ENGLISH

Rating of Short-Constructed Responses and Essay

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

Introduction to the Tasks

- Raters read the task and summarize it.
- Raters read the passages (if applicable) and plan a response to the task.
- Raters share response plans and summarize expectations for student responses.

Introduction to the Rubric and Anchor Papers

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

Practice Scoring Individually

- Raters score a set of five practice papers individually. Raters should score the five papers independently without looking at the scores provided after the five papers.
- Trainer records scores and leads discussion until raters feel comfortable enough to move on to actual scoring. (Practice papers for Questions 26 and 27 contain scores and commentaries. Practice papers for Question 28 only contain scores.)

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

Beginning in June 2011, schools are no longer permitted to rescore any of the open-ended questions on any Regents Exam after each question has been rated the required number of times as specified in the rating guide, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately.

Question 26

(used for 2-credit responses that refer to two texts)

Score Point 2

- presents a well-developed paragraph
- demonstrates a basic understanding of the texts
- establishes an appropriate controlling idea
- supports the controlling idea with clear and appropriate details from both texts
- uses language that is appropriate
- may exhibit errors in conventions that do not hinder comprehension

Score Point 1

- has a controlling idea
or
- implies a controlling idea
or
- has an unclear controlling idea

AND

- supports the controlling idea with partial and/or overly general information from the texts
- uses language that may be imprecise or inappropriate
- exhibits errors in conventions that may hinder comprehension

Score Point 0

- is off topic, incoherent, a copy of the task/texts, or blank
- demonstrates no understanding of the task/texts
- is a personal response

Anchor Paper – Question 26 – Level 2 – A

A person takes a major step in his/her life when he/she leaves home for the first time. Although this parting can be emotional for family members, it is understood that the parting is for the better. In the first passage, the narrator is leaving home to become a scholar at a prestigious university. He and his family are excited about his acceptance due to the hard lives they had to live. The narrator himself already imagines ~~what his life will be~~ ^{he left for the university.} but on the day he leaves, he realizes that he will truly miss his family when he says goodbye to his mother. Although his mother is sad that her son will be leaving her, she is happy for her son's good fortunes. The narrator's father also shows grief just as the narrator is about to leave, but the love that is shown makes the narrator reminisce the good times he spent at home. Similarly, the speaker's daughter in Passage 2 is parting. The speaker still views his girl as a young child that needs to be protected, but he also realizes that it is time for her to leave. He knows that his daughter will go on to achieve great feats in life as he simply looks on but he wants her to know that they will always be one. Parents are devastated when their children leave them, but they realize it is for the better and they seek to support their children in this important step in their child's life.

Anchor Level 2-A

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*parting can be emotional for family members but a child's leaving home is for the better*) is supported with clear and appropriate details from both texts (*Although his mother is sad ... she is happy for her son's good fortunes* and *The speaker still views his girl as a young child ... but he also realizes that it is time for her to leave*). Language use is appropriate, and errors in conventions (*But on, reminisce, the better and they*) do not hinder comprehension.

Anchor Paper – Question 26 – Level 2 – B

When the time comes in a person's life that they must part from someone close ~~to~~ from them, it is a difficult and emotional task. Passage I is a first person narration of one's college departure. The narrators parents had "years of no hope, no dreams, only tears, hunger, shame, and darkness...". This changed when the narrator and his brother were accepted into leading universities. The narrator and his mother embrace before he departs. As his mother cries, she smiles and nods in acceptance of him leaving. ~~When~~ In the poem in Passage II, the narrator describes watching his daughter ~~leaving~~ embarking on a new adventure. At first, he describes her as "small, contained, and fragile," not ~~wanting~~ wanting to let her go. By the end of the poem he has accepted that she must take the chosen path and he can stay behind. Parting with a loved one is not a simple task and how ~~the~~ ^{she} departs helps hold their memory until they can meet again.

Anchor Level 2-B

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*When the time comes in a person's life that they must part from someone close from them, it is a difficult and emotional task*) is supported with clear and appropriate details from both texts (*As his mother cries, she smiles and nods in acceptance of him leaving and By the end of the poem he has accepted that she must take the chosen path*). Language use is appropriate, and errors in conventions (*narrators parents; contained, and; poem he*) do not hinder comprehension.

Anchor Paper – Question 26 – Level 1 – A

It's quite obvious it is hard to depart or leave something or someone you love. As I read the two passages I realized how hard it can get. In a way it can be positive, because you get to experience new things. In the passage 1 the narrator is ^{excited} happy to get accepted but feels sorrow when he is actually leaving his family. In the poem the speaker says "this is the moment, the break!" saying that they are separating.

Anchor Level 1-A

The response has a controlling idea (*it is hard to depart or leave something or someone you love and In a way it can be positive*), supported by partial and overly general information from the texts (*In passage 1 the narrator is excited to get accepted but feels sorrow when ... leaving and In the poem the speaker says ... they are separating*). Language use is appropriate, and errors in conventions (*obvious; passages 1; positive, because*) do not hinder comprehension.

Anchor Paper – Question 26 – Level 1 – B

In both passages, parting is sad. The son is leaving his family in passage 1. In passage 2 the father is leaving his daughter. He feels while he's gone she needs protection. While the son is sad that he is leaving in passage 1. He feels it will benefit his family.

Anchor Level 1-B

The response has a controlling idea (*parting is sad*), supported with overly general information from the texts (*The son is leaving his family in passage 1. In passage 2 the father is leaving his daughter*). Language use is appropriate, and errors in conventions (*passage 1. He feels*) do not hinder comprehension.

Anchor Paper – Question 26 – Level 0

PASSAGE one, controlling; ~~be~~ being patience
and seeing how giving time & not
being as controlling achieve many goals
into someones future. They need to be so
conspicuous about their job & efforts on
that matter. which is great giving total
support on to ~~their~~ children. And
(their).
As in showing that the ~~present~~ generation
will always tend to go for ~~the~~
better.

Anchor Level 0

The response is incoherent. There is no reference to either text.

Question 26 – Practice Paper A

Parting ways from family is both a difficult and necessary event in the lives of all children and parents. Children have to leave what is comfortable and familiar to them, in order to advance in the world, and to become independent. Meanwhile, parents have to encourage and accept their children's independence. Both passages invoke images of nostalgia to express the sadness at this parting of ways, however, the necessity of this rift is also discussed. In Passage One, the narrator is leaving his old life of drudgery for a university education in English. The narrator clearly has consuming dreams about his new life, as supported by his statement, "My dream had come true... my mind had wings and it traveled far away" (passage 1). The author eventually begins to reflect on what his departure means to the family. While he understands that this separation will end the cycle of poverty and illiteracy in his family, he begins to miss them as he says goodbye. His mother cries, it can be inferred, partly from sadness and partly from joy. The narrator says he will miss her, and that she believes her to be the most beautiful woman in the world. When he hugs his father, ^{the narrator} invokes major nostalgia. He describes the familiar habits of his father in detail, and tells the reader that he is remembering his childhood. He even assures the reader that we will be his father's son forever. Passage two also shows a parting of ways, only from a mother's perspective. The mother understands that her daughter must leave in order to advance in the world, as seen in the lines, "The knowledge of what must be done, the passion to acquire the skill" (passage 2). The mother also recalls the past, invoking a sense of nostalgia. She says that although she is sad, and "momentarily overcome" she will accept her daughter's need to advance. Both passages reflect this theme. Although there is an underlying sadness at departure, the narrators and presumably their relatives all understand the necessity of going separate ways.

Question 26 – Practice Paper B

If our love for one another is strong enough when we part, we will always feel our loves for them. No matter how far away they are. When we part, almost always it is bittersweet because most of the time the people leaving our lives are moving on to bigger and better things. The love from others' embraces is with memories and the feeling of the past and how things used to be. The comfort that a loved one gives us both at home and far away can comfort us no matter what we face and can even overpower death.

Question 26 – Practice Paper C

Well in the first two passage the authors are talking about going away to college. The parents are ~~ex~~pecting the fact that their child is moving on and they are not upset they are happy. ~~B~~ Their children are finally adults and are able to take ~~the~~ care of themselves.

Question 26 – Practice Paper D

Though a child leaving can be difficult for parents and family, it is worth it when it benefits all, or even just the one leaving. In Passage I, the narrator and his brother Jim are both accepted into "leading universities" which allow them to create better futures for themselves, as opposed to their past when they were "kicked ~~and~~ ^{around} ~~and~~" and "forced to quit school." The narrator had plans of becoming a translator after college, making money, and then being able to "give [his family] all ~~that had been denied them~~ ^{what had been denied them}." As the children leave, their parents are upset, but he mentions, "she cried, but a smile shone through her tears," showing that though his mother is sad to see them leave, she understands it will be to make all of their lives better. In Passage II, the narrator's daughter is leaving at the airport to continue living and learning elsewhere, with "the passion to acquire knowledge." Though her father feels she is still "small" and "fragile" and in need of protection, he understands that even though it "destroys [him] momentarily" to see her go, it will be worth it when she gains "[her] being and intelligence." from it. In both passages, their family is sad to see their children leave, but they knew it will all be worth it in the end.

Question 26 – Practice Paper E

Parting is one of those things that no one wants to do, but you have to. In the end, things find a way to work out. In passage 1, the family has to part with their sons because they are going to college to pursue a better life. In passage 2, the father doesn't want to, but in the end he accepts the parting with his daughter. Parting is hard but everyone has to do it at some point.

QUESTION 26

PRACTICE SET ANNOTATIONS

Practice Paper A — Score Level 2

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*Parting ways from family is both a difficult, and necessary event in the lives of all children and parents*) is supported with clear and appropriate details from both texts (*While he understands that this separation will end the cycle of poverty and illiteracy in his family, he begins to miss them as he says goodbye* and *The mother ... says that although she is sad, and “momently overcome” she will accept her daughters need to advance*). Language use is appropriate, and errors in conventions (*difficult, and; ways, however; separation; mothers perspective*) do not hinder comprehension.

Practice Paper B — Score Level 0

The response is a personal response. There is no reference to either text.

Practice Paper C — Score Level 1

The response has a controlling idea (*the authors are talking about going away to college*), supported with partial and overly general information from the texts (*The parents are excepting the fact that there chld is moving on and they are happy*). Language use is imprecise (*excepting and there*), and errors in conventions (*Well in, two passage, upset they*) do not hinder comprehension.

Practice Paper D — Score Level 2

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*Though a child leaving can be difficult ... it is worth it when it benefits all, or even just the one leaving*) is supported with clear and appropriate details from both texts (*though his mother is sad to see them leave, she understands it will be to make all of their lives better* and *her father ... understands that even though it “destroys [him] momentarily” to see her go, it will be worth it when she gains “[her] being and intelligence”*). Language use is appropriate, and errors in conventions (*child leaving and their family is*) do not hinder comprehension.

Practice Paper E — Score Level 1

The response has a controlling idea (*Parting is one of those things that no one wants to do, but you have to*), supported with partial and overly general information from the texts (*In passage 1, the family has to part with their sons* and *In passage 2, the father ... accepts the parting with his daughter*). Language use is appropriate, and errors in conventions (*hard but*) do not hinder comprehension.

Question 27

(used for 2-credit responses that refer only to one text)

Score Point 2

- presents a well-developed paragraph
- provides an appropriate explanation of the literary element or technique chosen
- supports the explanation with clear and appropriate evidence from the text
- uses language that is appropriate
- may exhibit errors in conventions that do not hinder comprehension

Score Point 1

- provides an explanation of the literary element or technique
or
- implies an explanation of the literary element or technique
or
- has an unclear explanation of the literary element or technique
AND
- supports the explanation with partial and/or overly general information from the text
- uses language that may be imprecise or inappropriate
- exhibits errors in conventions that may hinder comprehension

Score Point 0

- is off topic, incoherent, a copy of the task/text, or blank
- demonstrates no understanding of the task/text
- is a personal response

Note: Since the question specifies choosing *one* of the authors, if the student responds using both passages, score the portion of the response that would give the student the higher score.

Anchor Paper – Question 27 – Level 2 – A

In the poem "At the San Francisco Airport," the author implements many literary elements, one of which is symbolism. His use of symbolism allows him to emphasize key ideas and connect events. The author uses light frequently to symbolize the opportunities that await the narrator's daughter in her new world. He also uses light to symbolize the narrator's hope for his daughter and her future, which will (he hopes) be bright—hence the ~~light reference~~ ^{reference to light}. The airport, which is the setting for the poem also serves as a symbol of an impasse, an area where people are constantly coming and going. This symbolizes the daughter's final stop before her venture into the new world. In a way, the daughter and father also symbolize one another—in the poem, the two are shown to be very much alike. The daughter exhibits many of the same traits as her father, the "frightened brain, the nervous will" being just two examples. It is therefore possible that the father chooses to let his daughter go, because, in some way, he is actually letting himself go. He is letting his daughter experience what he never could—she embodies his own desires. This symbolism helps to create a true connection between the father and the daughter, while the light and airport symbolism ~~help~~ ^{function} to emphasize their parting.

Anchor Level 2–A

The response presents a well-developed paragraph that provides an appropriate explanation of symbolism in Passage II (*His use of symbolism allows him to emphasize key ideas and connect events*), supported with clear and appropriate evidence from the text (*The airport ... also serves as a symbol of an impasse, an area where people are constantly coming and going* and *The daughter exhibits many of the same traits as her father*). Language use is appropriate, and errors in conventions (*airport which ... poem also and poem, the*) do not hinder comprehension.

Anchor Paper – Question 27 – Level 2 – B

In Passage A, the excerpt of a memoir, the author uses the literary element characterization. During this excerpt, he describes his parents as being emotionally hardened from many years of hardship. When the author told his parents he was accepted into the Beijing institute of language's english department, they burst into tears of joy. The author's use of characterization in describing their emotional hardness amplified the effect on his parents of him being accepted to college, easily showing the importance of this event to the reader.

Anchor Level 2–B

The response presents a well-developed paragraph that provides an appropriate explanation of characterization in Passage I (*The author's use of characterization in describing their emotional hardness amplified the effect*). Language use is appropriate, and errors in conventions (*During, institute of language's english, him being*) do not hinder comprehension.

Anchor Paper – Question 27 – Level 1 – A

In the first passage the author is telling a story from his point of view. He is telling how hard life was for the family but then things got better when two sons got accepted to the best schools. Things started backing up but what they didn't realize was how hard it would be. The man and dad were very upset when they were leaving because it felt like part of them were leaving. They then accepted the fact and dealt with it.

Anchor Level 1-A

The response implies an explanation of point of view in Passage I (*In the first passage the author is telling a story from his point of view*), supported with partial information from the text (*how hard life was for the family and two sons got accepted to the best schools*). Language use is imprecise (*The man and dad were very upset when they were leaving because it felt like part of them were leaving*), and errors in conventions (*up but, accepted, delt*) do not hinder comprehension.

Anchor Paper – Question 27 – Level 1 – B

In passage two
The literary element characterization
showed that it was hard
for a man to let go
The author of this passage
use emotions to show
had ~~the~~ that the character
really cared, and ~~wanted~~ ~~to~~ wanted
to protect his daughter for
the rest of her life he felt
she would be more safe
with him.

Anchor Level 1-B

The response implies an explanation of characterization in Passage I, supported with partial information from the text (*character really cared, and wanted to protect his daughter*). Language use is imprecise (*author ... use emotions and show had that*), and errors in conventions (*go The and life he*) do not hinder comprehension.

Anchor Paper – Question 27 – Level 0

Being in a situation of leaving your family behind to me would be like an emotional state of crying and sorrow that would break my heart. Experiencing their company throughout the years and never really knowing that they'll be gone. I would take my family with me, I can't be without them, mother, father, sibling bond and also pet bond would be too strong to leave them. I would have to know I'll see them soon and I can see them anywhere I went and anytime.

Anchor Level 0

The response is a personal response. There is no reference to either text.

Question 27 – Practice Paper A

In the poem *At the San Francisco Airport*, the author utilizes the point of view of the narrator to get the story and his feelings across. The poem is about a father having to let go of his daughter, and ~~the~~ the author's use of his point of view helps us understand and learn what he's feeling. For instance, we see her as a little child in lines 6-7, as her father still sees her. We find that he still sees her as a fragile child in need of protection. We also see that the father is scared to lose his place in his daughter's life when he says "I am the past, and that is all". Point of view is a powerful literary element, and helps to get the message and feelings of the poem across.

Question 27 – Practice Paper B

Point of view is shown in Passage 2 because it is the father talking about how he feels about his child leaving. He says that he has seen his child grow into a grown-up and knows that it deserves to grow up and move on with their life. But it is very hard to see from the view of a father because he has taught his child all that he knows and helped them become the person the world sees today.

Question 27 – Practice Paper C

The author in the second passage uses symbolism and figurative language, even though it's confusing. This passage shows many symbolic words.

Question 27 – Practice Paper D

On the first passage, Point of View or (POV) was used to fully inflict the maximum damage to show how happy the parents are to their son (the narrator). "She cried but a smile shone through her tears". "She pulled me once more into her arms, then gently pushed me away" This is almost the hardest experience both mother and son will have, as he used PoV to show the critical awareness how happy she is for him when he departs for college.

Question 27 – Practice Paper E

In ~~the~~ passage, too, the author uses juxtaposition to illustrate the pairing of a ~~son~~^{father} and his daughter. It is obvious that he ~~is~~ has mixed feelings about the pairing, through the author's constant juxtaposition of words and descriptions. In the first paragraph he describes the airport terminal. He begins by saying 'light,' and then compares it to the 'night' outside where the plane sits. The light inside would be compared to his comfort of his daughter, inside, with him. The night can symbolize his fright and sadness of her leaving him to venture outside of his life, on her own path. It is a juxtaposition because he uses light and dark words within the same sentences, such as 'deep' and 'bright.' Other instances in which the author shows his mixed feelings are in the words 'frightened' and 'nervous,' set ~~next~~^(set) to the words 'passion' and 'skill.' The passage ends with the ~~author~~^{father} saying, 'I remain in light and stare—in light and nothing else, awake.' The fact that there is not a juxtaposition in the last sentence, where light is paired with vision and being awake, shows ~~us~~^{the reader} that the father has accepted the pairing, without stating it outright.

QUESTION 27

PRACTICE SET ANNOTATIONS

Practice Paper A— Score Level 2

The response presents a well-developed paragraph that provides an appropriate explanation of point of view in Passage II (*utilizes the point of view of the narrator to get the story and his feelings across*), supported with clear and appropriate evidence from the text (*he still sees her as a fragile child and the father is scared to lose his place in his daughter's life*). Language use is appropriate, and errors in conventions (*At the San Francisco Airport and says "I am*) do not hinder comprehension.

Practice Paper B — Score Level 1

The response provides an explanation of the literary element of point of view in Passage II (*Point of view is shown ... Because it is The father talking about How He Feels*), supported with partial information from the text (*Child Leaveing and grow-up And move on with Thair Life*). Language use is imprecise (*He Has Seen his Child grow into a grow-up And knows that it Deseves*), and errors in conventions (*Becuse, vary, His Child ... Thay*) do not hinder comprehension.

Practice Paper C — Score Level 0

The response demonstrates no understanding of the text. Although *symbolism* and *figurative language* are mentioned, there is no specific reference to either text.

Practice Paper D — Score Level 1

The response has an unclear explanation of point of view in Passage I (*Point of View ... was used to fully inflict the maximum damage to show how happy the parents are to their son*), supported with partial information from the text (*"She cried but a smile shone ... "She pulled me once more ... then gentely pushed me away" and when he departs for college*). Language use is imprecise (*an he used PoV to show the critical awarness how happy she is for him*), and errors in conventions (*On the first passage, gentely, expierence, an he used*) do not hinder comprehension.

Practice Paper E — Score Level 2

The response presents a well-developed paragraph that provides an appropriate explanation of juxtaposition in Passage II (*It is a juxtaposition because he uses light and dark words within the same sentences*), supported with clear and appropriate evidence from the text (*He begins by saying 'light,' and then compares it to the "night" outside*). Language use is appropriate, and errors in conventions (*authors constant, planse sits, sentances; such, on which*) do not hinder comprehension.

QUESTION 28 – SCORING RUBRIC – CRITICAL LENS

QUALITY	6	5	4	3	2	1
	Responses at this level:	Responses at this level:	Responses at this level:	Responses at this level:	Responses at this level:	Responses at this level:
Meaning: the extent to which the response exhibits sound understanding, interpretation, and analysis of the task and text(s)	-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 insightful analysis of the chosen texts	-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	-provide a reasonable interpretation of the "critical lens" that establishes the criteria for analysis -make implicit connections between criteria and the chosen texts	-provide a simple interpretation of the "critical lens" that suggests some criteria for analysis -make superficial connections between the criteria and the chosen texts	-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	-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)	-develop ideas clearly and fully, making effective use of a wide range of relevant and specific evidence and appropriate literary elements from both texts	-develop ideas clearly and consistently, with reference to relevant and specific evidence and appropriate literary elements from both texts	-develop some ideas more fully than others, with reference to specific and relevant evidence and appropriate literary elements from both texts	-develop ideas briefly, using some evidence from the text -may rely primarily on plot summary	-are incomplete or largely undeveloped, hinting at ideas, but references to the text are vague, irrelevant, repetitive, or unjustified	-are minimal, with no evidence of development
Organization: the extent to which the response exhibits direction, shape, and coherence	-maintain the focus established by the critical lens -exhibit a logical and coherent structure through skillful use of appropriate devices and transitions	-maintain the focus established by the critical lens -exhibit a logical sequence of ideas through use of appropriate devices and transitions	-maintain a clear and appropriate focus -exhibit a logical sequence of ideas but may lack internal consistency	-establish, but fail to maintain, an appropriate focus -exhibit a rudimentary structure but may include some inconsistencies or irrelevancies	-lack an appropriate focus but suggest some organization, or suggest a focus but lack organization	-show no focus or 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	-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 enhance meaning	-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	-use appropriate language, with some awareness of audience and purpose -occasionally make effective use of sentence structure or length	-rely on basic vocabulary, with little awareness of audience or purpose -exhibit some attempt to vary sentence structure or length for effect, but with uneven success	-use language that is imprecise or unsuitable for the audience or purpose -reveal little awareness of how to use sentences to achieve an effect	-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	-demonstrate control of the conventions with essentially no errors, even with sophisticated language	-demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language	-demonstrate partial control, exhibiting occasional errors that do not hinder comprehension	-demonstrate emerging control, exhibiting occasional errors that hinder comprehension	-demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult	-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.

There can be no argument that the world operates around the principles of exchange. From economic principles of capitalism and communism to the religious principles of Hammurabi's Code, it is generally believed throughout the world that people give equal to what they take, and nothing comes without a price. Therefore, the profound wisdom of L. M. Montgomery's quote, "we pay a price for everything we get or take in this world" can be thoroughly appreciated. This logic is a prominent theme, whether literal or not, throughout literature. Strongly supportive of this ideology are the novels The Bluest Eye by Toni Morrison and The Great Gatsby by F. Scott Fitzgerald. Rather than literally giving up a possession in exchange for their dreams, the characters in these novels give up a part of themselves, be it their innocence, their individuality, their mental stability, or their lives. Through the internal struggles and suffering of their characters, Morrison and Fitzgerald establish that nothing in their world can be achieved without giving up something in exchange.

The dreams of the protagonists in both novels are so fervent and life-altering that they must give up part of themselves in order to achieve them. For example,

Pecola, in The Bluest Eye, is characterized as having an unhealthy desire for blue eyes. This want is symptomatic of her desire to change, not only how the world sees her but also how she sees the world. Due to the daily trauma Pecola faces from racism, unstable home life, and self-hatred, she seeks to change herself. In order to do this, Pecola first turns to prayer, believing that if she wants the blue eyes badly enough, God may grant them to her when prayer doesn't work, she turns to disconnecting herself from her trauma. An important scene comes when Pecola is hiding under her bed, placing her eyes so tightly, willing herself to disappear. As her body (at least in her mind) fades away, she is able to disappear, all except for her eyes. This scene foreshadows the inevitable end for Pecola. The irony of her being able to make all but her eyes, the source of her problems, disappear by sheer will, shows the reader that Pecola must turn to another method. The one way Pecola finally obtains peace is by losing herself to her demented mind.

Gatsby, the protagonist of The Great Gatsby, is characterized as suffering from an unhealthy obsession as well. By centering his own life

around his desire for the beautiful, rich Daisy Buchanan, Gatsby slowly loses his own ability to function in society. By throwing parties where the guests know nothing about him in hopes of luring Daisy to his home, Gatsby sets himself up for failure. Gatsby lives his life by the philosophy that he can relive the past, not realizing that while he has reverted to the past, the world around him has moved on. While Gatsby is briefly able to relive his past happiness, he ultimately loses his own individuality and ruins his life. Through his persistence in trying to attain the unattainable (Daisy's love), he literally brings about his own demise.

Toni Morrison and F. Scott Fitzgerald establish, in a metaphorical way, the idea that there is often a steep price a person must sometimes pay to achieve a personal dream. Such people realize too late that they should have made a different choice rather than to obsess about their dream to the point of self-destruction. Through their works, both authors reinforce L.M. Montgomery's quote that "we pay a price for everything we get or take in this world," including our dreams and desires. The price exacted, unfortunately, may be the loss of ourselves.

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 and clearly establishes the criteria for analysis (<i>nothing in this world can be achieved without giving up something in exchange</i>). The response uses the criteria to make insightful analysis of Morrison’s <i>The Bluest Eye</i> and Fitzgerald’s <i>The Great Gatsby</i> (<i>Rather than literally giving up a possession in exchange for their dreams, the characters in these novels give up a part of themselves</i>).</p>
Development	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific evidence to support a discussion of Pecola’s dream in <i>The Bluest Eye</i> (<i>Due to the daily trauma Pecola faces from racism, unstable homelife, and self-hatred, she seeks to change herself</i>) and of Gatsby’s dream in <i>The Great Gatsby</i> (<i>By centering his own life around his desire for the beautiful, rich Daisy Buchanan, Gatsby slowly loses his own ability to function in society</i>). The response also integrates references to theme (<i>This logic is a prominent theme</i>), conflict (<i>Through the internal struggles and suffering of their characters</i>), and foreshadowing (<i>This scene foreshadows the inevitable end for Pecola</i>) into the discussion.</p>
Organization	<p>Maintains the focus established by the critical lens on the <i>steep price a person must sometimes pay to achieve a personal dream</i>. The response exhibits a logical and coherent structure, first introducing the concept of pursuing one’s dream, then for each work explaining the dream of the character and the inability of the character to attain the dream, following with a revelation of the consequences of such failure (<i>Pecola finally obtains peace ... by losing herself to her demented mind</i> and <i>Gatsby ... ultimately loses his own individuality and ruins his life</i>), and ending with a conclusion that refocuses on the critical lens. Transitions are skillfully used (<i>From economic principles ... to the religious principles, Strongly supportive of this ideology, The one way</i>).</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>Through his persistence in trying to attain the unattainable [Daisy’s love], he literally brings about his own demise</i>), with a notable sense of voice and awareness of audience and purpose (<i>The price exacted, unfortunately, may be the loss of ourselves</i>). The response varies structure and length of sentences to enhance meaning (<i>When prayer doesn’t work, she turns to disconnecting herself from her trauma</i>).</p>
Conventions	<p>Demonstrates control of the conventions with essentially no errors, even with sophisticated language.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6 in all qualities.</p>	

Through various life experiences, one almost always learns that nothing in life is free, or as L. M. Montgomery said, "... we pay a price for everything we get or take in this world." Essentially, any reward one receives or hasty decision one makes comes at a cost. Author Toni Morrison reveals this idea in her controversial book Beloved in which former slaves recount the horrors of bondage. In addition, the ancient playwright Sophocles in his play Oedipus unearths the consequences of the rash decisions of a seemingly great man.

The time of slavery in the United States was an extremely tragic and horrific experience for African-Americans. Although Morrison's story Beloved begins after the Civil War, much of its action takes place in pre-Emancipation Proclamation America. This setting serves to reveal the hardships that slaves Halle and Sethe endure. The first owner of Sweet Home plantation, Mr. Garner, allows his slave Halle to earn money in order to buy his mother's freedom. Halle had to work extra hours or weekends for years in order to save enough to pay for her release. His good deed came at the cost of years worth of labor-intensive activities. Mr. Garner, however dies and control of the plantation is given to a man referred to as the schoolteacher. This schoolteacher is brutal and sadistic. Following horrific treatment, Sethe escapes and goes to stay with Halle's mother. Unfortunately the overseer at the plantation

discovers where she is, and when Sethe is come for, she chooses to kill her daughter, reasoning that being dead would be better for her daughter ~~than~~ ^{than} being a slave. Morrison characterizes Sethe as selfless and nurturing and ~~she~~ ^{she} committing this murder only out of desperation and love. Because of her actions, however, the spirit of Sethe's dead baby came back to haunt her for eighteen years until it came back in human form and basically sucked the life out of Sethe. Though Sethe's act was done out of unconditional love, she still faced the repercussions.

Sophocles, the famous Greek writer, constructed a trilogy around a character named Oedipus. While Oedipus is characterized as a smart man who cares for the city of Thebes over which he ruled, his tragic flaws lead to his downfall. Consumed with hubris, Oedipus felt as though he was invincible. While traveling, Oedipus kills three men not knowing that one of them is King Laius of Thebes, who is actually his biological father. Oedipus is then named King of Thebes. When things do not go well in Thebes, Oedipus calls upon the gods for ~~advice~~ ^{advice}, and they tell him to find Laius' killer. When Oedipus finally discovers who the killer is (he is), his wife, who is his mother as well, kills herself. Oedipus gouges out his eyes, and exiles himself from Thebes. His decision made in haste to kill Laius, brings about his downfall. He ~~loses~~ ^{loses} his power and fame.

While many try to be good people, not all

Anchor Paper – Question 28 – Level 6 – B

reap the benefits of their good deeds, or have an easy time of doing so. Halle, in order to free his mother, had to exert hundreds of hours of grueling effort to do so while Sethe, trying to save her children out of ~~love~~ love, kills one of them, and is haunted for years after. Oedipus receives a title of great power in Thebes, but ultimately must relinquish it and flee the city. All three characters had to "pay a price" for their actions, many of which were not worth the consequences that ensued.

Anchor Level 6 – B

Quality	Commentary
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>Essentially, any reward one receives or hasty decision one makes comes at a cost</i>). The response uses the criteria to make insightful analysis of <i>Beloved</i> (<i>His good deed came at the cost of years worth of labor-intensive activities</i>) and <i>Oedipus Tyrannus</i> (<i>His decision made in haste to kill Laius, brings about his downfall</i>).
Development	Develops ideas clearly and fully, making effective use of a wide range of relevant and specific evidence to show how <i>characters had to "pay a price" for their actions</i> . The literary elements of setting (<i>This setting serves to reveal the hardships that slaves Halle and Sethe endure</i>) and characterization (<i>Morrison characterizes Sethe as selfless and nurturing and Oedipus is characterized as a smart man who cares for the city of Thebes and who thought he was invincible</i>) are incorporated into the discussion.
Organization	Maintains the focus established by the critical lens on <i>the consequences that ensued</i> as a result of characters' actions. The response exhibits a logical and coherent structure, introducing the characters for each work (<i>Halle and Sethe and a character named Oedipus</i>), then reviewing the cost of each character's action (<i>Halle ... had to exert hundreds of hours of grueling effort and flee the city</i>), and concluding with a refocus on the price each paid. Transitions are skillfully used (<i>Through various life experiences, Following horrific treatment, While many ... not all</i>).
Language Use	Is stylistically sophisticated, using language that is precise and engaging (<i>recount the horrors of bondage, unearths the consequences, Consumed with hubris</i>), with a notable sense of voice and awareness of audience and purpose (<i>Though Sethe's act was done out of unconditional love, she still faced the repercussions</i>). The response varies structure and length of sentences to enhance meaning (<i>This schoolteacher is brutal and sadistic</i>).
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in punctuation (<i>Mr. Garner, however dies; eyes, and exiles; Laius, brings</i>).
Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in conventions.	

In all aspects of life, one must face consequences for wrongful actions, L. M. Montgomery stated, "... we pay a price for everything we get or take in this world..." This statement suggests that one's choices and actions always have results that can come back and affect the outcome of one's life. This idea is supported in the literary works The Great Gatsby and The Namesake, where the choices and actions of the characters caused them great pain.

Montgomery's words especially ring true in F. Scott Fitzgerald's The Great Gatsby, a story of a man's unending love for a woman. This story finds Jay Gatsby and Daisy Buchanan as lovers who reconnect after what seems a lifetime. This reunion reignites old flames and Jay, who has become wealthy through illegal means, wins Daisy back, despite the fact she has married into "high society". Jay thinks that Daisy will leave her rich lifestyle but he is wrong. Fitzgerald uses characterization to show how Daisy is obsessed with social status and wealth, two vices that are more important to her than love. Her cowardliness, leading her to choose security over love, eventually leads to Gatsby's downfall. Not long after Daisy chooses her husband Tom over Gatsby, Gatsby is shot dead. Her choice and the effect it had on Gatsby, reinforce the theme that every decision has its consequences. Daisy loses the man she truly loves for a lifestyle that will soon fade. She pays a price for status and wealth, taking more than she deserved.

This theme is also present in The Namesake by Jhumpa Lahiri, which tells of the journey of an Indian named Gogol living in America with his family. His journey is filled with discrimination and isolation, causing Gogol to be ashamed of being raised in ~~native~~ his native culture while growing up in America. Under these conditions, this setting shows how he is uncomfortable

Anchor Paper – Question 28 – Level 5 – A

and feels as if he doesn't belong. As the years go by, he grows more and more distant from his family and his ethnic roots. Thus, it comes as a terrible surprise when he finds out his father is dead. As a result, Gogol pays the price ^{for} being ashamed of his family and culture. The father who truly loved him is dead and Gogol will never be able to form a relationship with him. He now lives with the pain and regret for a life he wished he had appreciated.

In this world, one must face the results of their choices and actions. These two works show how both Daisy and Gogol "pay the price", ~~for what they think they want~~ ^{by} losing someone they love, ~~for~~ for what they think they want from the world. This should be a reminder to us that the course of life is always changing, so the people and the little things in our lives must be appreciated before it is too late.

Anchor Level 5 – A

Quality	Commentary
Meaning	<p>The response: 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’s choices and actions always have results that can come back and affect the outcome of one’s life</i>). The response uses the criteria to make an insightful analysis of <i>The Great Gatsby</i> (<i>She pays a price for status and wealth, taking more than she deserved</i>) and <i>The Namesake</i> (<i>Gogol pays the price for being ashamed of his family and culture</i>).</p>
Development	<p>Develops ideas clearly and consistently, with reference to relevant and specific evidence in <i>The Great Gatsby</i> (<i>Daisy loses the man she truly loves for a lifestyle that will soon fade</i>) and <i>The Namesake</i> (<i>The father who truly loved him is dead and Gogol will never be able to form a relationship with him</i>). The response integrates references to characterization (<i>vices that are more important to her than love</i>) and theme (<i>the theme that every decision has its consequences</i>) in <i>The Great Gatsby</i> and setting (<i>an Indian named Gogol living in America</i>) in <i>The Namesake</i> into the discussion.</p>
Organization	<p>Maintains the focus established by the critical lens on the idea that <i>one must face the results of their choices and actions</i>. The response exhibits a logical sequence of ideas, first establishing the idea of facing <i>consequences for wrongful actions</i>, then presenting the actions and consequences faced by characters in each work, followed by a summary conclusion and a direct appeal to the reader. Appropriate transitions are used (<i>This statement suggests</i> and <i>As the years go by</i>).</p>
Language Use	<p>Uses language that is fluent and original (<i>This reunion reignites old flames and Jay ... wins Daisy back, despite the fact she has married into “high society”</i>), with evident awareness of audience and purpose (<i>This should be a reminder to us</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>Her cowardliness, leading her to choose security over love, eventually leads to Gatsby’s downfall</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>obsessed</i> and <i>apreciated</i>) and punctuation (<i>lifestyle but</i>).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat stronger in meaning.</p>	

Anchor Paper – Question 28 – Level 5 – B

L.M. Montgomery once said, "... we pay a price for everything we get or take in this world..." This means that all of our actions have consequences, and all of our actions have a reaction.

This true statement has been proven throughout literature in books such as The Scarlet Letter, and Of Mice and Men.

In The Scarlet Letter, by Nathaniel Hawthorne, a young woman named Hester is accused of committing ~~adultery~~ adultery. The story takes place in a Puritan community, and Hester's punishment is to wear a scarlet letter for the rest of her life. Hawthorne's choice to have the setting take place in a Puritan community, where the people are supposedly pious, and the punishments are ~~strict~~ ^{severe}, adds to the idea that Hester has committed serious wrongdoing. By making such ~~an~~ severe punishment for her sin, it is emphasized that she must pay the price for her ~~sin~~ actions.

Hester's lover, Arthur Dimmesdale, also takes part in this act of adultery, but he faces punishment, and pays his price, in a different way. Dimmesdale is driven mad, and internally tortured for the guilt he feels. He feels so guilty that Hester faces her punishment daily, publicly, while he remains anonymous.

The use of characterization, and the fact that Dimmesdale goes mad, and eventually dies because of this, shows how we all do pay a price for our actions, and what we take in the end.

Even though Dimmesdale did not publicly pay for his sins, like Hester did, he faced an even worse fate because, while she was able to grow from her punishment, he paid the ultimate price with his life.

Another book that illustrates Montgomery's quote is Of Mice and Men by John Steinbeck. This is the story of George and Lenny, who

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are trying to obtain their dream of owning a farm together. Lenny is a large, ^{gentle} man who is mentally retarded, and George is his friend who takes care of him and tries to keep him out of trouble. When Lenny accidentally kills a woman, a mob of men set out to kill him.

George must pay the estimate of price for Lenny's actions, and ends up withing him, before the mob can get to him. The story takes place during the great depression, when there was a scarcity of everything. ~~The~~ The feeling of desperation hangs over the book, making the price of George must pay for Lenny's actions ~~be~~ that much greater. Especially because they were so close to attaining their dream.

When "...we pay a price for everything we get or take in this world..." this is true, for every action we make has a reaction. Our choices have consequences, and even if we try to avoid facing ~~our~~ the consequences to our actions, we cannot escape them.

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 (<i>This means that all of our actions have consequences, and all of our actions have a reaction</i>). The response uses the criteria to make a clear and reasoned analysis of <i>The Scarlet Letter</i> (<i>Dimmesdale ... payed the ultimate price with his life</i>) and <i>Of Mice and Men</i> (<i>making the price George must pay for Lenny's actions that much greater</i>).</p>
Development	<p>Develops ideas clearly and consistently, with reference to relevant and specific evidence from <i>The Scarlet Letter</i> (<i>Dimmesdale is driven mad, and internally tourtured for the guilt he feels</i>) and <i>Of Mice and Men</i> (<i>George ... ends up killing him, before the mob can get to him</i>). The response integrates references to setting (<i>Puritan community, where ... punishments are severe and great depression, when there was a scarcity of everything</i>) and characterization (<i>Dimmesdale feels so guilty and George is his friend who takes care of him</i>) to elaborate on the discussion of consequences.</p>
Organization	<p>Maintains the focus established by the critical lens (<i>every action we make has a reaction</i>). The response exhibits a logical sequence of ideas, first interpreting the critical lens, then presenting situations faced by characters in each work and consequences they faced as a result, and concluding with a return to the lens and its interpretation. Coherence is strengthened through the appropriate use of transitions (<i>Even though Dimmesdale did not publicly pay and This is true</i>).</p>
Language Use	<p>Uses language that is fluent and original, with evident awareness of audience and purpose (<i>where the people are supposedly pious, and the punishments and The feeling of desperation hangs over the book</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>Hester's lover, Arthur Dimmesdale, also takes part in this act of adultery, but he faces punishment, and pays his price, in a different way</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>adultry and tourtured</i>), punctuation (<i>Letter, and and greater. Especially</i>), and capitalization (<i>great depression</i>).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5 in all qualities.</p>	

It is well known that for every action, there is a reaction. Every action taken ~~is~~ causes a response, no matter how insignificant it may seem. L.M. Montgomery once stated, "we ^{or take} pay a price for everything we get in this world." This quotation is strongly supported through many works of literature, particularly by William Shakespeare's Macbeth, and F. Scott Fitzgerald's The Great Gatsby. Macbeth, a ~~story~~ ^{play} based on ~~the~~ real historical events in Scotland, shows exactly how much a person can pay for taking what they want from the world. Macbeth, a warrior who decides to commit regicide in order to gain the throne, pays a great toll for his action. His wife, Lady Macbeth, also pays a large price for taking part in the murder. Both are plagued with extreme amounts of guilt over their actions, which is a major theme of the play. This disrupts both character's sleeping patterns, which is a major motif throughout

the play, and is initiated after the murder when Macbeth says that he has "Murdered sleep" Lady Macbeth tells him that he must wash his hands of the deed so he will not be guilty, which is ironic because Lady Macbeth is further characterized at the end of the work when she is sleepwalking and working fruitlessly to wash a spot off her hands. The themes and motifs occurring throughout the play show how much of a price the murder had on Macbeth and Lady Macbeth's sanity. In the conclusion of the play, both also lose their lives because of their hunger for power.

The Great Gatsby also shows the effects of going after what a person desires. Romanticising the past is a major theme in the story, particularly in the case of Jay Gatsby ~~and Nick Carraway~~. Jay Gatsby, a once poor soldier in the first World War, meets Daisy before he goes to Europe and falls in love with her. When he returns from the war,

he finds that she is already married and so then he works to get her back. He makes himself rich through illegal ~~parties~~ ^{activities} and throws lavish parties in hopes of rewinning her affections. This constant living ~~the~~ in the past ironically ~~robs~~ robs Gatsby of his future. His deep involvement in the scandals of the Buchanons ends in his ~~death~~ death by murder from George Wilson. Another theme in the story is the pursuit of wealth. Nick Carraway, the narrator, goes to West Egg to pursue a life of wealth and luxury. ~~Because~~ Due to this he becomes entwined within the drama of Gatsby, the Buchanons, and the Wilsons and sees how wealth affected their lives. In the end, he sees that he must move forward in his life and move back west, but Gatsby, his foil, never sees this and remains living in his backwards life looking towards the past. These themes underly the price paid for ambition.

Both the Great Gatsby and

Anchor Paper – Question 28 – Level 5 – C

Macbeth clearly prove Montgomery's statement. Both literary works contained common themes which underlied the amount lost through going after the things the characters desired. Money and Power did not buy them happiness, quite the contrary, it brought them only more ~~desires~~ desires and problems.

Anchor Level 5 – C

Quality	Commentary
Meaning	The response: Provides a thoughtful interpretation of the critical lens that clearly establishes the criteria for analysis (<i>Every action taken causes a response, no matter how insignificant it may seem</i>). The response uses the criteria to make a clear and reasoned analysis of <i>Macbeth</i> (<i>Macbeth ... shows exactly how much a person can pay for taking what they want from the world</i>) and <i>The Great Gatsby</i> that also shows the effects of going after what a person desires.
Development	Develops ideas clearly and consistently, with reference to relevant and specific evidence from both texts (<i>Lady Macbeth is further characterized at the end of the work when she is sleepwalking and working fruitlessly to wash a spot off her hands</i> and <i>Jay Gatsby, a once poor soldier ... meets Daisy before he goes to Europe</i>). The response integrates references to irony (<i>which is ironic because and ironically robs Gatsby</i>), to illustrate the consequences faced by each character, and theme (<i>The themes and motifs ... show how much of a price the murder had on Macbeth and Lady Macbeth's sanity and Romanticising the past is a major theme</i>).
Organization	Maintains the focus established by the critical lens on the idea that <i>money and power did not buy them happiness ... only more desires and problems</i> . The response exhibits a logical sequence of ideas, moving from an interpretation of and agreement with the lens to a discussion of how the themes in each work reflect the price characters paid for choices they made, and concluding with a summation. Coherence is strengthened through the use of appropriate transitions (<i>particularly in the case, When he returns, Both ... clearly prove</i>).
Language Use	Uses language that is fluent and original (<i>he becomes entwined within the drama of Gatsby, the Buchanons, and the Wilsons and sees how wealth affected their lives</i>), with evident awareness of audience and purpose (<i>It is well known that for every action, there is a reaction</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>In the end, he sees that he must move forward in his life and move back west, but Gatsby, his foil, never sees this and remains living in his backwards life looking towards the past</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>trone, plaigued, persuit</i>), punctuation (<i>both character's sleeping patterns and happiness, quite</i>), and grammar (<i>underlied and money and power ... it</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions.	

L.M.
~~Montgomery~~ once said "we pay a price for ~~any~~ everything we get or take in this world." I agree with this quote because I believe people can approach life in many ways, but every decision we make to obtain something can change our lives. Two pieces of literature that reflect this idea are Macbeth and the other is Lord of the Flies. Both of these books support the ~~idea~~ ^{idea} that Montgomery ~~shows~~ ^{shows} through his quote:

Macbeth is given information that one day he will be king. He was not told ~~at~~ how or when that would happen. From this information Macbeth makes a decision to take the throne by murdering King Duncan. This decision would change his life forever, and he would pay the ultimate price of death. He suffered, too, because he ~~could~~ could not live with himself after ~~the~~ the murder. He was haunted by ~~the~~ ghosts, and ended up killing those who were closest to ~~him~~ him. Shakespeare ~~uses~~ uses the theme of pay back in this play. What goes around comes around. Macbeth made the wrong decision, and he paid the price in the end.

Lord of the Flies is another piece that shows this idea. ~~The~~ The boys was given a sense of ~~the~~ freedom. It was up to them to make it work. The author uses lots of symbolism in this piece of literature, using a conch to represent civilized life and order. When Jack turns on Ralph and becomes savage he made that choice, and ends up destroying ~~the~~ the conch. Boys ended up dying and ~~turned~~ turned into ruthless killers. These boys were given freedom from ~~the~~ grown-ups and they made poor choices. Ralph's ways of civilization ended with the rebellion of Jack. This book supports Montgomery's quote because these boys paid a price. They were found, but now they were all ~~the~~ murderers.

Anchor Paper – Question 28 – Level 4 – A

Both of these pieces of literature support the theme that what you get in life is based on choices you make. These choices can change your life and cause you to pay a price you didn't expect.

Anchor Level 4 – A

Quality	Commentary
Meaning	The response: Provides a thoughtful interpretation of the critical lens that clearly establishes the criteria for analysis (<i>I believe people can approach life in many ways, but every decision we make to obtain something can change our lives</i>). The response uses the criteria to make a clear and reasoned analysis of <i>Macbeth</i> (<i>This decision would change his life forever</i>) and <i>Lord of the Flies</i> (<i>When Jack turns on Ralph ... he made that choice</i>).
Development	Develops some ideas more fully than others. The response uses specific and relevant details from the text to describe <i>Macbeth's decision to take the throne by murdering King Duncan</i> and incorporating resultant elements of <i>Macbeth's character change</i> into the discussion (<i>he could not live with himself, was haunted by ghosts, ended up killing those who were closest to him</i>). The discussion of <i>Lord of the Flies</i> is less specifically developed, relying more on generalized statements of plot.
Organization	Maintains a clear and appropriate focus on the idea that <i>what you get in life is based on choices you make</i> . The response exhibits a logical sequence of ideas, first interpreting the lens, then presenting information to show how characters within each work are affected by their decisions, and ending with a reiteration of the lens. Internal consistency is weakened in paragraph 2, by an abrupt shift from a discussion of character to a single statement about theme, and then a return to the previous discussion of character.
Language Use	Uses appropriate language, with some awareness of audience and purpose (<i>This book supports Montgomery's quote because these boys paid a price</i>). The response occasionally makes effective use of sentence structure and length (<i>Macbeth is given information that one day he will be king</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>Shakespeare, civilised, dieing</i>) and punctuation (<i>said "We; ghosts, and ended up; becomes savage he</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in meaning.	

L.M. Montgomery once said, "We pay a price for everything we get or take in this world." This statement means that nothing is ever given to us in our world. We have to work for what we get. I agree with this quote. Nothing is free that is really worthwhile. This concept can be applied to two works of literature.

In the story "The Necklace," a woman has to pay the price when she loses the diamond necklace she borrowed. She didn't have a lot of money and didn't have any nice jewelry to wear to a ball. She thought the necklace she borrowed was real, so to replace it, she had to spend the rest of her life paying it back.

The woman in the story had to pay the price for what she took, she was very greedy. She had to face the consequences of her actions. In this case, one night cost her most of her life. When it is found out that the necklace wasn't worth anything, the woman realizes she should have just told the truth.

In the story "The color of water," by James McBride, a boy realizes the hardships of life at a young age and works hard to make something of himself. James is one of eleven brothers and sisters and his mom is Jewish and his dad ~~is~~ is black. These racial differences caused him difficulties growing up. He had to learn to work for what he gets at a young age.

Their family is extremely poor, but his mom seemed to give them everything they

Anchor Paper – Question 28 – Level 4 – B

needed. They had a close family and religion was important to them. James McBride worked hard to get where he is today, a musician and journalist. He went through some hard times, but in the end got what he wanted.

In the stories "The Necklace" and "The Color of Water," the concept ~~is~~ that nothing is just given to you is shown. "We pay a price for everything we get or take in this world!" ~~is~~ This can be applied to anyone's life because nothing good is ever just handed to you. You have to work for it.

Anchor Level 4 – B

Quality	Commentary
Meaning	The response: Provides a reasonable interpretation of the critical lens that establishes the criteria for analysis (<i>nothing is ever given to us in our world. We have to work for what we get</i>). The response makes implicit connections between the criteria and "The Necklace" (<i>She thought the necklace she borrowed was real, so to replace it, she had to spend the rest of her life paying it back</i>) and superficial connections to <i>The Color of Water</i> (<i>a boy ... works hard to make something of himself</i>).
Development	Develops some ideas more fully than others. The response uses specific and relevant details from <i>The Color of Water</i> to characterize McBride and his hardships in life (<i>one of eleven brothers and sisters, racial differences caused him difficulties, family is extremely poor</i>). Discussion of "The Necklace" is less specifically developed, relying more on plot summary.
Organization	Maintains a clear and appropriate focus on <i>the concept that nothing is just given to you</i> . The response exhibits a logical sequence of ideas beginning with an interpretation of the lens, followed by supporting information from each work, and ending with a summary conclusion. Internal consistency is weakened by an unconnected statement in paragraph 3 (<i>she was very greedy</i>) and the presentation of several loosely related ideas in paragraph 5.
Language Use	Uses appropriate language (<i>This concept can be applied to two works of literature</i>) that is sometimes repetitive (<i>pay the price, paying it back, pay the price for what she took</i>), with some awareness of audience and purpose (<i>nothing good is ever just handed to you</i>). The response occasionally makes effective use of sentence length (<i>You have to work for it</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in punctuation (<i>she took, she was; family and; hard times, but</i>) and usage (<i>He had to learn to work for what he gets and Their family is ... but his mom seemed</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

Anchor Paper – Question 28 – Level 4 – C

In many novels, authors express many emotions through their characters but symbols as well. A author by the name of L.M. Montgomery stated, "... We pay a price for everything we get or take in this world..." This statement is very accurate to most novels. Two literary pieces that express this idea include; The Great Gatsby and Macbeth. The characters in the two novels are challenged but also served with different sacrifices they must make. When faced with desire these characters loose sight in all other things.

The Great Gatsby expresses L.M Montgomery's quote in a variety of different ways. Jay Gatsby, whom considered the main character in the piece is one that, in order to receive something, also must pay to get it. Jay Gatsby had encountered a close friend in the story by the name of Daisy. Jay and Daisy had been very close in past years but grew apart due to Jay joining the war. Years later the cross paths hoping to rekindle a once burning flame. Though to Jay's surprise Daisy has a new partner by the name of Tom, a very muscular and big statured man. Seeing Daisy seemed to be a nearly impossible task. This strong statured man did not kill that desire Jay had to be with Daisy though. He set up dates, party's, and casual meetings to earn a chance to win her over. As the novel progresses Jay and Daisy start to fall for eachother, Tom was not too far away from finding out. Tom soon learns this shocking surprise and when Jay feels things are just starting, Daisy is taken right from him. Everything he had done for her was wasted, now it had been lost. Jay was soon after, shot, and killed at his own

Anchor Paper – Question 28 – Level 4 – C

houses for the expense of a girl, had had lost his life.

Macbeth a more direct piece expresses this quote at its best. Macbeth kills, lies, and betrays his fellow friends to seek the crown and become king. As lives are taken, more people start becoming aware of what is happening. When Macbeth seems to be at his highest point, that's when he falls. Macbeth has his life taken away at his own cost to seek power. With the lives destroyed he paid a price to have his taken as well.

These novels both express the quote introduced by L.M. Montgomery. Macbeth and Jay Gatsby pay a price for their own desires. It just so happens that the price was their life. With this evidence I feel the quote is supported. In order to receive something, you must pay a price.

Anchor Level 4 – C

Quality	Commentary
Meaning	The response: Provides a reasonable interpretation of the critical lens that establishes the criteria for analysis (<i>When faced with desire these characters lose sight in all other things</i>). The response makes implicit connections between the criteria and <i>The Great Gatsby</i> (<i>Everything he had done for her was wasted, now it had been lost</i>) and <i>Macbeth</i> (<i>Macbeth has his own life taken away at his own cost to seek power</i>).
Development	Develops some ideas more fully than others, with reference to specific and relevant evidence from <i>The Great Gatsby</i> , using plot details to discuss Gatsby's efforts to win Daisy (<i>Jay and Daisy had been very close, Daisy has a new partner, He set up dates ... to win her over</i>). The discussion of <i>Macbeth</i> is less specifically developed, relying on plot summary.
Organization	Maintains a clear and appropriate focus on the idea that <i>in order to receive something, you must pay a price</i> . The response exhibits a logical sequence of ideas, moving from the introduction of both works, to the presentation of characters who pay for their desires, and ending with a reiteration of the lens. Internal consistency is weakened in the opening paragraph, by introducing, but not addressing, the use of <i>symbols</i> in the discussion.
Language Use	Uses appropriate language (<i>Jay Gatsby had encountered a close friend and to seek the crown and become king</i>) that is sometimes inexact (<i>served with different sacrifices, the cross paths, to far away</i>), with some awareness of audience and purpose (<i>These novels both express the quote</i>). The response occasionally makes effective use of sentence structure and length (<i>Macbeth and Jay Gatsby pay a price for their own desire's</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>recieve, joing, suprise</i>), punctuation (<i>include; The, that desire Jay, progresses Jay</i>), grammar (<i>whom considered, story by the name of Daisy, their life</i>), and usage (<i>to most novels</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in conventions.	

L.M. Montgomery once said "we pay a price for everything we get or take in this world." This is true because this can be seen in Romeo and Juliet, as well Hamlet. William Shakespeare was a writer who used many themes, this quote goes perfectly with these two tragedies. Romeo and Juliet was a story that was filled with lessons but not many were as pronounced as this statement. This statement screams Hamlet as if this quote was written just for this tragedy.

Romeo and Juliet was a play ~~that~~ that told the story of families feuding. These two families were the Capulets and the Montagues, both were of equal class, but could never be the same these families felt one had to be better than the other. In this story Romeo a Montague falls in love with Juliet a Capulet and vice versa. But this cause a problem because they come from enemy houses. This quote comes into effect right after the climax which was the wedding between Romeo and Juliet because them getting married caused death and secrets to spread around Verona.

Another work of literature that deals with this statement is Hamlet.

Anchor Paper – Question 28 – Level 3 – A

This story has to do with a man who has killed his brother to become king and now his nephew hamlet is enraged when Hamlet found out what happened he wanted revenge which shows how the quote comes in. The leader had to pay the price which was death. In the end both works of literature portrayed this quote very well and had an outcome that was unfortunate, as well as odd.

Anchor Level 3 – A

Quality	Commentary
Meaning	Provides a simple interpretation of the critical lens by agreeing with it (<i>This is true because this can be seen in Romeo and Juliet, as well Hamlet</i>). The response makes superficial connections between the criteria and <i>Romeo and Juliet</i> (<i>This quote comes into effect right after the climax which was the wedding</i>) and <i>Hamlet</i> (<i>When Hamlet found out what happened he wanted revenge which shows how the quote comes in</i>).
Development	Develops ideas briefly, using some evidence from <i>Romeo and Juliet</i> (<i>a play that held the story of families feuding and Romeo a Montague falls in love with Juliet a Capulet</i>) and from <i>Hamlet</i> (<i>This story has to do with a man who has killed his brother to become king and now his nephew hamlet is enraged</i>). The response relies primarily on plot summary and on general statements which are not supported (<i>because them getting married caused death and secrets</i>).
Organization	Establishes an appropriate focus on the application of the quote to the chosen texts (<i>In the end both works of literature portrayed this quote very well</i>). The response exhibits a rudimentary structure with an introduction, a separate paragraph for each work, and a one-sentence conclusion.
Language Use	Uses appropriate language (<i>this quote goes perfectly with these two tragedies</i>) that is sometimes unsuitable for the audience and purpose (<i>This statement screams Hamlet and the quote comes in</i>). The response occasionally makes effective use of sentence structure and length (<i>Romeo and Juliet was a story that was filled with lessons but not many were as pronounced as this statement</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in punctuation (<i>said "we; themes, this; lessons but</i>) and grammar (<i>this cause, because them getting, both works ... had an outcome</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in language use and conventions.	

"... We pay a price for everything we get or take in this world..." This means that we make sacrifices for everything that we do in this world. This statement seems to be true in most aspects. This quote can be explained two pieces of work, *The Outsider* by S.E. Hinton, and *The Great Gatsby*.

The Outsiders is a novel about life for a greaser. In this novel the main character Ponyboy has to make sacrifices for things they do. They end up killing an opposite gang member (a Soc) they have to run away to a different town so they don't get arrested.

Some of the sacrifices done by Ponyboy and Johnny was killing the opposite gang member. Johnny killed him because he was killing his friend Ponyboy and he sacrificed his life for Ponyboy while they run away they have to make more sacrifices like leaving all his family and living in an abandoned building so they can't find them. In the end Johnny dies because he sacrifices his life to save a bunch of school kids from a burning building.

The Great Gatsby is a novel where the man Jay Gatsby tries to get the girl he loves ~~back~~ and wants to win her heart back but she is already married and no one wants him.

In this novel the girl Gatsby loves ends up hitting a lady in ~~a~~ Gatsby's car. The husband of

Anchor Paper – Question 28 – Level 3 – B

that woman wants revenge and Gatsby ended getting blamed then killed for the woman he loved.

Both of the following pieces of work describe and explain the quote "... we pay a price for everything we get or take in the world..."

Anchor Level 3 – B

Quality	Commentary
Meaning	The response: Provides a simple interpretation of the critical lens that suggests some criteria for analysis (<i>This mean that we make sacrafices for everthing that we do in this world</i>). The response makes superficial connections between the criteria and <i>The Outsiders</i> (<i>Some of the sacrafices done by ponyboy and Johnny was killing the opisut gang member</i>). The critical lens is not used to analyze <i>The Great Gatsby</i> .
Development	Develops ideas briefly, using some evidence from <i>The Outsiders</i> (<i>Johnny killed him because he was killing his friend ponyboy and he sacraficed his life for ponyboy</i>). The response relies on a brief plot summary for <i>The Great Gatsby</i> .
Organization	Establishes an appropriate focus on sacrifices. The response exhibits a rudimentary structure, first defining and agreeing with the quote, then addressing the sacrifices made by Ponyboy and Johnny, followed by a synopsis of Gatsby’s pursuit of Daisy, and concluding with a reiteration of the quote.
Language Use	Relies on basic vocabulary (<i>They end up, cops cant find, a bunch of school kids</i>) that is sometimes imprecise (<i>explained two pieces of work and the following pieces</i>), with little awareness of audience or purpose. The response exhibits some attempt to vary sentence structure and length for effect, but with uneven success (<i>The husband of that woman wants revenge and Gastby ended getting blamed then killed for the woman he loved</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>Gastby, opisate, diffent</i>), punctuation (<i>Hinton, and; run away they; back but</i>), and grammar (<i>This mean, main character ... have, Some ... was</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3 in all qualities.	

Many times in literature things are taken from the world that you can't get back.

L.M. Montgomery once said "... We pay for everything we get and take from the world..." and I agree with this quote. But a main example of this is displayed in "Of mice and men"

Lenny takes the life of people, and George takes the innocence from Lenny. Once you take something on an emotional level you can never get back to the same way. Thus personality and the way you handle things affect the world and if not the entire world, it influences you directly.

Another piece of literature is "The Crucible" this shows how when you take somebody's innocence it affects the whole town. Abigail's obsession with John Proctor came to much for her and she wanted him so bad she was willing to murder innocent people.

As you can see what we take from this world affects us all.

Anchor Level 3 – C

Quality	Commentary
Meaning	<p>The response: Provides a simple interpretation of the critical lens that suggests some criteria for analysis (<i>Many times in literaucter things are Taken from the world that you cant get Back</i>). The response makes superficial connections between the criteria and <i>Of Mice and Men</i> (<i>once you Take something on an emotinal Level you can never get back to the same way</i>) and <i>The Crucible</i> (<i>when you Take somebody's innocents it effects the whole Town</i>).</p>
Development	<p>Is incomplete and largely undeveloped. The response hints at the idea that the taking of a person's innocence or life has a major effect on the world, but references to the texts are vague (<i>Lenny Take the Life of People, and goeorge Take the inocents from Lenny and she wanted him so Bad she was willing to murder inocent People</i>).</p>
Organization	<p>Establishes an appropriate focus on the effect of <i>what we Take from this world</i>. The response exhibits a rudimentary structure, first addressing the quote, then supplying a separate paragraph for each text, and finally providing a one-sentence conclusion.</p>
Language Use	<p>Relies on basic vocabulary that is sometimes imprecise (<i>effect</i> for “affect,” <i>it inflecues your directly, to</i> for “too”), with little awareness of audience or purpose. The response attempts to vary sentence structure and length for effect, but with uneven success (<i>another peice of literaucter is “The Crucible” this shows how when you Take somebody's innocents it effects the whole Town</i>).</p>
Conventions	<p>Demonstrates emerging control, exhibiting occasional errors in spelling (<i>inocents, emotinal, peice</i>), punctuation (<i>cant, world and, “The crucibre” this</i>), grammar (<i>Lenny take, goeorge Take, you handle thing</i>), and capitalization (<i>Take, another, as</i>) that hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in development.</p>	

"L.M. MONTGOMERY SAID "... WE PAY A PRICE FOR EVERYTHING WE GET OR TAKE IN THIS WORLD..." I THINK THIS QUOTE MEANS THAT WHETHER YOU DO GOOD OR BAD, THERE ARE CONSEQUENCES THAT YOU GONNA PAY. I AGREE WITH THIS QUOTE EVERYTHING HAS A PRICE. TWO BOOKS THAT COULD SUPPORT THIS QUOTE IS "A RAISIN IN THE SUN" AND "SPEAK" IN THE "RAISIN IN THE SUN" WALTER IS GREEDY, ONLY THINKS ABOUT HIMSELF & MONEY. AND PUTS IN ALL HIS MONEY IN A LIQUID STORE IN THE END THEY CHEAT HIM OFF.

Anchor Level 2 – A

Quality	Commentary
Meaning	Provides a simple interpretation of the critical lens that suggests some criteria for analysis (<i>I think this quote means that whether you do good or bad, there are consequences that you gonna pay</i>).
Development	Is incomplete and largely undeveloped. The response hints at ideas, but references to <i>A Raisin in the Sun</i> are vague (<i>In the end they cheat him off</i>) and there is no discussion of <i>Speak</i> .
Organization	Suggests a focus on the idea that <i>everything has a price</i> . The response suggests some organization by presenting one paragraph that includes an interpretation of the lens followed by brief references to one text.
Language Use	Uses language that is imprecise (<i>you gonna pay</i> and <i>they cheat him off</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>In the "Raisin in the Sun" Walter is greedy, only thinks about himself & money</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in punctuation (<i>said "... we, this quote everything has, and "Speak" In the</i>) and grammar (<i>Two books ... is and Walter is greedy, only thinks</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in meaning and conventions.	

Anchor Paper – Question 28 – Level 2 – B

For every action there is an equal reaction. We receive what we give. It's not always a bad thing though. It's what we do that changes everything, like in the book "Montana 1948" and "Fences". The characters shows good examples of what this means. Therefore I agree with statement.

In "Montana 1948" the brother that was seen to be the student and became a doctor took the life of a native Indian girl. He took a life. So in the end he paid for what he did. He killed himself. But the thing is also he didn't just take his life and someone else's but he took the conviction that ~~little~~ but left ~~his~~ ^{brother} and the rest of the family. For the one mistake he made everyone was affected, not in a good way.

Anchor Level 2 – B

Quality	Commentary
	The response:
Meaning	Provides a simple interpretation of the critical lens that suggests some criteria for analysis (<i>Its what we do that changes everything</i>). The response makes superficial connections between the criteria and <i>Montana 1948</i> (<i>the brother ... took the life of an native indian girl ... So in the end he payed for what he did. He killed himself</i>). The response does not use the lens to analyze <i>Fences</i> .
Development	Is incomplete and largely undeveloped. The response hints at the idea that <i>for every action there is an equal reaction</i> , but references to <i>Montana 1948</i> are vague (<i>but he took the conviction that little but left between his brother and the rest of the family</i>). There is no discussion of <i>Fences</i> .
Organization	Suggests a focus (<i>So in the end he payed for what he did</i>) and suggests some organization using separate paragraphs for an introduction and a discussion of <i>Montana 1948</i> . There is no conclusion.
Language Use	Uses language that is imprecise (<i>think for "thing," He took as life, the conviction that little but left</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>We receive what gave</i>).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>recive, allways, studnt</i>), punctuation (<i>Its what we do, Therefor I agree, some – eles but he took</i>), and grammar (<i>what gave, The characters shows, an natve</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in meaning.	

Anchor Paper – Question 28 – Level 2 – C

L. M montgomery ONCE say we pay a price for evrything we git or take in this world. This mean, we haf to fite for what you ~~git~~want. Two works of literatur that illstrates this point, is "the Great Gatsby" F Scott Fitzgerald which tells the story of Jay Gatsby a rich detirmend man. He want to rekindal the relationship with Dazy. Another work is Of mice and men by J D Salinger.

Anchor Level 2 – C

Quality	Commentary
Meaning	The response: Provides a confused interpretation of the critical lens (<i>This mean, we haf to fite for what you want</i>). The response alludes to the critical lens (<i>Two works ... that illstrates this point</i>) but does not use it to analyze <i>The Great Gatsby</i> or <i>Of Mice and Men</i> .
Development	Is incomplete and largely undeveloped. The response hints at ideas, but references to <i>The Great Gatsby</i> are vague (<i>He want to rekindal the relationship with Dazy</i>). There is no discussion of <i>Of Mice and Men</i> .
Organization	Suggests a focus by restating the lens (<i>we pay a price for evrything we git</i>) and suggests some organization. The response introduces the critical lens, refers briefly to one work, and lacks a conclusion.
Language Use	Uses language that is imprecise (<i>Montgomery once say</i> and <i>is "the Great Gatsby" F Scott Fitzgerald which</i>). The response reveals little awareness of how to use sentences to achieve an effect.
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>evrything, literatur, detirmend</i>), punctuation (<i>Montgomery once say we pay, Dazy Another work, JD Salinger</i>), capitalization (<i>the Great Gatsby</i> and <i>Of mice and men</i>), and grammar (<i>This mean, Two works ... is, He want</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.	

Everything in life we do have a price.
"we pay a price for everything we get or
take in this world" by L.M. Montgomery.

I agree with this statement for many
reasons.

The first reason is that in life
every choice can have a good benefit
or a consequence.

The second reason is that in life
depending on the person can also have a
good or bad benefit in everybody's lives.

The third and final reason is that if people
hang out with the good or bad
crowd of people can also have a good
or bad consequence.

In conclusion this is why I agree
with the statement.

Anchor Level 1 – A

Quality	Commentary
Meaning	<p>The response: Provides an incomplete interpretation of the critical lens that does not go beyond a paraphrasing of the lens itself (<i>Everything in life we do have a price</i>). While the response alludes to the critical lens, it does not use it to analyze any texts.</p>
Development	<p>Is incomplete and largely undeveloped, hinting at <i>many reasons</i> to agree with the critical lens, but the explanations are repetitive (<i>can have a good benefit or a consequence, have a good or bad benefit, can also have a good or bad consequence</i>). The response makes no reference to any texts.</p>
Organization	<p>Lacks an appropriate focus on two works of literature but suggests some organization. The response introduces the critical lens, agrees with it, lists in three single-sentence paragraphs the reasons for agreement with the lens, and provides a one-sentence conclusion.</p>
Language Use	<p>Relies on basic vocabulary, with little awareness of audience or purpose. The response exhibits some attempt to vary sentence structure and length for effect, but with uneven success (<i>The Third and final reason is that if people hang out with the good or bad crowd of people can also have a good or bad consequence</i>).</p>
Conventions	<p>Demonstrates emerging control, exhibiting errors in spelling (<i>consequence</i>) and agreement (<i>Everything ... have and everybody's lives</i>). The omission of subjects in the sentences presenting the second and third reasons hinders comprehension.</p>
<p>Conclusion: Although, the response fits the criteria for Levels 2 and 3, it remains at Level 1 because the response makes no reference to any text.</p>	

Anchor Paper – Question 28 – Level 1 – B

In life there are consequences for ~~to~~ the things we decided to gather from life. I agree with this quote because nothing we take from the world will be just given to us.

Anchor Level 1 – B

Quality	Commentary
The response:	
Meaning	The response alludes to the critical lens (<i>I agree with this quote</i>), but reflects no analysis of any texts.
Development	Is minimal, with no evidence of development.
Organization	Shows no focus or organization.
Language Use	Is minimal.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1 in all qualities.	

Question 28 – Practice Paper – A

It happens often that we have to compensate for our actions, whether good or bad. When one becomes a doctor they have to then help their patients or when one robs a bank they have to pay and are put in jail, therefore when L.M. Montgomery states, "... we pay a price for everything we get or take in this world:...", he is correct. In Nathaniel Hawthorne's allegorical romance, The Scarlet Letter, Hester is punished publicly for committing adultery. In another instance, Huck Finn is punished for not understanding the importance of Jim's role in his life, in Mark Twain's bildungsroman, Adventures of Huckleberry Finn. In both novels, the characters have to pay for their actions.

In the Puritan community, religion is the law, and those who go against are condemned. Hester Prynne is an adulteress who is held upon the scaffold as an effort to make her realize and repent for her sin. In her position, she must pay for the shame she has placed on the Puritans and is exiled from the ^{importance of the} religious community. By sharing a relationship with the man she loves she must bear the letter A on her chest as a form of punishment. She also pays for hiding the identity of the father of her child with further embarrassment.

Most of all, Hester paid a price for what she took from the world, her daughter Pearl. Hester's payment for Pearl is the fact that no one regards her child as pious and calls her an "imp of evil", because her birth was unethical. In this novel, Hester must not only pay for her actions but pay for the child she raises; all in order to prove that she is good.

Huck Finn's biggest mistake, in the eyes of the southerners, was running away with a black "slave".

Question 28 – Practice Paper – A

Throughout the novel ~~book is~~ Jim is referred to as a slave when he was actually freed in Miss Watson's will, all in order to prove that a slave will always be bound by society's wills. When Jim is captured in the Phelps farm Huck must go against all odds to try and free him. Huck's best friend Tom Sawyer helps try and free Jim ~~from~~ but with the use of odd methods, like digging Jim out, all in order to have an "adventure". In his plight to liberate Jim, Huck pays for not understanding Jim's fatherly role when Jim is separated from him. Huck must also pay for not understanding that his best friend, Tom, is a selfish person who harms others for an adventure. Jim has been the father figure for Huck, whose father is the town drunkard & only wants Huck for his money. Huckleberry Finn must pay the price for not ~~keeping~~ holding on to Jim, and free Jim on his own.

Both The Scarlet Letter and Adventures of Huckleberry Finn hold characters that make decisions they must pay for. Hester must pay for her sin and Huck must pay for losing Jim. Montgomery was right in proclaiming that people must compensate for what they receive & obtain from the world.

L.M. Montgomery once said, "we pay a price of every thing we get or take in this world" this quote is valid because you get reward for all of your good and evil work this quote is valid because every thing in life is rewarded. this quote is related to the kill a mongkybird by Harper Lee. Harper Lee used the literary element of characterization and to support this quote. Bob Ewell try to kill Atticus son because he try to help a black man stay out of jail Atticus hard work is being payed. Boo save Bob and can't help Atticus son and murder Bob for his evil work.

Question 28 – Practice Paper – C

L.M. Montgomery said "... We pay a price for everything we get or take in this world..." Each of our actions has a consequence. Whether it be minor or dire, there is always a price to pay when we make a choice. In *The Picture of Dorian Gray* by Oscar Wilde, the simple desire to stay young changes the protagonist's life forever. In *The Things They Carried* by Tim O'Brien, defending yourself and fighting for your country can take a strong emotional toll on someone. As exhibited in the novels *The Picture of Dorian Gray* by Oscar Wilde and *The Things They Carried* by Tim O'Brien, we do indeed pay a price for everything that we get or take in this world.

The Picture of Dorian Gray is a novel about a man who makes a deal with the 'devil' that gives him the ability to stay young and gorgeous forever. Dorian Gray was a man who was known for being the most handsome and youthful man around and would do anything to keep that title. He made a barter that allowed ~~to~~ him to keep his same young appearance while a portrait of him aged instead. ~~Just~~ Although this seemed to be what he wanted, because he could not die, he grew to be lonely. Everyone that he knew got old and eventually died while he was doomed to exist, ~~is~~ unchanging, forever. The desire to be perfect led to a life filled with loneliness and abandonment. Everyone would always leave him eventually, whether he liked it or not. Getting your wish of eternal life and beauty has the dire consequence of leaving you on your own for good.

The Things They Carried talks about ~~the~~ ^{U.S.} soldiers fighting during the Vietnam War. Some soldiers were drafted into the military to fight for their country and could only bring a few items to carry with them as reminders of being connected to their old lives. What they weren't prepared for was the emotional load that they would have to endure. Tim O'Brien had the opportunity to fight for his country and kill those who were ~~reason;~~ but what if your "right reason" is wrong? Tim O'Brien had to deal with reliving the murders everyday during the war and feel guilty that maybe it was an

Question 28 – Practice Paper – C

unjust kill. He was given the opportunity to fight for what his country believed in but had to deal with the emotional pain that went along with it. There are always consequences ~~to~~ when fighting for what you are told to fight for, and more often than not, the one who knows the least must pay the price.

Everything we do has a consequence. Whether it be serious or anticlimactic, we must always pay a price for the cards that we have been dealt. *The Picture of Dorian Gray* by Oscar Wilde and ~~For~~ *The Things They Carried* by Tim O'Brien both encompass L.M. Montgomery's idea that we pay a price for everything we get or take in this world.

Question 28 – Practice Paper – D

The quote "we pay price for everything we get or take in this world" is a very deep quote. What the quote means ~~that is~~ basically is that nothings free in life and you give something up for every thing you do. Personally I agree with this quote since you do have to give something up wen working with time. For the following paragraphs I will use information from Oedipus rex and romeo and Juliet to prove my opinion.

I Oedipus rex the protagonist were of course Oedipus, Crean chorus and his wife/Mother throughout the book the main character Oedipus spent ~~the~~ most of his time finding out about his birth parent and when he found out ~~the~~ the truth he could no longer keeps his throne nor could he bear to keep his eyesight thie irony in this book though' was how he gave his children from ~~once~~ he came.

In romeo and Juliet it took place in italy and the main character were romeo and Juliet in this book they ~~used~~ alot of metaphores and the book to self took on a poetic style the way this relates to the quote is in two ways one they gave up their family rivalry and fell in love with each other 2 when he thought Juliet kilt herself he comited suicide ~~and~~ and she did the same so in the end the gave up their lives so they can be with each other

Question 28 – Practice Paper – E

Many people wonder what the price for something great is. Some see it not as a amount of money but of an amount of one's self. L.M. Montgomery ~~put it~~ put it simple as "... we pay a price for everything we get or take in this world." He was not alone in thinking that everything in this world has a price and that sometimes the price is above one's abilities to give. Many authors like William Shakespeare in his play *Othello* and Tim O'Bryan in his novel *The Things They Carried*. These two men show just how one must give up something of themselves to give or take from someone else.

The Things They Carried by Tim O'Bryan is a novel about the Vietnam War and what a group of soldiers must do to survive, not only physically but also mentally. As many Americans are aware today, Vietnam veterans are perhaps the most unstable and fragile minded people in America. By fighting for the freedom of Vietnam from the Communists many soldiers had to give up their childhood, beliefs on war, and beliefs about themselves. In parts of the novel Tim talks about how the ~~soldiers~~ soldiers felt about coming home from the war zone and trying to adapt to civilian life again. Others recount, and regret, about the enemy soldiers whose lives they took. One mentioned how "each time I close my eyes all

Question 28 – Practice Paper – E

I see is him standing there, ~~is~~ in his uniform, looking at me." Times of hardship ask a lot of people and sometimes those people pay the ultimate price for something, their ~~lives~~ lives.

William Shakespeare is very similar to Tim O'Byrne in that he also tried to show how everything requires men to give up something of themselves. Othello is a story of love and jealousy. In his pursuit to end Othello's life the main evil character, Iago, ends up killing himself as well. Iago was true to Montgomery's statement in that by taking someone's life Iago would have to give up his own. William Shakespeare uses Montgomery's statement to express an even older idea about life and cost in that it is "an eye for an eye."

Many people in the world believe that everything has a monetary price but sometimes this is not true. When L.M. Montgomery said "...we pay a price for everything we give and take in this world," he was ~~is~~ talking about something else. Mankind must give up something of himself in order to make his dream a reality. Sometimes we give away something small and sometimes we pay with our lives but one thing is true above all, "we pay a price for everything..."

Practice Paper A–Score Level 4

Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.

Practice Paper B–Score Level 2

Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.

Practice Paper C–Score Level 5

Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions.

Practice Paper D–Score Level 3

Conclusion: Overall, the response best fits the criteria for Level 3 in all qualities.

Practice Paper E–Score Level 4

Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.

Map to Core Curriculum

The table below shows which core performance indicator or standard and key idea each item is aligned to. The numbers in the table represent the question numbers of the examination.

	Core Performance Indicators	Standard 1	Standard 2	Standard 3
Listening	7	8	4, 5, 6	1, 2, 3
Reading	17, 18	10, 12, 19	11, 15, 23, 25	9, 13, 14, 16, 20, 21, 22, 24
Writing	26, 27, 28	26, 27, 28	26, 27, 28	26, 28

The *Chart for Determining the Final Examination Score for the August 2011 Regents Comprehensive Examination in English* will be posted on the Department's web site at: <http://www.p12.nysed.gov/apda/> on Wednesday, August 17, 2011. Conversion charts provided for previous administrations of the Regents Comprehensive Examination in English must NOT be used to determine students' final scores for this administration.

Online Submission of Teacher Evaluations of the Test to the Department

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

1. Go to <http://www.forms2.nysed.gov/emsc/osa/exameval/reexameval.cfm>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.