

FOR TEACHERS ONLY

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

ENGLISH

E

Tuesday, January 11, 2011 — 9:15 a.m. to 12:15 p.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 <http://www.p12.nysed.gov/osa/> and select the link "Examination 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 and Completing the Pearson Answer Sheet

Multiple-choice questions must be hand scored using the scoring overlay provided in the shipment of secure examination materials. When scoring the January 2011 Regents Comprehensive Examination in English:

- use scissors to cut out the rectangle as indicated on the bottom of the scoring overlay, but do **not** make any perforations elsewhere on the scoring overlay
- use only a No. 2 pencil to record scores on the answer sheet
- do **not** make any marks on the Pearson answer sheet, other than in the spaces provided for recording scores, scorer names, and code letters denoting the scorer for the Parts 1, 2, and 3 multiple-choice questions and for Questions 26, 27, and 28
- do **not** machine scan the Pearson answer sheets. Marking up or scanning these answer sheets will interfere with the Department's score collection.

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

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 need only 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.

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

To accomplish work industriously is to use one's own labor and skills to help make the world a better place. For the narrator in passage one, this is illustrated by the fact that he plows his sidewalks everyday in the winter for the children to get to school. He remarks that he is not required to, and doesn't even enjoy it. He says his sidewalk is fifty feet on one side, and 160 feet on the other, "a distance that seems to lengthen as the snow deepens" (line 5). This implies that the work is cumbersome for the narrator. However, despite the difficulty of the task he continues to plow the snow each time it falls. He assures the audience "I have obligations" (line 11). This is because he feels he must plow the snow for the benefit of the school children. Though his duty is laborous for him, it makes the walk to school easier and less dangerous for children. The poem praises people like the narrator in passage one. It says "I love people ... who do what has to be done, again and again" (lines 8 and 11). It stresses the difficulty of work and at the same time the perseverance of the men and women who do the work. The narrator also writes that this type of work is "to move things forward" (line 10) demonstrating the progress that industrious labor can achieve. Both of these passages emphasize the altruistic nature of certain types of work. They support the idea that work helps improve the condition of the world and other's lives.

Anchor Level 2-A

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*To accomplish work industriously is to ... make the world a better place*) is supported with clear and appropriate details from both texts (*in passage one ... he plows his sidewalks ... for the children to get to school* and *The poem ... stresses the difficulty of work and ... the perseverance of the men and women who do the work*). Language use is appropriate, and errors in conventions (*laborous* and *perseverence*) do not hinder comprehension.

Anchor Paper – Question 26 – Level 2 – B

Successful and efficient communities cannot be built on laziness. In this era in which hard work is rewarded and lathargy punished, communities must have a solid core of hard workers. In passage II, the author expressed his gratitude toward these people. In fact, he states "I love people who harness themselves... who pull like water buffalo, who strain in the mud and the muck to move things forward." The author compares these hard workers to oxen and water buffalo who are some of the hardest working animals. In passage I, the author clearly admires his grandfather who worked extremely hard to ~~share~~^{take} care of his farm. Now it is the author's turn to work shoveling the sidewalks on his street corner. Since there is a high school and elementary school nearby, it is imperative that the author do his job. Children often walk by his house on their way to school and back and it is his "obligation" to keep those streets clear. The author's ^{hard work} is ~~very~~ ~~important~~ crucial in his communities success. In both passage, hard work is rewarded with gratitude and respect.

Anchor Level 2-B

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*Successful and efficient communities ... must have a solid core of hard workers*) is supported with clear and appropriate details from both texts (*The author compares ... hard workers to oxen and water buffalo and the author clearly admires his grandfather who worked extremely hard*). Language use is appropriate, and errors in conventions (*lathargy, states "I, water buffalo who, crucial in, communities success, In both passage*) do not hinder comprehension.

Anchor Paper – Question 26 – Level 1 – A

In Passages I + II, it talks about how hard work can pay off. Passage I gives examples of shoveling snow and planting tomatoes. The author uses the child's grandfather ~~as~~ as someone to look up to, with his great talent of tomato planting. Also, the author uses the weather to explain the good of hard work such as, snowfalls and blizzards, by shoveling the sidewalks of his house.

Anchor Level 1-A

The response has a controlling idea about *how hard work can pay off*, supported with partial information from one text (*shoveling snow and planting tomatoes*). Language use is appropriate, and errors in conventions do not hinder comprehension.

Anchor Paper – Question 26 – Level 1 – B

In passage one it emphasizes this guys effort about shoveling the snow on the sidewalk and also talks about his grandparents once owning a farm.

In passag two it talks about hard workers who do alot of movements to get there job done.

Anchor Level 1–B

The response implies a controlling idea about work, supported with partial and overly general information from the texts (*this guys effort about shoveling the snow* and *In passag two it talks about hard workers*). Language use is imprecise (*this guys* and *there* for “their”), and errors in conventions (*alot* and *passag*) may hinder comprehension.

Anchor Paper – Question 26 – Level 0

Alot of people work. Some people like to work. Work provides responsibility. People like working.

Anchor Level 0

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

Question 26 – Practice Paper A

In both passage one and passage two, the authors focus on hard work. Passage one tells of a man and the obligation he feels to shovel the snow off ~~his~~ the sidewalk. The line "I have obligations" explains how he feels about the work. He feels that it is mandatory that he shovel. Later on the author writes "Children would be walking past my house to school in the morning, and it was my job to make the way clear before they arrived." This man is dedicated to his work and works hard to get it done. The author of passage two has a similar opinion on work. He wrote, "The people I love the best jump into work head first," to show that he fully cares about hard work and loves people who feel the same. "I want to be with people who submerge in the task" further explains the author's desire to surround himself with people who care about hard work as much as he does.

Question 26 – Practice Paper B

Work can be very occupying, Work can be very time consuming and take a very long time. Most of the time work is very boring. Although work can show a persons character, If they love work most of the time they are good people. People who have a good work ethic are good people. If you work hard a reward can always be granted.

Question 26 – Practice Paper C

Both passages talk about working hard and hard workers. In passage 1, the author talks about how he and his family have to work hard around their house and in passage 2 the author talks about how they want to be around hard working people

Manual labor is a strenuous and tiring, but very rewarding experience. Both in the passage and the poem, the hard work that the narrators do allows them ~~a~~ feelings of great accomplishment. Although the narrator in the first passage hates the daunting task of shoveling his massive sidewalk, he is awarded a feeling of achievement. He remembers his grandfather shoveling and feels that he has lived up to his grandfather's name. The narrator of the poem ~~gets~~ treats labor a different way but also gets pleasure from work being done. He writes, "I love people who... do what needs to be done, again and again." Unlike the author of passage one, who only enjoys the end result, the writer of the poem feels the actual process is what ~~counts~~ matters. Though the feelings are brought about in different ways, at the end of the day, happiness is achieved.

Question 26 – Practice Paper E

Work is a very hard thing to do as it states in passage one and passage two. In passage 1 it states that the person works in wintery conditions with a plow and in passage two it talks about how its very difficult to work in the conditions they used to back in the ~~early~~ 1800's and early 1900's.

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 (*the authors focus on hard work*) is supported with clear and appropriate details from both texts (*Passage one tells of a man and the obligation he feels to shovel and The author of passage two ... cares about hard work and loves people who feel the same*). Language use is appropriate, and errors in conventions (*authors focus, manditory, simmlilar*) 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 (*Both passages talk about working hard and hard workers*), supported by partial and overly general information from the texts (*In passage 1, The author talks about ... work and in passage 2 the author talks about ... working people*). Language use is appropriate, and there are no errors in conventions.

Practice Paper D — Score Level 2

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*Manual Labor is a ... rewarding experience, which leads to feelings of great accomplishment*) is supported with clear and appropriate details from both texts (*Although the narrator ... hates ... shoveling ... he is awarded a feeling of achievement and The narrator of the poem ... also gets pleasure from work*). Language use is appropriate, and there are no errors in conventions.

Practice Paper E — Score Level 1

The response has a controlling idea (*Work is a very hard thing to do*), supported with overly general information from the texts (*in passage I ... the person works in wintery conditions and in passage two it talks about ... work ... back in the 1800's and early 1900's*). Language use is imprecise and inappropriate (*passage 1 it and it talks about*), and errors in conventions (*its*) 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.

The author of the second passage makes use of figurative language to expound upon his theme. By using both metaphor and simile, the author makes comparisons that enhance the ideals of the passage, as well as catching the reader's interest and delight. The author uses metaphor in the lines 6 and 8, both of which compare people to animals that are ~~well equipped~~ hard-working (the ox) and confident (the seals). He also uses simile in the poem. One example of this is the comparison of hard-working people to water buffalo "with massive patience." By comparing hard-working people to such obvious examples of hard-working animals, the author is not only making the passage more enjoyable to read, he is also reiterating and explaining his theme of the great merits of those people who always put their best efforts in.

Anchor Level 2-A

The response presents a well-developed paragraph that provides an appropriate explanation of the use of metaphor and simile in Passage II (*using both metaphor and simile ... enhance the ideals of the passage*), supported with clear and appropriate evidence from the text [*compare people to animals that are hard-working (the ox) and confident (the seals)*]. Language use is appropriate, and there are no errors in conventions.

Anchor Paper – Question 27 – Level 2 – B

In ^{Passage I} ~~the story~~ the author uses the literary element of ~~the~~ point of view to help develop his passage. ~~The~~ The story is narrated by the author. This allows ~~the~~ the reader to gain a deeper understanding of the narrator because the reader is given a direct window into the mind of the author. This window gives the reader an opportunity to understand his thought process. When the narrator starts discussing how his obligation to shovel his sidewalk was passed on to him by his grand father the reader has an easier time understanding and connecting to it than they would if the narrator was someone other than the author.

Anchor Level 2–B

The response presents a well-developed paragraph that provides an appropriate explanation of the use of point of view in Passage I (*the reader is given a direct window into the mind of the author*), supported with clear and appropriate evidence from the text (*his obligation to shovel ... was passed on to him by his grandfather*). Language use is appropriate, and errors in conventions (*the reader ... they would*) do not hinder comprehension.

Anchor Paper – Question 27 – Level 1 – A

The theme of ~~Passage~~ Passage I is hard work. The author knows there are many literary elements to use in one's work. He uses them in very skilled ways. Hard work at some point is needed in everyone's life. The man in this passage is very aware of this. He lives in a city ~~area~~ and his house is right in between two schools. The man knows that it is his duty to shovel the walkways for the students to pass. Hard work is part of his life!

Anchor Level 1–A

The response implies an explanation of the literary technique of theme in Passage I, supported with partial and overly general information from the text (*He uses theme in very skilled ways* and *his house is right in between two schools*). Language use is appropriate, and there are no errors in conventions.

Anchor Paper – Question 27 – Level 1 – B

In passage II the ~~the~~ literary elements that ~~some~~ is being use is Point of view. The author is trying to get across that there are people that love to work and some that don't. The authors uses "Point of view" because he/she wants to be with others that want to work and like to get things done.

Anchor Level 1–B

The response implies an explanation of the literary element of point of view in Passage II (*he/she wants to be with others that want to work*), supported with overly general information from the text (*there are people that love to work and some that don't*). Language use is imprecise (*is being use*), and errors in conventions (*elements that is, people that, some that, The authors uses*) may hinder comprehension.

Anchor Paper – Question 27 – Level 0

The author ~~is~~ in the first passage
uses imagery to explain the setting.

Anchor Level 0

The response demonstrates no understanding of the text, referring to the author's use of *imagery to explain the setting*.

Question 27 – Practice Paper A

In Passage 1, the author uses flashback to bring back the memories of the man's ~~father~~ grandfather. By using flashback, one can see how much of a dedicated hardworker his grandfather was. One realizes that the man admires and appreciates his grandfather's work deeply.

Question 27 – Practice Paper B

The self-narrative point of view used by the author in Passage I allows us, readers, to gain insight in the lives of hard-workers. To neighbors passing or school kids running the clear sidewalk seems mundane and insignificant; since it is ~~always~~^{always} cleared for them and therefore never stops them "from wherever they needed to go," they take the sidewalk for granted. The literary device of point of view ~~permits~~^{permits} us^{to} understand the laborous task behind the unappreciated odd cement. We are able to step in the author's shoes and short stories such as these serve as reminders that there is an energy behind everything we see. The use of point of view also allows the reader to present a personal story regarding hard workers (his grandfather) and its consequence ("He died 25 years ago, but people in town still stop me to talk about his tomatoes.."). This personal story shows that there are gains behind hard-work and his self-narrative make these gains more relatable to us.

Question 27 – Practice Paper C

The characterization in the passage that the author ~~shows~~ shows is determination.

The man's character is determined and hardworking. He wants to clean the sidewalk no matter what so the children can pass and go wherever they want to go.

Question 27 – Practice Paper D

An example of a literary device
used in this passage is similes
that show how two things
are alike

Question 27 – Practice Paper E

The author of the poem gracefully utilizes similes and ~~metaphors~~ metaphors to fully develop the poem. He compares hardworking people to oxen, ~~oxen, and water buffalo~~ and water buffalo ~~to~~ because these are both animals used to assist hard labor. They are large and strong, which helps them get work done by pulling carts and ~~such~~. The author also ~~also~~ compares hardworking people to seals, who are excellently adapted to their environment. They are sleek, ~~fast~~ quick, and never dilly-dally. ~~These are~~ These are traits that a worker would need because ~~they~~ ^{he} would need to be efficient and not lazy. These comparisons used by the author help develop the meaning of the poem because it further demonstrates the qualities of a hard-working person and helps ~~show~~ the reader ^{better} understand the theme of hard work. ~~better~~

QUESTION 27

PRACTICE SET ANNOTATIONS

Practice Paper A — Score Level 1

The response implies an explanation of the literary element of flashback in Passage I, supported with overly general information from the text (*how much of a dedicated hardworker his grandfather was*). Language use is appropriate, and there are no errors in conventions.

Practice Paper B — Score Level 2

The response presents a well-developed paragraph that provides an appropriate explanation of the use of point of view in Passage I (*point of view permits us to understand the laborous task*), supported with clear and appropriate evidence from the text (*Since it is always cleared for them ... they take the sidewalk for granted*). Language use is appropriate, and errors in conventions (*insignificant; Since; laborous; reader* for “author”) do not hinder comprehension.

Practice Paper C — Score Level 1

The response implies an explanation of the literary element of characterization in Passage I (*The mans character is determined and hard working*), supported with partial information from the text (*he wants to clean the sidewalk ... so the children can pass*). Language use is appropriate, and errors in conventions (*mans character* and *hard working he wants*) do not hinder comprehension.

Practice Paper D — Score Level 0

The response demonstrates no understanding of the text, referring to *similies that shows how two things are alike*.

Practice Paper E — Score Level 2

The response presents a well-developed paragraph that provides an appropriate explanation of the use of similies and metaphors in Passage II (*These comparisons ... develop the meaning and further demonstrates the qualities of a hard-working person*), supported with clear and appropriate evidence from the text (*He compares hardworking people to oxen and water buffalo ... animals used to assist hard labor*). Language use is appropriate, and there are no errors in conventions.

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.

Helen Keller's quotation, "...although the world is full of suffering, it is ~~also~~ full of also of the overcoming of it" depicts a very optimistic view of life. This optimism, however, is not well-founded. While many people do experience suffering and are ultimately able to overcome it, they are also faced, once again, with more suffering. This cycle of negativity will ultimately end in death, causing more suffering for loved ones left behind in life. No two characters exhibit this behavior better than Dr. Wilber Swain in Kurt Vonnegut's Slopstick and Edna Pontellier in The Awakening. Both characters go through their lives facing one let-down ^{down} after another. While ~~they~~ they ~~are~~ are occasionally able to overcome these obstacles, the original suffering they have endured is what ultimately ~~leads~~ ^{leads} to their demise.

Kurt Vonnegut uses extreme exaggeration to depict the constant suffering of Dr. Swain in Slopstick. The extreme changes in gravity during the course of a day provide ample reason for suffering. If, at one point, gravity is extremely heavy, Dr. Swain is forced to stay stationary, leading in extreme boredom for him. When the gravity becomes lighter, however, Dr. Swain is then able to glide through rooms in his skyscraper with ease. This overcoming of gravity is extreme, short-lived, as it then returns to heavy gravity again.

The same constant swing of suffering and overcoming it is depicted in The Awakening through

characterization. Edna's discontent and boredom with her life and her family is constant, but she finds distractions to help her. Some of these distractions include (but are not limited to) finding men outside her marriage to fulfill her need for attention and seeking refuge with an artist for amusement. Each of these examples clearly demonstrates the cyclic lifestyle that Helen Keller ignores in her speculation of life. As one bout of suffering is overcome, another is ready and waiting to take over.

The constant suffering of these two characters is the driving force ~~to~~^{behind} their ultimate demise. Dr. Wilber Swain is faced with the separation and eventual death ~~to~~ of his twin sister, who was the source of his happiness. This is shown in Adaptick through the use of repetition and satire, ~~as~~ as Verneget continuously references their childhood together. A satirical flashback to the childhood is provided incrementally so as to familiarize the reader with the extreme suffering Dr. Swain must face without his sister. ~~The~~

A similar approach is taken in The Awakening, as Edna's point of view ~~grows~~ grows exponentially more confusing to reflect her mental state. Her distaste for her life and constant suffering from depression cause the storyline to blur, and the reader becomes confused. This stylistic change exemplifies her suffering, which

leads to her ultimate suicide. Dr. Swain's death, similarly, relieves his suffering by allowing him to reunite with his sister. Both characters find release from their pain only in death.

Clearly, Keller's assumption that life, while "full of suffering" is also "full of overcoming" is an ~~optimistic~~ optimistic and inaccurate portrayal of life. Dr. Welker, Swain's constant suffering in Slapsheet and Edna Pontellier's constant misery in The Awakening prove this assertion. Both characters meet their untimely doom due to negative events that occur one after ^{the} other. Their attempts to overcome those obstacles only ~~met~~ ^{meet} with more suffering, thus showing that Keller's sentiment, while comforting, is an entirely too optimistic view of life, and that, unfortunately, suffering is a constant cycle of pick-me-up and let-downs that ~~can~~ cannot be broken.

Anchor Level 6 – 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>This optimism, however, is not well-founded</i>). The response uses the criteria to make an insightful analysis of <i>Slapstick</i> and <i>The Awakening</i> (<i>Both characters go through their lives facing one let-down after another</i>).</p>
Development	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific evidence to show how <i>suffering is a constant cycle ... that cannot be broken</i>. The response includes references to the use of exaggeration (<i>As one bout of suffering is overcome, another is ready and waiting to take over</i>), repetition (<i>Vonnegut continuously references their childhood together</i>), and point of view (<i>Her distaste for her life and constant suffering ... cause the storyline to blur</i>).</p>
Organization	<p>Maintains the focus established by the critical lens (<i>Both characters meet their untimely doom ... one after the other</i>). The response exhibits a logical and coherent structure, comparing characters to reinforce the focus as it relates to both texts, moving from introduction to textual analysis to summation. Coherence is further strengthened through the skillful use of transitions (<i>The same constant swing, A similar approach, This stylistic change</i>).</p>
Language Use	<p>Is stylishly sophisticated, using language that is precise and engaging (<i>glide through rooms, cyclic lifestyle, A satirical flashback</i>), with a notable sense of voice and awareness of audience and purpose (<i>No two characters exhibit this behavior better than Dr. Wilbur Swain in Kurt Vonnegut's <u>Slapstick</u> and Edna Pontellier in <u>The Awakening</u></i>). The response varies structure and length of sentences to enhance meaning (<i>While many people do experience suffering ... they are also faced, once again, with more suffering and Some of these distractions include ... seeking refuge with an artist for amusement</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>	

Anchor Paper – Question 28 – Level 6 – B

In our world we encounter suffering everywhere, and yet ~~as~~ amidst that suffering many are able to overcome hardships and suffering and ultimately live better lives. In both A Raisin in the Sun and Night, characters are faced with cruelty, hardships and unquestionable suffering, and yet they are ultimately able to overcome this suffering by maintaining their strength and moral values.

In A Raisin in the Sun, Walter and his family endure unquestionable hardships. They live in a run-down apartment with barely enough money from Walter's job as a chauffeur to support them. Walter and Ruth's son sleeps on the couch. Walter dreams of a better life and stops at nothing to pursue that life. Despite Mama's disapproval of Walter's investment in a liquor store, she trusts him with her money, which he ^{then} invests in the liquor store. Yet when ~~some~~ a man runs away with their money, Walter faces an internal conflict. They are left with nothing. Their suffering worsens and Walter believes that the only way to recover is to succumb to the white man's demands and sell him their recently purchased house in a strictly white neighborhood. It is only when Walter is driven to the extremes of suffering that he realizes what is truly important. With strength, ~~he~~ ^{Walter} declines Mr. Lindner's offer to pay him for their house in a white neighborhood. Because of his suffering he realized the importance of family, morals and perseverance over materialistic wealth. Walter overcame his suffering not with

At the climax of the play,

money, but with his realization of what was really important to him.

In Elie Wiesel's memoir, Night, characters suffer through ~~the~~ the most brutal genocide in all of history. They are beaten, abused and stripped of their identities in the Nazi internment camps. They are packed into sweltering train cars, branded with numbers like cattle and separated from everyone and everything they ~~loved~~ once loved. Their suffering is undoubtable. But despite the cruelty and ~~oppression~~ oppressive chaos going on around them, through strength of character and faith in God, characters like the protagonist, Elie, are able to overcome this suffering by silently resolving to defy the Nazi's oppression and ~~not~~ to not become ~~just~~ just a numbered, lifeless object to them. At times Elie does admit that he lost his ~~complete~~ complete faith in God. What kind of God would force his people to endure this cruelty? Yet Elie and those around ~~him~~ him ~~endure~~ persevere. They fight through all ~~the~~ suffering to survive. Amidst all the cruel chaos, a poignant moment in Wiesel's memoir demonstrates just this. His friend sadly plays the violin despite the death permeating around him. They remain strong and rarely falter in their faith and hope for something better. Despite the millions around him suffering and dying in the smoke of the incinerators, Elie overcomes. He struggles to overcome suffering to survive, and with his eventual triumph over his suffering, his message and story travel ~~to~~ to millions.

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Despite the suffering characters face, many like Elie and Walter are able to overcome this oppression. It is not easy and at times ~~we~~^{they} question the worth of the struggle, but ultimately, through strength, perseverance and a realization of what is right, these characters fight, survive and ultimately may even thrive with the memories of their suffering always holding an influence over them.

Anchor Level 6 – B

Quality	Commentary
Meaning	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>we encounter suffering ... and ultimately live better lives</i>). The response uses the criteria to make an insightful analysis of <i>A Raisin in the Sun</i> (<i>Walter overcame his suffering ... with his realization of what was really important to him</i>) and <i>Night</i> (<i>with his eventual triumph over his suffering, his message and story travel to millions</i>).
Development	Develops ideas clearly and fully, making effective use of a wide range of relevant and specific evidence to support a discussion about overcoming hardships. The response includes references to conflict (<i>Their suffering worsens and Walter believes that the only way to recover is to succumb to the white man's demands</i> and <i>At times ... he lost his complete faith in God</i>) and characterization (<i>It is only when Walter ... realizes what is truly important</i> and <i>They remain strong ... and hope for something better</i>).
Organization	Maintains the focus established by the critical lens on characters who <i>are able to overcome ... oppression</i> . The response exhibits a logical and coherent structure by moving from a general introduction of the lens, works, and characters to specific paragraphs that demonstrate how characters were put in extreme situations but overcame them. Coherence is further enhanced through the skillful use of appropriate transitions (<i>Despite Mama's disapproval, At the climax of the play, Amidst all the cruel chaos</i>).
Language Use	Is stylistically sophisticated, using language that is precise and engaging (<i>endure unquestionable hardships; packed into sweltering train cars, branded with numbers like cattle; a poignant moment</i>), with a notable sense of voice and awareness of audience and purpose. The response varies structure and length of sentences to enhance meaning (<i>They are left with nothing</i> and <i>His friend sadly plays the violin despite the death permeating around him</i>).
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>chauffer</i> and <i>perseverence</i>).
Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in conventions.	

Negative things are a part of everyone's lives. ~~One~~ One can choose to dwell on the negative or to overcome it. As said by Helen Keller, "... although the world is full of suffering, it is also full of the overcoming of it." Helen Keller's quote sums up the lives of people throughout the world. People like Elie Wiesel and the author Laurie Halse Anderson both wrote books involving suffering and pain, and how different people overcome their hardships.

Author Elie Wiesel wrote a book called Night. This book discussed the hardships and problems that Jewish people throughout Europe had to face during the horrors of the Holocaust. Wiesel himself was put in a concentration camp at a very young age. He spent most of his adolescence contained in the camp and watched horrible things that happened to innocent people. Wiesel's memoir embodies how someone could be put in the closest position to death and make the most out of it. At one point Wiesel talks about how he sees and watches an innocent man in the camp be hanged for everyone to see. With Wiesel at such a young age this was a terribly traumatic experience. Elie Wiesel's memoir Night is a remarkable story of how one man went to a low point in his life and overcame it to become the incredible man he is today.

Another piece of literature that shows a person overcoming suffering is the novel Speak by Laurie Halse Anderson. Melinda is raped right

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before she is about to enter high school. She tells no one and loses all her friends ~~and~~ because she was raped at a party and she called the cops to report her rape and she gets the party busted. This leads to Melinda being shunned by all her friends making her feel like a complete outcast. Melinda is tortured every day by her rapist just by seeing his face in the halls. Eventually Melinda learns to channel her anger and sadness into her artwork. In the end, art becomes Melinda's way of dealing with the traumatic event over the summer and it helps her to overcome all the negativity that she experienced during her Freshman year of high school. Melinda took a horrible situation and turned it around and put her energy into things that made her happy. Her secrets put her in the awkward and terrifying situation she had to put up with everyday. Melinda overcame her rape and was able to deal with it in a healthier fashion.

Elie Wiesel's memoir, Night, and Laurie Halse Anderson's novel Speak, are both legitimate depictions of people being put into horrible situations like the Holocaust and rape and becoming better people by overcoming it, therefore proving Helen Keller's statement to be true. There are obstacles one must face every day but suffering is not rare and many people experience suffering

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on a day to day basis. Problems are not about the suffering involved its about how you overcome suffering to make the best out of your situation.

Anchor Level 5 – A

Quality	Commentary
Meaning	<p>The response: Provides a thoughtful interpretation of the critical lens that clearly establishes the criteria for analysis, stating that <i>negative things are a part of everyone’s lives</i> and noting that <i>one can chose to dwell on the negative or to overcome it</i>. The response uses the criteria to make a clear and reasoned analysis of <i>Night (a remarkable story of how one man went to a low point in his life and overcame it)</i> and <i>Speak (Melinda overcame her rape and was able to deal with it in a healthier fashion)</i>.</p>
Development	<p>Develops ideas clearly and consistently, with reference to relevant and specific evidence to discuss how <i>people who are put into horrible situations become better people</i>. The response discusses how the setting (<i>Wiesel himself was put in a concentration camp at a very young age</i>) affects Elie Wiesel (<i>He ... watched horrible things that happend to innocent people</i>) and helps to make him <i>the incredible man he is today</i>. The response also discusses how the character Melinda is affected by being raped and how <i>art ... helps her to overcome all the negativity that she experienced</i>.</p>
Organization	<p>Maintains the focus established by the critical lens on <i>how you overcome suffering to make the best out of your situation</i>. The response exhibits a logical sequence of ideas, first interpreting the critical lens, then presenting the situations that characters in each work faced and how they dealt with them, and concluding that both works prove <i>Helen Keller’s statement to be true</i>. Transitions are appropriately used (<i>At one point, Another piece, are both</i>).</p>
Language Use	<p>Uses language that is fluent and original, with evident awareness of audience and purpose (<i>Wiesel’s memoir embodies how someone could be put in the closest position to death and this was a terribly traumatic experience</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>Eventually Melinda learns to channel her anger and sadness into her artwork</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>disscussed, adolecence, legitamate</i>), punctuation (<i>at a party and, friends making, every day but</i>), and grammar (<i>everyone’s lives, Melinda being, situations ... it</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions.</p>	

The quote "...although the world is full of suffering, it is full also of the overcoming of it" means that life is full of obstacles but overcoming them may be the most fulfilling aspect of life. Being able to have strength results from ~~life's~~ one's life experiences. I strongly agree with this statement because I believe that overcoming suffering prepares one for future conflicts. One becomes strong through experiences from the past they have overcome. The novels The Great Gatsby and Raisin in The Sun reflect

this quote's main idea. Scott Fitzgerald and Lorraine Hansberry ~~clearly~~ have written excellent novels that captures their audience through characterization, theme and point of view.

In The Great Gatsby, the main character Jay Gatz goes through ~~the~~ many hardships in his life. He was raised poor and was motivated to go to college. Despite his unfortunate circumstances, his will to live as a successful man drove him onto the right path. His characterization of a young man with a boyant personality got him far. His hope and desire to be and have the American dream soon paid off.

Meeting Dan Cody helped Mr. Gatz develop a better rich-person's point of view. His optimistic attitude led him to develop a relationship with the right people.

His knowledge from this entrepreneur overcame his naive ways and poor/low status. He didn't suffer anymore due to his smart investments and frugal business moves. He could then afford college and the life he once hoped for. Overcoming his past led him to a better future. He acquired what he wanted

For example through the will and passion he put into it. His house became a mansion instead of an apartment.

The novel A Raisin in the Sun also expresses this quote's meaning. The characterization of Walter was of a hopeful liquor store owner, who didn't have to worry about affording his next apartment payment. His strive for success overcame his main idea of reality. His mother, Mama, received a large life insurance check when Walter made an attempt at his dream. Walter received a good portion of this check, resulting in him

giving ~~it~~ ~~to~~ it to the wrong person.

However, Walter was ^{still} confident that his loss of money would not be another obstacle. He helped his mother, sister, and his child move into another, more sophisticated home with Mama's portion of the check.

The people of ~~the~~ his newly desired neighborhood was racist and didn't want a black family in their home. Walter's past unfortunate experiences of losing his money to a criminal caused him to stand for what he believed in. He pushed through the ~~negative~~ pessimistic thoughts of others and insisted that his family live in that neighborhood. Through his actions, he ~~did~~ accomplished his family's goal. They lived in a more appropriate neighborhood, in which they had more opportunities. His child's point of view, through growing up ~~with~~ in a less violent place benefitted him.

As you can see, the themes of The Great Gatsby and Raisin in the Sun have reflected Helen Keller's quote significantly. ~~Just~~ Mr. Gatz and Walter's experiences had made them ~~stronger~~ a more stronger

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Character, overall. Their strength and optimism has lead them to making intelligent decisions towards their goals. Their suffering had taught them to have dignity, pride, and courage. Through these values, they have overcome those obstacle, resulting in a successful outcome. Mr. Gatz had accomplished his dream as a reality and Walter had accomplished his family's desire to live in a better home.

Anchor Level 5 – B

Quality	Commentary
Meaning	The response: Provides a thoughtful interpretation of the critical lens that clearly establishes the criteria for analysis, stating that <i>overcoming suffering prepares one for future conflicts</i> and that <i>one becomes strong ... through experiences from the past</i> . The response uses the criteria to make a clear and reasoned analysis of <i>The Great Gatsby</i> (<i>Overcoming his past led him to a better future</i>) and <i>A Raisin in the Sun</i> (<i>Walter's past unfortunate experiences ... caused him to stand for what he believed in</i>).
Development	Develops ideas clearly and consistently, with reference to relevant and specific evidence from both texts to show how <i>being able to have strength results from one's life experiences</i> . The response discusses characterization (<i>His characterization as a young man with a buoyant personality got him far</i> and <i>The characterization of Walter was of a hopeful liquor store owner</i>), makes cursory reference to point of view (<i>develop a better rich-person's point of view</i> and <i>His child's point of view ... benefitted him</i>), and discusses how <i>the themes of The Great Gatsby</i> and <i>Raisin in the Sun</i> have reflected Helen Keller's quote to illustrate the character's quest for strength.
Organization	Maintains the focus established by the critical lens, exploring how the overcoming of suffering affects the lives of Mr. Gatz and Walter (<i>Their suffering had taught them to have dignity, pride, and courage</i>). The response exhibits a logical sequence of ideas, first interpreting the critical lens, then presenting for each work the past experience of the character, the goal each wished to reach, and the method used to attain the goal. The response uses appropriate transitions (<i>For example, also, Through these values</i>).
Language Use	Uses appropriate language, with some awareness of audience and purpose (<i>However, Walter was still confident that his loss of money would not be another obstacle</i>). The response occasionally makes effective use of sentence structure and length (<i>He could afford college and the life he once hoped for</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>entrepenuer, buissness, recieved</i>), agreement (<i>novels ... captures, people ... was, them ... character</i>), and grammar (<i>have overcame, a attempt, more stronger</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in language use and conventions.	

~~Although~~ Although Helen Keller's statement "...although the world is full of suffering, it is full also of the overcoming of it" ^{illustrates} ~~promotes~~ an optimistic view of society, it is not ~~simple~~ applicable to a number of situations. Suffering ~~and~~ exists in the world, as does joy. The ~~the~~ first part of the statement only explicitly describes ~~the~~ the presence of sorrow. ~~However~~ ^{yet,} Keller's concession ^{first} modifies the negativity expressed by stating that ~~sorrow~~ suffering may be overcome. The key distinction that makes the statement largely invalid is the use of "full" to describe overcoming suffering, ~~as in~~ as in many instances, ~~some~~ individuals do not overcome their suffering. A myriad of examples of the inability of an individual to overcome their pain exists in literature, ~~particularly through~~ ^{through} Daisy from The Great Gatsby by F. Scott Fitzgerald and Plum from Sula exemplify the failure of individuals to overcome their suffering, thus disagreeing with Helen Keller's statement.

As suggested by Keller's statement "^{part}the world is full of suffering", many characters ^{part} within the novel Sula experience both mental and physical strain. However, many are ultimately unable to relieve their pain, ~~and~~ ^{and} ~~thus~~ ^{and} thus, their suffering is not alleviated. One such example within the work is Plum. Eva described Plum as though he was still a child, despite his maturity in years, claiming that she was unable to allow him to return to her womb. After discovering that Plum was taking drugs, Eva assumed the responsibility to attempt to relieve ~~his~~ his suffering. ~~Her~~ Her method of doing so was to burn her son. ~~Thus~~ Superficially, this resulted in additional physical suffering for Plum. However, it also resulted in the emotional suffering of both Eva and her daughter,

Anchor Paper – Question 28 – Level 5 – C

demonstrated by the statement "the ashes of that fire remained in her hall for years", ~~because~~ ^{the} Plum's suffering was not overcome, ~~because~~ ^{the} suffering simply manifested itself in another form.

Another example supporting the inaccuracy of the statement is through examination of Daisy's character in The Great Gatsby. Her instance that she wanted her daughter to be a "beautiful fool" demonstrates the suffering she is experiencing because of her subservient position in her relationship with Tom.

Although she pretends to be unaware of the situation, in reality, Daisy recognizes her position ~~and~~ of being "stuck" and oppressed, and suffers on account of it. The novel concludes, however, with Daisy remaining with Tom. This, she failed to overcome her suffering. As in Sula, the majority of characters in The Great Gatsby were unable to relieve themselves from their suffering, including Myrtle Wilson and Gatsby, ~~who~~ who were both killed before attaining their goals.

Overcoming suffering is not ~~only~~ ^{highly} prevalent in society, as Keller's quote suggests. It should be noted, however, that overcoming suffering is not the ultimate goal. An individual should strive to overcome the causes of the suffering and underlying factors, rather than the immediate physical or emotional strife. It was the failure of ~~Plum~~ ^{Daisy} from Sula and ~~Daisy~~ ^{Daisy} from The Great Gatsby to deal with the underlying issues that resulted in their failure to overcome suffering.

Anchor Level 5 – C

Quality	Commentary
Meaning	<p>The response: Provides a thoughtful interpretation of the critical lens that clearly establishes the criteria for analysis, stating that Keller’s <i>optimistic view of society ... is not applicable to a number of situations</i>, noting that <i>in many instances, individuals do not overcome their suffering</i>. The response uses the criteria to make a clear and reasoned analysis of <i>Sula</i> (<i>Plum’s suffering was not overcome</i>) and <i>The Great Gatsby</i> (<i>Thus, she failed to overcome her suffering</i>).</p>
Development	<p>Develops some ideas more fully than others. The response suggests characterization and uses specific and relevant evidence to describe Daisy’s circumstances (<i>she wanted her daughter to be a “beautiful fool”; she pretends to be unaware of the situation; The novel concludes, however, with Daisy remaining with Tom</i>). The discussion of Plum’s situation is less specifically developed, mentioning his drug use and Eva’s reaction to it (<i>Her method ... was to burn her son</i>).</p>
Organization	<p>Maintains a clear and appropriate focus on how <i>overcoming suffering is not highly prevalent in society</i>. The response exhibits a logical sequence of ideas, first dissecting the critical lens and expressing disagreement with Keller’s statement, then discussing Plum’s and Daisy’s inability to <i>overcome ... suffering</i>, and concluding that the characters’ <i>failure ... to deal with the underlying issues ... resulted in their failure to overcome suffering</i>. The introduction of <i>Eva and her daughter and Myrtle Wilson and Gatsby</i> detracts from internal consistency.</p>
Language Use	<p>Uses language that is fluent and original, with evident awareness of audience and purpose (<i>explicitly describes, myriad of examples, physical or emotional strife</i>), with an occasional lapse of clarity (<i>thus, part disagreeing with and Her instance</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>Suffering exists in the world, as does joy</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>ultimatley</i> and <i>subservent</i>), punctuation (<i>years’</i>), and capitalization (<i>overcome. the</i>).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in development and organization.</p>	

Hellen Keller once said, "although the world is full of suffering, it is also full of the overcoming of it." In many peoples minds this means that so many bad things are happening in the world and so many people are stronger for it. This is something that I agree with. There are countless examples of this in literature and history.

One such example would be in the novel Speak. In this novel the main character is raped, but in the end she is strong enough to fight back and get justice. Throughout the novel the main character is struggling to overcome this injustice act. Many aspects of her life start to come apart: family, friends, grades. In the end, the ~~main~~ main character is stronger than she had been before; strong enough to put her life back together again.

Another piece of literature that demonstrates the saying, "although ~~there is~~ the world is full of suffering, it is also full of the overcoming of it" would be the novel the Crucible. This novel was set during the Salem witch trials. During this time, so many people were falsely accused of witchcraft and killed and/or imprisoned. The main character, John Proctor, witnesses the imprisonment of friends, neighbors

and his own wife. John Proctor ~~is~~ himself is even ~~accused~~ accused of witchcraft. By the end John stands up for what he knows is right, stands up for all the innocent people, and dies for it. John Proctor overcame his own suffering to ~~become~~ become a symbol for others.

There are so many pieces of literature that support the quote "Although the world is full of suffering, it is also full of the overcoming of it," ~~said~~ said by Helen Keller. In the novel Speak the main character overcomes the damage inflicted on her and finds justice. In the Crucible John Proctor survives the grief, torture and accusations thrown his way and dies nobly to ~~try~~ try and put an end to it. The world is full of ~~bad~~ horrors, but the world is also full of strong people.

Anchor Level 4 – A

Quality	Commentary
Meaning	<p>The response: Provides a reasonable interpretation of the critical lens, stating that <i>so many bad things are happening in the world and so many people are stronger for it</i>. The response makes implicit connections between the criteria and <i>Speak</i> (<i>Many aspects of her life start to come apart</i>) and <i>The Crucible</i> (<i>so many people were falsely accused of witchcraft</i>).</p>
Development	<p>Develops some ideas more fully than others. The response uses specific and relevant evidence from the texts to explain the <i>injustice</i> in each work (<i>The main character is raped and Proctor, witnesses the imprisonment of friends, neighbors and his own wife</i>) and incorporates aspects of characterization (<i>she is strong enough to fight back</i>) and setting (<i>set during the Salem witch trials</i>). The protagonist's actions in <i>Speak</i> are less specifically developed.</p>
Organization	<p>Maintains the focus established by the critical lens (<i>The world is full of horrors, but the world is also full of strong people</i>). The response exhibits a logical sequence of ideas for each text's discussion, moving from the injustice, to the character's response, to the overcoming of the injustice. Appropriate transitions are used (<i>One such example, In the end, During this time</i>).</p>
Language Use	<p>Uses appropriate language, with some awareness of audience and purpose (<i>John Proctor overcame his own suffering to become a symbol for others</i>). The response occasionally makes effective use of sentence structure and length (<i>By the end John stands up for what he knows is right, stands up for all the innocent people, and dies for it</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in punctuation (<i>peoples minds; before; strong; it. "said</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in organization.</p>	

Even though the world is a hard place to live in at times and even though the occurrences around us may be hard to handle, we seem to overcome and surpass these struggles that some deal with. I agree with the given statement because it has thorough meaning and is true in itself.

The Old Man and the Sea written by Ernest Hemingway is a well thought out story about how one man had to overcome his hard times. He, Santiago, had to break down the walls to barriers he didn't know was possible, and his journey correlates with the quote that is given. In Santiago's world, the world of the sea, he had gone through the battle of trying to catch and kill a fish when having personal struggles and suffering on a daily basis. Through his journey out at sea, Santiago found a way to overcome the fears and weaknesses that surrounded him. He found a way to cope with life by having faith, not giving up, and overall strength. Some of the faith was praying and believing in himself and in God. He didn't always have physical ^{strength}, and sometimes ~~we~~ we find that we don't need physical strength. What matters is ~~about~~ what is inside. Santiago overcame his suffering by not giving up and having strength mentally, which was noticed as being strange for an old man. In the end he got through it and found "the overcoming" of the suffering.

In the book The Over, a boy named Jonas had to take over someone else's job, which was not an easy task to utilize. He overcame his struggles by hard work

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and dedication. Similar to Santiago, he didn't give up. There were times where the suffering in his world ~~felt~~ felt too overwhelming but he never once quit. He knew the right thing to do was to overcome the fears and get on with his new life. A lot of us know when taking our journey in life is not easy and choosing the right path or deciding what ~~to~~ direction to go in, is not an easy one to make as well. In which, comes the suffering in the world.

Although difficulties ~~come~~ may come ~~and~~ and go in ~~life~~ life, we find ways around the obstacles. Achieving the goal of overcoming of them is not easy ~~and~~ but sooner or later we find the will and power to fill our worlds up, again, with the ~~overcoming~~ positive.

Anchor Level 4 – B

Quality	Commentary
Meaning	The response: Provides a reasonable interpretation of the critical lens that establishes the criteria for analysis, stating that <i>even though the world is a hard place to live in and the occurrences around us may be hard to handle, we seem to overcome and surpass these struggles</i> . The response makes implicit connections between the criteria and <i>The Old Man and the Sea</i> (<i>Through his journey out at sea, Santiago found a way to overcome the fears and weaknesses that surrounded him</i>) and <i>The Giver</i> (<i>He overcame his struggles by hard work and dedication</i>).
Development	Develops some ideas more fully than others. The response uses specific and relevant evidence from <i>The Old Man and the Sea</i> to discuss Santiago's efforts to overcome obstacles (<i>the battle of trying to catch and kill a fish</i>) and to characterize his struggle (<i>He found a way to cope with life by having ... overall strength</i>). The discussion of <i>The Giver</i> is more general, including the undeveloped assertion that <i>Jonas knew the right thing to do to get on with his new life</i> .
Organization	Maintains a clear and appropriate focus on the <i>ways around ... obstacles</i> and <i>achieving the goal of overcoming ... them</i> . The response exhibits a logical sequence of ideas, moving from an interpretation of the critical lens, then presenting information about how Santiago overcame his suffering in <i>The Old Man and the Sea</i> and then addressing Jonas' suffering in <i>The Giver</i> . Internal consistency is weakened in paragraph 3 by shifting to a new idea (<i>choosing the right path ... is not an easy one to make</i>).
Language Use	Uses appropriate language (<i>his journey correlates with the quote</i>) that is sometimes inexact (<i>easy task to utilize</i>), with some awareness of audience and purpose (<i>Although difficulties may come and go in life, we find ways around the obstacles</i>). The response occasionally makes effective use of sentence structure and length (<i>What matters is what is inside</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>occurances</i> and <i>thourough</i>) and punctuation (<i>times and; Sea written by Ernest Hemingway is a well thought out story; to go in, is not</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

"Although the world is full of suffering, it is ~~also~~ full also of the overcoming it." This quote states that even when people are at a hard time in their life they put that fact aside and think of the good things in their lives. Eventually getting past it. Agreeing with this statement Tuesdays with Morrie as well as To Kill a Mockingbird support this statement as true. Characters from both novels go through a hard time in their lives and got past it by focusing on the good in their lives.

In Tuesdays with Morrie, Morrie getting ALS. He ~~accepted~~ accepted the fact that he was sick and knew he didn't have that much longer to live. This supports characterization making Morrie a strong character. Most people would freak out if they found out they didn't have much time left. However Morrie lived life day by day, almost ignoring he had little time to live.

Morrie was a very strong man when it came to handling things, not like most.

In To Kill a Mockingbird, Atticus was the only one in his town ~~that~~ that believed Tom Robinson was innocent rather than guilty. Everyone was against Tom, however Atticus believed otherwise. This is an example of characterization. Atticus was a nice man who was well known.

Anchor Paper – Question 28 – Level 4 – C

going with what he believed rather than what everyone else believed made him a person to not judge. Since Atticus was the only one who thought Tom was a good man and really didn't rape that girl, he stood up for what he believed was true, this being Atticus' hard time in life getting talked about ~~constantly~~ constantly. He ignored them and got past it.

In conclusion, both Tuesdays with Morrie and To Kill a Mockingbird support the quote "Although the world is full of suffering, it is full of the overcoming of it, in different ways."

Anchor Level 4 – C

Quality	Commentary
Meaning	The response: Provides a reasonable interpretation of the critical lens that establishes the criteria for analysis, stating that <i>when people are at a hard time in their life they put that fact aside and think of the good things in their lives</i> . The response makes implicit connections between the criteria and <i>Tuesdays with Morrie</i> (<i>Morrie was a very strong man when it came to handling things</i>) and <i>To Kill a Mockingbird</i> (<i>Atticus was the only one who thought Tom was a good man and really didn't rape that girl</i>).
Development	Develops ideas briefly, using some evidence from the texts (<i>He accepted the fact that he was sick and Atticus was the only one in his town that believed Tom Robinson</i>). The response relies on general plot summary for both texts.
Organization	Maintains a clear and appropriate focus on the characters' getting past their troubles. The response exhibits a logical sequence of ideas, first interpreting the critical lens, then examining each character's response to his problem. Internal consistency is hampered by weak transitions (<i>Agreeing with this statement and this being Atticus' hard time in life</i>).
Language Use	Uses appropriate language, with some awareness of audience and purpose (<i>This is an example of characterization</i>). The response occasionally makes effective use of sentence structure and length (<i>In To Kill a Mockingbird, Atticus ... believed Tom Robinson was innocent rather than guilty</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>accepted, innocent, guilty</i>), punctuation (<i>lives. Eventually; Tom, however; of it. in different</i>), capitalization (<i>to Kill a Mockingbird and known. going</i>), and grammar (<i>people ... their life; go through ... and got; In Tuesdays with Morrie, Morrie getting ALS</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in development.	

Anchor Paper – Question 28 – Level 3 – A

"Although the world is full of suffering, it is full also of the overcoming of it," this statement can translate into if the world throws a terrible and challenging task, just do what needs to be done to overcome it. I believe that this statement is entirely true due to the need of all human and even animals to fight back and to do what is necessary to live. In the novella "The Old Man and The Sea" by Ernest Hemingway the main character Santiago has to deal with a cramp in his hand that disables it, while he is handling this fish with the other. In ~~then~~^{the} end Santiago overcame everything and caught the fish. Another scenario of overcoming is when George from the book Of mice and Men to the other main character Lennie to jump into a river, but unfortunately Lennie could not swim but is too stupid to remember so George with his good heart decided to take care of him until George felt that it would be better if he was died rather than be killed by other farm workers. This quote by Helen Keller can refer to many books and many sense scenes of everyday life in all this quote can bring out many emotions and probably many stories that mean a lot to many people.

Anchor Level 3 – A

Quality	Commentary
Meaning	<p>The response: Provides a simple interpretation of the critical lens that suggests some criteria for analysis (<i>If the world throws a terrible and chalanging task, Just do what needs to be done to overcome it</i>). The response makes superficial connections between the criteria and <i>The Old Man and the Sea</i> (<i>In the end Santiago ... Caught the fish</i>) and <i>Of Mice and Men</i> (<i>George with his good heart decided to take care of him</i>).</p>
Development	<p>Develops ideas briefly, using some evidence from the texts (<i>Santiago has to deal with a cramp in his hand that disables it</i> and <i>George from the book <u>Of Mice and Men</u> to the other main character lennie to jump into a river</i>). The response relies primarily on plot summary.</p>
Organization	<p>Establishes, but fails to maintain, an appropriate focus on overcoming challenge, shifting to extraneous plot details in discussing <i>Of Mice and Men</i>. The response exhibits a rudimentary structure, defining and agreeing with the quotation, briefly explaining what the protagonists experienced, and concluding with an unclear personal statement, all in one paragraph.</p>
Language Use	<p>Relies on basic vocabulary that is sometimes imprecise (<i>to stupid</i>), with little awareness of audience or purpose. The response exhibits some attempts to vary sentence structure and length for effect, but with uneven success (<i>This quote by Helen Keller can refer to many book and many scenes of everyday life</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>entirly, unfortunitly, probly, alot</i>) and grammar (<i>all human and was died</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.</p>	

The quote "although the world is full of suffering it is full also of the overcoming of it." What Hellen Keller is trying to say is even though you suffered in life the way not to suffer is to get pass that obstacle. And when you overcome that life becomes easier. I agree with Helen Keller about this quote because in the ~~book~~ book "Of Mice and Men" by John Steinbeck George has a similar problem.

In the book George suffers by losing every job he had because his friend always messed up. George is characterized as this short guy who's very strong. One day his friend kills somebody and George likes this job so what he did was shoot Lennie so he won't have to suffer anymore.

The author uses the point of view from George ~~that~~ saying that "if I didn't shoot him we would do the something we done before running and then eventually caught and we both would be dead."

~~Even though~~ ~~what~~ Even though ~~what~~ what George did was not right he thought it was the right way and only way he overcame his obstacle. The author Steinbeck shows us from other characters perspective ~~by~~ by them wandering

Anchor Paper – Question 28 – Level 3 – B

why he shot his best friend. At the end
 George stayed with the job and didn't suffer
 only losing his friend. ~~the~~ Helen Keller is
 also trying to say is if you overcome one
 obstacle there is many more to overcome.

Anchor Level 3 – B

Quality	Commentary
Meaning	The response: Provides a simple interpretation of the critical lens that suggests some criteria for analysis (<i>even though you suffered in life the way not to suffer is to get pass that obstacle</i>). The response makes superficial connections between the criteria and <i>Of Mice and Men</i> (<i>George has a similar problem</i>).
Development	Develops ideas briefly, using some evidence from <i>Of Mice and Men</i> (<i>So what he did was Shoot Lennie So he wont have to Suffer anymore</i>). The response addresses only one text.
Organization	Establishes an appropriate focus on the idea that George <i>overcame his obstacle</i> . The response exhibits a rudimentary structure, presenting an introduction, a paragraph focusing on the text, and a conclusion that reiterates the critical lens.
Language Use	Relies on basic vocabulary that is sometimes imprecise (<i>we done before running and wandering why</i>). The response exhibits some attempt to vary sentence structure and length for effect, but with uneven success (<i>Helen Keller is also trying to say is if you overcome one obstacle there is many more to overcome</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>qoute, samething, Eventhough</i>) and punctuation (<i>whos, characters perspective, didnt</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3 although it is somewhat stronger in conventions.	

"Although the world is full of suffering it is full also of the overcoming of it." Once said by Helen Keller, I feel she was referring to the fact that life is going to have its ups and downs but if we stay strong during it all at the end it's going to be worth it. I agree with the statement for two reasons. One, I read two books, The Color of Water, and The Kite Runner, and two because everybody has those titles in life where they feel it's not worth living everything going to be sucky but I learn that if you stick it out it will all be good.

~~One~~ In the book The Color of Water James' ~~family~~ family went through a lot of ups and downs including many deaths, doing drugs dropping out of school, abuse, but at the end they all graduated and ended up doing good in life because they held on and kept their heads up.

In the book, The Kite Runner, Amir grew up with a chip on his back a secret he was always scared to tell he had it all

Anchor Paper – Question 28 – Level 3 – C

Back he ~~was~~ felt that his life
 was going to be ruined or Karma was
 going to get him back one day until
 an old friend called him with
 a way to cleanse his soul, an catharsis.
 he made up for what he did he even
 saved a life or with that his life
 turned out good.

Life is going to have it
 ups and downs but if we stick through
 it we keep our heads up ~~and~~ it shall
 turn out great. The words of Helen Keller,
 "although ~~life~~ is full of suffering it is full also
 of overcoming ^{it} it all."

Anchor Level 3 – C

Quality	Commentary
	The response:
Meaning	Provides a simple interpretation of the critical lens that suggests some criteria for analysis (<i>life is going to have its up and downs but if we stay strong during it all at the end its going to be worth it</i>). The response makes superficial connections between the criteria and <i>The Color of Water</i> (<i>at the end they all graduated all ended up doing good in life</i>) and <i>The Kite Runner</i> (<i>he even saved a life an with that his life turned out good</i>).
Development	Develops ideas briefly, using some evidence from <i>The Color of Water</i> (<i>Jame's family went thourgh alot of ups and downes including many deaths, doing drugs dropping out of school, abuse</i>) and from <i>The Kite Runner</i> (<i>he felt that his like was going to be ruined or Karma was going to get him back</i>). The response relies on brief plot summaries and vague references to the texts.
Organization	Establishes an appropriate focus on dealing with life's <i>ups and downs</i> . The response exhibits a rudimentary structure, presenting an introduction, a one-sentence paragraph about <i>The Color of Water</i> , a paragraph not divided into sentences about <i>The Kite Runner</i> , and a conclusion that refers to the critical lens.
Language Use	Relies on basic vocabulary, with little awareness of audience or purpose (<i>everything going to be sucky and Amir grew up with a chip on his back</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>refferring, statment, dropping, clense</i>), punctuation (<i>douns but, its going, a chip on his back a secret</i>), and capitalization (<i>i read, tell he, he made up</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in conventions.	

In Helen Keller novel, states that, "although the world is full of suffering, it is also full of the overcoming of it." My interpretation of the critical lens is, life is full of ups and downs, but it comes a point in life when we ~~most~~ ^{shall} overcome. I agree with the critical lens, because life is like a rollercoaster, we don't have clue when it might go down, but through throughout our trials and ~~resil~~ failure, we must stay on the positive end, and try to overcome. The two piece of literature I chose to support my interpretation is, Life of Pi, by Yann Martel, and Like Water for Chocolate, by Esquivel Esquivels.

In Yann Martel novel, Pi characterize has a young teenager, that was stranded on the ~~life~~ boat for 355 day, with ~~the~~ Richard Parker. During the time he was, stranded on the life boat, other animals on the lifeboat died ~~at~~ ~~res~~ ~~pect~~ for, which the Tiger Richard Parker. During Pi ups and down he overcome by, a Japanese came to his rescue. The Japanese's rescue, ~~he~~ Pi and ~~the~~ Richard Parker. Pi was hunger, dirty, and ~~need~~ some Richard Parker ran away.

Anchor Level 2 – A

Quality	Commentary
Meaning	<p>The response: Provides a simple interpretation of the critical lens that suggests some criteria for analysis (<i>throughout our trials and failure, we must stay on the positive end</i>). The response makes superficial connections between the criteria and <i>The Life of Pi</i> (<i>Durning the time he was, straded on the life boat, other animals on the lifeboat died</i>).</p>
Development	<p>Is incomplete and largely undeveloped. The response hints at the idea of Pi’s overcoming his problems (<i>a Japanese came to his recure</i>), but references to the text are vague. There is no discussion of <i>Like Water for Chocolate</i>.</p>
Organization	<p>Suggests some focus on trying to overcome problems (<i>Pi ups and down he over come by</i>) and suggests some organization through the use of an introduction and one paragraph on one text.</p>
Language Use	<p>Uses language that is imprecise for the audience and purpose (<i>other animals on the lifeboat died espect for, which the Tiger Richard Parker</i>). The response reveals little awareness of how to use sentences to achieve an effect.</p>
Conventions	<p>Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>Durning, straded, recure</i>), punctuation (<i>Killer novel; is, Life; was, straded</i>), and grammar (<i>In ... novel, states; espect for, which; he over come by</i>) that hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in meaning.</p>	

Anchor Paper – Question 28 – Level 2 – B

I agree with this critical lens because in us world has many problems. Many people have some problems and they always want to fix it.

I want to write about one book. Name of this book is Outsiders wrote by S.E. Hinton. This book about fourtin years old boy. His name is Ponyboy. He had many problems during his young life. He was a mamber of the Greasers gang. His gang had one animy that was another gang, name of that gang is Socs. They always fought between eachother. Also he lost his parents and two best friends. After all thes problems he found asway to stay in normal life.

That book a good exempel fool this Critical Lens.

Anchor Level 2 – B

Quality	Commentary
Meaning	The response: Provides a confused interpretation of the critical lens (<i>people have some problems and they always want to fix it</i>). The response alludes to the critical lens (<i>After all thes problems</i>), but does not use it to analyze the one chosen work, <i>The Outsiders</i> .
Development	Is incomplete and largely undeveloped. The response hints at Pony Boy's problems (<i>They always fought between eachother</i>), but is generally vague. The response discusses only one text.
Organization	Suggests a focus (<i>has many problems</i>) and suggests some organization with an introduction, main body paragraph, and concluding sentence.
Language Use	Uses language that is imprecise (<i>us world has, name of that gang is Socs, good exempel fool this Critical Lens</i>). The response reveals little awareness of how to use sentences to achieve an effect.
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>fourtin, mamber, animy</i>), punctuation (<i>gang, name of and problems he</i>), and grammar (<i>problems ... fix it, Outsiders wrote by, fourtin years old boy</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions.	

Anchor Paper – Question 28 – Level 2 – C

I dont agree that all of the suffering you come in contact with makes its hard to overcome to me as long you keep your hops up and dont fall in any darkness the over coming of everything will be for the better

I read this Pome on he is going thoru alot and feel all onely and he keeps thinking of his wife he talks like he is dead because he feel he is he think of life as the past was better with out seeing the over comeing he might get if he look for the better.

Anchor Level 2 – C

Quality	Commentary
	The response:
Meaning	Provides a confused interpretation of the critical lens (<i>as long you keep your hops up and dont fall in any darkness the over coming of everything will be for the better</i>). The response alludes to the critical lens (<i>he might get it he look for the better</i>), but does not use it to analyze the text, an unnamed poem.
Development	Is incomplete and largely undeveloped. The response hints at the idea of the character in the poem <i>going thoru alot</i> , but subsequent references to the text are vague. The response discusses only one text.
Organization	Suggests a focus on looking <i>for the better</i> . The response suggests some organization by refuting the critical lens in the first paragraph and briefly discussing an unnamed poem in the second.
Language Use	Uses language that is imprecise (<i>the over coming of everything will be for the better</i> and <i>with out seeing the over comeing</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>agrey, cont tack, Pome</i>), punctuation (<i>dont, over come to me, wife he</i>), and grammar (<i>makes its hard, he ... feel, he feel he is he think</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.	

Anchor Paper – Question 28 – Level 1 – A

Inner strength is achieved through those whom believe in hope. Never see failure as an option even when your path is blurry with no visible outcome. Although the world is full of suffering, it is ~~also~~ full also of the overcoming of it.

Anchor Level 1 – A

Quality	Commentary
	The response:
Meaning	Does not refer to the critical lens beyond copying it into the response. No texts are chosen for analysis.
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.	

Anchor Paper – Question 28 – Level 1 – B

The statement "although the world is full of suffering, it is also full of overcoming it" represents an idealistic and false hope for an obstacle-free life.

Anchor Level 1 – B

Quality	Commentary
Meaning	Is minimal. The response restates the critical lens. No texts are chosen for analysis.
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.	

I agree that "although the world is full of suffering, it is also full of the overcoming of it." Two works that I believe best explain the hardships one has to go through are "The Secret Life of Bees" and "The Things They Carried." In both of these books, it tells of hard decision-making and life-altering events.

In "The Secret Life of Bees," the characters of August Boatwright, May Boatwright, June Boatwright, and Zachary Taylor help the main character, Lily Owens, figure out she isn't a loveless child and that all is not lost. The poor little girl had a lot of turmoil in her life from the start. She had to deal with the loss of her mother, but what made it worse was that she thought she had killed her mother. Her father was a strict, mean character that just didn't understand or say the right thing. He told Lily that she did kill her mother, which led to the pure destruction and confusion in this little girl's life.

The way Lily's father treated her was appalling to me. She ran away from all of it and ended up in Virginia, at August's doorstep. Little did Lily know her mother had done the same thing a few years back before she died. Instead of telling August the truth, Lily ^{decided} she couldn't and had to deal with the burden of having to keep up her story every day. The loss of May Boatwright was the last straw and Lily told August everything. The girl had to deal with a lot of grief, confusion and feelings on her own because she wouldn't open up and let anyone help her. She eventually did which led to joy, and happiness and feelings of belonging.

Question 28 – Practice Paper – A

Secondly, in "The Things They Carried," Tim O'Brien, the main character, has to deal with a big decision at a very young age. He has to decide whether or not to go to war. He thinks about running away to Canada but he knows the shame he would bring upon himself, his family and his town, it would have haunted him for the rest of his life. He did go to war after various breakdowns about what he should do. When he finally got there he had to deal with the effects war has on a person, and all its consequences.

In conclusion, both of these stories have a lot of decision-making and hardships in them. But they also bring about a lesson for me that even though life may be hard and might not go as planned, making the right decision can mean everything. For example, Lily's decision to tell August about she was and what kind of trouble she was in helped her deal with the feelings she had that none loved her. Also, the decision Tim made to go to war instead of running to Canada helped him learn life values and helped see things in a different light.

In the Book Raise of the sun there's a family who's going through a hard time with the money they have, because they don't know if they should take it ~~or~~ ^{or} not. Also in a book called Speak there's a girl who having a hard time and don't want to say any thing to anyone.

In the book Speak the girl get's raped & she stays quite ~~throughout~~ throughout her life, until she meet's a friend in high school she can talk to. In the Book The Raisen of the sun a ~~man~~ man and his family are trying to stay quite about the money because they want to move and no one wants them in their neighbor hood.

The Book be Raisen of the sun the people don't ~~like~~ like ~~to~~ black people & don't want to be where their at or around. Also the Book Speak she has a problema with ~~being~~ being around people & talking to ~~people~~.

Helan Keller once tried to say
"although the world is full of suffering,
it is full also of the overcoming of it."

Strong words for someone of her caliber.

People in this world are always overcoming
their problems or conflicts. In Lorraine Hansberry's
novel "A Raisin In the Sun" and the story
by John Steinbeck, "The Grapes of Wrath"
a great deal of the main characters suffer
throughout their stories.

Hansberry's story this family of
African Americans is attempting to live
the American dream. But they were always
short in the pocket book. The struggle
to keep their family together. Even through
prejudice they find a way to start over
and live their own lives.

In the always changing story
of the roads and real world life of the
dust bowlers in Steinbeck's over-dwelling,
thousands of families are shipped from their
homes and force to make a journey some
would think is impossible. The Joads
are a peaceful bunch of folks who
are forced to move to California where
fruit picking is booming. They have little
money and little faith of surviving.
They don't always suffer but they

Question 28 – Practice Paper – C

a manage, to keep things together
with the help of mama.

In both stories a great deal
of the main characters suffer throughout
their stories. Both show how families
black or white, city or country can
form unbreakable bonds to overcome
any amount of suffering.

Helen Keller once said, "... although the world is full of suffering, it is also full of the overcoming of it." This quote is often evident in works of literature such as The Lord of the Flies by William Golding and The Catcher in the Rye by J.D. Salinger. Although one might face many obstacles in life, the power to overcome them is greater than discomfort one experiences to reach their goals.

In the novel, The Lord of the Flies by William Golding, suffering and corruption is very apparent. This is demonstrated when the need for power among the children on the island is so valuable that they are willing to injure even murder each other to obtain it. The main character, Ralph, ~~is~~ represents the fine line between civilization and savagery on the island. ~~Therefore~~ This causes him to face many struggles, such as the pressure to conform to become a member of Jack's tribe. Even though these struggles create a massive hardship, Ralph is ^{still} able to see the beauty in the island, as well as in others. This is illustrated when Ralph ~~is~~ befriends Piggy, despite his appearance. The struggles which Ralph faces throughout the novel required extreme perseverance and determination in order ~~to overcome~~ for him to overcome them. Even though Ralph was experiencing horrific alterations of destruction

and murder, he was still able to succeed and escape the chaos.

Another novel which demonstrates the beauty of overcoming challenges is The Catcher in the Rye by J.D. Salinger. Holden Caulfield faces many obstacles on his journey to escape Pencey Preparatory and the conformity which is associated with it. Throughout the novel, Holden faces many obstacles while roaming New York City, searching for self as well as public acceptance. A major obstacle presented to Holden is the lack of money and resources to provide for himself. Another challenge of Holden's would be trying to blend in with the adult world at the age of sixteen. Although these struggles cause frustration for Holden, his largest challenge throughout the novel is ~~getting past~~ accepting and moving forward from the death of his younger brother. This is most evident when Holden is wandering the streets of New York and talking to his brother and he feels he is going to fall if he steps off the sidewalk. This is the most important obstacle Holden faces throughout the novel because it is an obstacle which only he can overcome by himself. The power Holden uses to ~~overcome~~ overcome this challenge is much greater than the power he uses to

Question 28 – Practice Paper – D

battle his own suffering.

The quote "... although the world is full of suffering, it is also full of the overcoming of it," by Helen Keller is very evident in today's society. I agree with this statement due to the many obstacles one can face in ~~the~~ a lifetime. The power to overcome challenges is far greater than the suffering one experiences.

The Lord of the Flies, by William Golding and The Catcher in the Rye by J.D. Salinger ~~also~~ support this statement.

"...Although the world is full of suffering, it is full also of the overcoming of it." This quote by Helen Keller is true. The world and the people in it are faced with life challenges that make them suffer. When there is suffering, there is the people trying to overcome it. ~~In the~~ Both Old Man and the Sea and A Streetcar Named Desire show people suffering and overcoming it.

In the book, Old Man and the Sea, by Ernest Hemingway, the main character is suffering. At first it is poverty that he is suffering from because he has not caught a fish in a very long time. He has no money or food and very little clothing. He still is persistent on catching a fish so he can feed himself and the neighborhood. When he goes out to sea, he goes very far. At last he catches a giant ~~sword~~ swordfish, and the struggle he goes through is tremendous. He suffers from cramped hands, to bleeding hands to lack of nourishment. Once he catches this fish, it is also a struggle for him to bring it back home. Once home he is able to lay down and rest, yet the fish did not provide for him.

In the play, A Streetcar Named Desire, the character Blanche, is suffering. She suffers from some mental problems. When she goes to live with her sister, she lies about herself to cover up for the mistakes she has made in her past years. Throughout the play her condition gets worse and worse. When her sister's husband rapes her, this pushes her over the line. They decide to end her suffering and send her to a mental institute.

In many places of the world and also in literature,

Question 28 – Practice Paper – E

& suffering can be found. When there is suffering, there are the people trying to overcome their suffering. Some end with good consequences and others with bad. ~~There is an endless struggle to end~~ The pieces of literature that show suffering and the struggle to overcome it ~~are~~ are Old Man and the Sea and A Streetcar Named Desire.

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, although it is somewhat weaker in meaning.

Practice Paper C—Score Level 3

Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.

Practice Paper D—Score Level 5

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

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 on the examination.

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

The Chart for Determining the Final Examination Score for the January 2011 Regents Comprehensive Examination in English will be posted on the Department's web site <http://www.p12.nysed.gov/osa/> on Friday, January 28, 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.

Submitting 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 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.