

SESSION TWO

FOR TEACHERS ONLY

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

ENGLISH

E

Wednesday, June 23, 1999—9:15 a.m. to 12:15 p.m., only

SCORING KEY AND RATING GUIDE

Mechanics of Rating

The following procedures are to be used for rating papers in the 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 Administering and Scoring the Comprehensive Examination in English*.

Scoring of Multiple-Choice Questions

Indicate by means of a checkmark each incorrect or omitted answer to multiple-choice questions on the Session Two answer sheet; do not place a checkmark beside a correct answer. Use only red ink or red pencil. In the box provided under each part, record the number of questions the student answered correctly for that part. Transfer the number of correct answers for the Part A multiple-choice questions to the appropriate spaces in the box in the upper right corner of each student's **SESSION ONE** answer sheet.

Session Two	
Correct Answers	
Part A	
(1)	4
(2)	2
(3)	3
(4)	1
(5)	3
(6)	4
(7)	1
(8)	4
(9)	2
(10)	4

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[OVER]

Rating of Essays

- (1) Follow your school's procedures for training for rating. This process should include:

Introduction to the task—

- Raters read the task and summarize its purpose, audience, and format
- Raters read passage(s) and plan own response to 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 scores
- 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 papers individually
- Trainer records scores and leads discussion until raters feel confident enough to move on to actual scoring

- (2) When actual rating begins, each rater should record his or her individual rating for a student's essay on the rating sheet 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) 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, recording that information on the student's answer paper for Session One, and determining the student's final score for the examination. The chart located at the end of these scoring materials should be used for determining the final examination score.

To a young child, a teacher is someone who knows all and is invincible. A teacher can be an inspirational force in the development of a child. Good and bad experiences with a teacher may last a lifetime. It seems a teacher has the overwhelming power to make or break a child.

Both passages showed a teacher who made the lives of their students better, through their method of teaching and compassion they left positive impacts on their students. In Passage 1 Miss Ryan becomes a driving force in Ernesto's successful attempt to be an American but not forget who he is. When Ernesto could pronounce butterfly, she announced to the class giving him, and those like him, a sense of pride in the hard work. Miss Ryan took all her students who did not know English, Korean, Polish, Spanish and Irish aside, into a special closet. It was there she sat one-on-one and taught Ernesto English. She shared the language with him and opened up doors for Ernesto with her tragic Bo-Peep story. The children in her class loved her because she was bold and no-nonsense. She didn't handle them like glass, she treated them as the people they were.

Through a violent storm, Passage II showed a teacher's attempts to calm the nervousness and anxiety of her students. After one student screams, "A tornado!" Mrs. Wells insists "it's just a drill." Her

Reassuring words are all the students need to perform the drill that's routine to them. Despite hard rain on glass, lightning in the stairwell, and the shuddering building the children remain calm and focused.

Their teacher is their savior as she instructs them to "Hang on!" With that the storm is over. With the help of Mrs. Wells the students have survived the first storm in their lives, perhaps making the ones to come somewhat easier.

The controlling idea of both passages was conveyed using specific literary elements. Passage I used theme and characterization to bring out the story's strongest ideas. The author shows his own struggle to be an American without ever forgetting where he came from. That idea is repeated many times through his actions and those of his teachers. He describes Miss Hopley and Miss Ryan as profoundly tall. He describes each teacher in detail and he encounters them. This allows us to judge each character as he does.

Passage II makes use of figurative language and symbolism. The author describes the fury of the "storm" with "lightning sizzled the stairwell," "dollops of rain rattled the glass," and "the blinds hung like crazy fan blades." These descriptions make the story more inventive and imaginative. The

Anchor Paper – Part A—Level 6 – A

same - yet similarities are still evident about the nature and extent of this relationship. In each case, the student learned about himself things which were heretofore never lucid: the first about his place in society, the second about confidence in himself. Also, the teacher has been presented as a potentially imposing but eventually benevolent kindred spirit: in the first she "was with us"; in the second, she was a fellow survivor. And as a kindred spirit, the teachers were able to teach the students about themselves, not just foreign places, people, events, and concepts: this distinction is intrinsically entwined in the teacher-student relationship, the transgression of rote fact-telling to introspective growth. The many contextual differences between the two works and the fact that they have little meaning in the end further serves to illustrate the special nature of this relationship.

Anchor Level 6-A

Quality	Commentary
Meaning	Demonstrates an in-depth analysis of both texts by establishing a sophisticated controlling idea (that teachers have the power to help students learn about themselves), then making explicit connections to each text. For Ernesto, the knowledge acquired is the value of <i>co-existing cultural traditions</i> , and for the narrator of the poem learning to <i>believe in his own strengths and abilities</i> .
Development	Develops ideas consistently, combining appropriate generalization with a broad range of specific details from the texts. References to the narrative point of view and figurative language, while largely undeveloped, are woven skillfully into the discussion.
Organization	Provides a context for the controlling idea by referring to the influences of teachers from the classical tradition, then maintains the focus on the teacher's role in self-discovery established by the controlling idea. Structure and coherence are enhanced by a conclusion that effectively synthesizes the similarities and differences between the passages.
Language Use	Uses language that is fluent and original with an attempt at stylistic sophistication. Efforts to use sophisticated vocabulary and structures are usually successful (as in paragraph 2, sentence 1) but occasionally result in ambiguity (as in paragraph 1, sentences 1 and 2).
Conventions	Is essentially free of errors, even with sophisticated vocabulary.
Conclusion: Overall, the response best fits the criteria for Level 6 on all qualities except language, which is at a somewhat lower level of proficiency.	

**SESSION TWO – PART A – SCORING RUBRIC
READING AND WRITING FOR LITERARY RESPONSE**

QUALITY	6	5	4	3	2	1
<p>Meaning: the extent to which the response exhibits sound understanding, interpretation, and analysis of the task and text(s)</p>	<p>Responses at this level:</p> <ul style="list-style-type: none"> -establish a controlling idea that reveals an in-depth analysis of both texts -make insightful connections between the controlling idea and the ideas in each text 	<p>Responses at this level:</p> <ul style="list-style-type: none"> -establish a controlling idea that shows a basic understanding of both texts -make implicit connections between the controlling idea and the ideas in each text 	<p>Responses at this level:</p> <ul style="list-style-type: none"> -establish a controlling idea that shows a basic understanding of the texts -make few or superficial connections between the controlling idea and the ideas in the texts 	<p>Responses at this level:</p> <ul style="list-style-type: none"> -convey a confused or incomplete understanding of the texts -make a few connections but fail to establish a controlling idea 	<p>Responses at this level:</p> <ul style="list-style-type: none"> -provide minimal or no evidence of textual understanding -make no connections between the texts or among ideas in the texts 	<p>Responses at this level:</p> <ul style="list-style-type: none"> -are minimal, with no evidence of development
<p>Development: the extent to which ideas are elaborated using specific and relevant evidence from the text(s)</p>	<p>Responses at this level:</p> <ul style="list-style-type: none"> -develop ideas clearly and fully, making effective use of a wide range of relevant and specific evidence and appropriate literary elements from both texts 	<p>Responses at this level:</p> <ul style="list-style-type: none"> -develop some ideas more fully than others, with reference to specific and relevant evidence and appropriate literary elements from both texts 	<p>Responses at this level:</p> <ul style="list-style-type: none"> -develop ideas briefly, using some evidence from the texts -may rely primarily on plot summary 	<p>Responses at this level:</p> <ul style="list-style-type: none"> -are incomplete or largely undeveloped, hinting at ideas, but references to the text are vague, irrelevant, repetitive, or unjustified 	<p>Responses at this level:</p> <ul style="list-style-type: none"> -lack an appropriate focus but suggest some organization, or suggest a focus but lack organization 	<p>Responses at this level:</p> <ul style="list-style-type: none"> -show no focus or organization
<p>Organization: the extent to which the response exhibits direction, shape, and coherence</p>	<p>Responses at this level:</p> <ul style="list-style-type: none"> -maintain the focus established by the controlling idea -exhibit a logical and coherent structure through skillful use of appropriate devices and transitions 	<p>Responses at this level:</p> <ul style="list-style-type: none"> -maintain a clear and appropriate focus -exhibit a logical sequence of ideas but may lack internal consistency 	<p>Responses at this level:</p> <ul style="list-style-type: none"> -establish, but fail to maintain, an appropriate focus -exhibit a rudimentary structure but may include some inconsistencies or irrelevancies 	<p>Responses at this level:</p> <ul style="list-style-type: none"> -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 	<p>Responses at this level:</p> <ul style="list-style-type: none"> -use language that is imprecise or unsuitable for the audience or purpose -reveal little awareness of how to use sentences to achieve an effect 	<p>Responses at this level:</p> <ul style="list-style-type: none"> -are minimal, making assessment of conventions unreliable -may be illegible or not recognizable as English
<p>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</p>	<p>Responses at this level:</p> <ul style="list-style-type: none"> -are stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice and awareness of audience and purpose -vary structure and length of sentences to enhance meaning 	<p>Responses at this level:</p> <ul style="list-style-type: none"> -use appropriate language, with some awareness of audience and purpose -occasionally make effective use of sentence structure or length 	<p>Responses at this level:</p> <ul style="list-style-type: none"> -demonstrate emerging control, exhibiting occasional errors that do not hinder comprehension 	<p>Responses at this level:</p> <ul style="list-style-type: none"> -demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult 	<p>Responses at this level:</p> <ul style="list-style-type: none"> -are minimal, making assessment of conventions unreliable -may be illegible or not recognizable as English 	<p>Responses at this level:</p> <ul style="list-style-type: none"> -are minimal, with no evidence of development
<p>Conventions: the extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar, and usage</p>	<p>Responses at this level:</p> <ul style="list-style-type: none"> -demonstrate control of the conventions, with essentially no errors, even with sophisticated language 	<p>Responses at this level:</p> <ul style="list-style-type: none"> -demonstrate partial control, exhibiting occasional errors that do not hinder comprehension 	<p>Responses at this level:</p> <ul style="list-style-type: none"> -demonstrate emerging control, exhibiting occasional errors that do not hinder comprehension 	<p>Responses at this level:</p> <ul style="list-style-type: none"> -demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult 	<p>Responses at this level:</p> <ul style="list-style-type: none"> -are minimal, making assessment of conventions unreliable -may be illegible or not recognizable as English 	<p>Responses at this level:</p> <ul style="list-style-type: none"> -are minimal, with no evidence of development

- 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.

Throughout the ages, the reciprocal influence between teacher and pupil has had profound repercussions on the development of young minds to learn about themselves. From the ideological lineage of Socrates, Plato, and Aristotle to the teachings of Jesus Christ to his disciples to Rutherford, Bohr, and Einstein, this relationship occupies a special niche in the human psyche.

In the first passage, we are presented with the story of a Mexican immigrant who is attempting the monumental task of mastering a foreign language while simultaneously forging a cultural identity and retaining his own. There, the influence of the teacher was one of encouragement, patience, and fortitude. Ernesto learned the language and Americanism, but also learned a more valuable lesson in racial tolerance and cultural pluralism. The author does great justice to his cause in presenting the story from his first- and second-grade perspective, conveying the emotions and thoughts that shaped him in these early years from a "somewhat crotchety" youth. The portrayal of his teachers, classmates, and community from the first-hand perspective provides a critical complement to pre-conceived notions the reader may foster, and simply yet potently and honestly delivers Ernesto's impressions of his educational experience, wherein he learned from his teacher the value of co-existing cultural traditions. Ernesto was encouraged by his teacher to foster a sense of his identity in a new country.

In the second passage, a Tornado Alley elementary student recalls how his teacher reacted to a tornado drill, which from his perspective was like being saved from imminent destruction. In poetic form, this passage uses significant dramatic license to illustrate the emotions of six-year-olds in a life crisis: "Marion 'can't breathe,'" "snakes of wind slithered around us," "lightning sizzled the stairwell." His teacher was a symbol of strength, direction, courage who inspired her minions to be the same. Thus, through the catastrophic weather event, the narrator was made aware of his noble duties (to save Polli Holmes' from "chunks of concrete") and was endowed with a sense of confidence and pride. Under his teacher's tutelage, the narrator learned to believe in his own strength and abilities.

Between the prose and the poem, we are presented with two very different experiences regarding the relationship between student and teacher - only age and gender remain the

entire poem is a symbol for the anxiety and
 unsureness of children. The storm is their
 inner struggles that the teacher is helping them
 deal with and sort through.

Anchor Level 5-B

Quality	Commentary
Meaning	The response: Demonstrates a thorough understanding of both texts by focusing on the idea that while teachers have the potential to affect students in ways that are positive or negative, the teachers in these passages, through their attitudes and their methods, <i>made the lives of their students better</i> . The connections between this idea and the ideas in each text are clear and explicit.
Development	Makes use of relevant and specific evidence from both texts to support the controlling idea. Although the discussion of literary elements and techniques is occasionally awkward and unclear, the choice of characterization in Passage I and language and symbolism in Passage II is appropriate and thoughtfully described.
Organization	Exhibits direction, shape, and coherence by maintaining the focus throughout and using varied and appropriate transitions. The abrupt ending detracts somewhat from the otherwise effective organization of the response.
Language Use	Uses language that is original and generally fluent and a story-telling tone that captures the drama of the texts. Although occasionally clichéd (<i>...to make or break a child, ...opened up doors</i>) or imprecise (<i>left positive impacts</i>), the response makes effective use of words and structures and shows a familiarity with the literary essay.
Conventions	Demonstrates control of the conventions with a few minor errors that may be attributed to careless editing (omission of commas).
Conclusion: Overall, the response best fits the criteria for Level 5 on all qualities.	

Teachers create a positive influence in some shape or form on the lives of their students. Miss Hopley and Miss Ryan teach the narrator in the Essay and ~~Miss~~ Miss Wells teaches the narrator in the poem. These teachers do not teach their students about the civil war and how to find the radius of a circle. Well, they do that to but mostly they teach their students about life and about themselves.

In the Essay two teachers are mentioned Miss Ryan and Miss Hopley. Miss Ryan is described as patient and kind. She helps to loosen the children up. Release them of self ~~consciousness~~ consciousness so they are free to learn. She is happy to announce an achievement of her students, filling them with pride. The narrator tells us that the children feel in love with her though they are not sure why. Miss Ryan creates an influence in her students' lives by teaching them to be proud of themselves and each other.

Miss Hopley helps teach the children to be proud to be an American. She also however teaches them to embrace their native culture. Miss Hopley tells the narrator to become a proud American but not to feel ashamed of his Mexican culture.

Mrs. Wells has a positive influence on the life of the narrator in the poem. During

a tornado she reminds them of a chief in-essence saving their lives. After the storm has passed she takes the students back to class to continue to learn. The narrator calls this a "mystery of love". Mrs. Wells teaches her class the importance of learning.

These three teachers have a positive influence on the lives of their students. They teach them to be proud of themselves, to celebrate their cultures and ~~to~~ the importance of learning. Things that are essential for these students to learn how to grow and live.

Anchor Level 4-B

Quality	The response:	Commentary
Meaning	Conveys a basic understanding of both texts by highlighting the lessons <i>about life and about themselves</i> that the two teachers taught their students. Connections between the controlling idea and ideas in each text are implied, leaving the reader to decide which are lessons "about life" and which are "about themselves."	
Development	Demonstrates a limited understanding of literary elements. While supporting paragraphs include many details to describe the characters, characterization is not mentioned. The response is unevenly developed, with most of the response focusing on Passage 1.	
Organization	Establishes at the beginning a clear and appropriate focus, which becomes less clear in subsequent paragraphs, but is refined and reinforced in the concluding paragraph. The paragraph devoted to each teacher is generally cohesive, although irrelevancies appear occasionally (paragraph 1, sentence 3; paragraph 2, sentence 6).	
Language Use	Uses appropriate language and attempts to vary length and structure of sentences.	
Conventions	Exhibits partial control of conventions. The response includes errors in spelling (<i>release, conscienceness</i>), sentence fragments (paragraphs 2 and 5), use of commas and apostrophes, and proofreading (<i>king for kind, importanance</i>). These errors have little effect on the comprehensibility of the response.	
Conclusion: Overall, the response best fits the criteria for Level 4 on all qualities.		

The relationship between student and teacher is one of trust honesty and a strive for understanding not just material but each other as well. In the two text passages I believe this to be cooperation rather than control.

In the first passage even though differences separated the student from the teacher there was cooperation. The teacher, Miss Ryan, was patient and helpful she never criticized her students she merely pushed in the right direction. The student gained a love for his teacher due to this and also gained a love for learning due to this.

The second passage describes a bored drained class and a bad teacher. An abrupt tornado comes and everyone runs for the door, the teacher grabs one of the students she reminds them of their dead and they all fall into line. This displays the respect the teacher has from the students it also shows the understanding of the teacher for the fear which the children have.

The relationship between student and teacher is one of trust honesty and a strive for understanding not only material but also each other. I do not believe this to be any controlling aspect of this relationship.

Anchor Level 3-B

Quality	The response: Commentary
Meaning	Conveys a basic understanding of the passages, addressing the relationship between student and teacher, rather than the influence of a teacher, and suggesting that the relationship is one of <i>cooperation rather than control</i> . Connections are superficial and rely on an imprecise interpretation of "cooperation."
Development	Attempts to support the idea of "cooperation" with mostly accurate, but very brief, summaries. The description of Mrs. Wells as <i>babbling</i> is unjustified by the text.
Organization	Establishes and attempts to maintain a focus on "cooperation." The response exhibits a rudimentary structure, with an opening paragraph, one brief paragraph devoted to each passage, and a conclusion that repeats the introduction.
Language Use	Generally relies on basic vocabulary, although the first sentence is somewhat incoherent. Some attempt is made to vary sentence structure, but most sentences begin with <i>The</i> .
Conventions	Demonstrates partial control of the conventions, with frequent misspellings of common words (<i>thier, then for than, patent for patient, desribes, bord, displays, belive</i>), omission of commas, and several errors in sentence construction.
Conclusion: Overall, the response best fits the criteria for Level 3 on all qualities.	

Teachers influence the lives of their students. They do so by their actions and words. If a teacher is very strict and rigid like Mrs. Hopley was in the beginning, students became very stiff and apprehensive. If teachers are yelling and seem mad, students straighten up and are on their best behavior. This is evident in the second passage when the teacher seems mad and tells the students that it's just a drill; all of the students whip into 2 lines.

Depending on the mood of the teacher, ~~the~~ students subconsciously react to his/her mood. If a teacher is happy and enthusiastic like Miss Ryan, kids will feel comfortable and relaxed. I think that teachers should try to stay at a "happy medium" so that students don't feel nervous, or scared to participate in class, but also not so comfortable to where they are disruptive and talkative in class.

Anchor Level 2-B

Quality	The response: Commentary
Meaning	Begins with the promise of a controlling idea in the first two sentences, but the attempt at making connections conveys a confused and incomplete understanding of the texts. The focus on <i>the mood of the teacher</i> in paragraph 2 reflects a misunderstanding of the task.
Development	Is incomplete and undeveloped. Of the two references to the passages, both are unjustified (that Miss Hopley was <i>very strict and rigid</i> and that Mrs. Wells is <i>yelling and seems mad</i>).
Organization	Lacks an appropriate focus, but displays a rudimentary structure, devoting the first paragraph to negative attitudes and the second paragraph to positive attitudes.
Language Use	Generally uses appropriate language, with some lapses into the colloquial (<i>yelling and seem mad</i>) or awkward (<i>stay at a happy medium, to where they are disruptive</i>). Sentences are varied in structure or length.
Conventions	Demonstrates partial control of the conventions. Spelling errors (<i>begining, its, subconsiously, reat, talkitive</i>), while few in number, represent a substantial proportion of words in the response. The student seems to have good control of sentence construction, including correct use of the semicolon and commas after dependent clauses.
<p>Conclusion: Overall, the response best fits the criteria for Level 2, although it is markedly stronger in the quality of conventions.</p>	

Younger students connect, often, with their grade school teachers. In the case talked about the students are foreign. They are learning the new language as well as the new culture surrounding them.

These students are being taught gradually how to properly speak English.

Anchor Level 1-A

Quality	Commentary
Meaning	The response: Conveys minimal understanding of one text, the essay. The connection between the idea in the first sentence and subsequent ideas is tenuous.
Development	Is minimal, combining two details from Passage 1 in a single sentence (<i>They are learning the new language as well as the new culture</i>).
Organization	Hints at, but fails to maintain, a focus. The response suggests the possibility of a logical sequence of ideas but is incomplete.
Language Use	Suggests a familiarity with appropriate vocabulary and sentence structure, but is too brief to make assessment of language use reliable.
Conventions	Suggests some control of the conventions, but the brevity of the response makes assessment of conventions unreliable.
Conclusion: This paper best fits the criteria for Level 1, although organization is at a somewhat higher level.	

"in literature, evil often triumphs, but never conquers" in his play The Crucible. The ominous, desolate, isolated setting in which the play takes place is appropriate to the action the play encompasses: the Salem Witch Trials. As the innocent victims are accused and summarily hanged for their supposed crimes, one begins to sense that evil is running amok in Salem Village.

Characterization plays a major role in illuminating the overall progression from evil to good. The pervasively evil atmosphere is diminished somewhat by the presence of Rebecca Nurse. Rebecca is a kind, noble, and God-fearing woman who is obviously innocent. Her only crime is inherent in her good fortune: she owns a rather large quantity of valuable and prolific land. For this "crime" she incurs the jealousy and wrath of her neighbors, which results in a force of a trial and her eventual death by hanging.

During Rebecca's cruel trial, she exhibits the qualities that had served her so well throughout her life: bravery, religious faith, and fortitude. Rebecca, despite the threat of death, refuses to confess, even though she knows this will result in her execution. Instead of taking the path of least resistance, Rebecca remains true to her convictions and goes to her death nobly.

Through her exemplary behavior under the most trying conditions, Rebecca is instrumental in restoring good to Salem Village. In addition, she triumphs over evil as an individual as well. Rebecca, because of her refusal to confess, is assured a place in Heaven for eternity. Her example lives on as a testament to her innocence as well as the innocence of the other victims. Indeed, the entire community is redeemed by her

death

In warfare, the victor is not determined by virtue of a single battle; rather through the eventual preponderance of important victories over defeats. Similarly, in literature evil may appear to be victorious, but ultimately good triumphs, although at great cost.

Anchor Level 6-A

Quality	The response:	Commentary
Meaning	Provides an insightful interpretation and successfully uses the established criteria (an analogy to war) to analyze <i>Dracula</i> and <i>The Crucible</i> .	
Development	Fully develops ideas, effectively using evidence from both texts, such as theme (the battle of good vs. evil), characterization (Rebecca Nurse as the representation of innocence), and setting (<i>the obligatory castle and atrocious weather</i>).	
Organization	Steadily maintains the established focus and exhibits a logical progression of thought. Textual evidence is placed appropriately, carrying the essential argument to an effective conclusion.	
Language Use	Maintains a notable sense of voice with language that is consistently formal, academic, and appropriately detached. The sentence structure is complex and varied (e.g., <i>Her only crime is inherent in her good fortune: she owns a rather large quantity of valuable and prolific land.</i>)	
Conventions	Contains essentially no errors.	
Conclusion: Overall, the response best fits the criteria for Level 6.		

**SESSION TWO – PART B – SCORING RUBRIC
READING AND WRITING FOR CRITICAL ANALYSIS**

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

- 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.

It can be said that "in literature, evil often triumphs, but never conquers." This statement is true. Many works of literature bear this ~~out~~ theory out, and demonstrate how evil may win the occasional battle, but not the war.

Bram Stoker presents the battle of good vs. evil in his novel Dracula. The bloodthirsty vampire represents all that is evil and, for a large portion of the novel, appears to be winning. First he succeeds in transforming the virtuous Lucy into a creature of the night like himself, and then he seeks the blood of the saintly Mina Marker.

Stoker creates a series of battles between Dracula and the heroes of the novel, Johnathan Marker and Professor Van Helsing. Dracula's success in converting several characters to creatures of the night is indeed daunting. Throughout the course of these battles it appears inevitable that Dracula will triumph. However, the notion of Dracula's triumph is dispelled through the perseverance of the main characters who are representative of good in the novel, Professor Van Helsing and Johnathan Marker. Their eventual success supports the statement that "in literature, evil often triumphs, but never conquers." This is borne out by the eventual and complete destruction of Dracula and his minions.

In addition, Stoker utilizes setting to achieve the mood necessary to the action of his novel. The novel includes gothic elements such as the obligatory castle and atrocious weather. Nature/animal imagery is evident in the transitional nature of Dracula himself; Stoker uses the bat as an image representative of Dracula's mysterious and malignant qualities.

Arthur Miller also proves the validity of the statement

The quotation "In literature, evil often triumphs but never conquers" can mean many things. In much literature, evil can often control people and win throughout the story, but in the end, good will conquer all. Very rarely do you see evil conquer everyone and everything in a story. I feel this statement is very much true. Evil can never conquer because good will always overcome and be stronger. Two works which fit this theme are Anthem by Ayn Rand, and The Crucible by Arthur Miller.

In the book Anthem by Ayn Rand, there are two forces working: Equality, who represents good, and the government, which represents evil. Throughout the whole story, the government is able to keep control over Equality and make sure that he breaks no laws. Equality lives in the time of a dictator who believes the "good of the many, outweighs the good of the one." This dictator also forces his subjects to believe it too. Equality doesn't believe this. He is smart, he wants to learn everything he can, and he wants to know about the world that existed before him. Soon a light that had been buried. He wants to hear about it, but the government tries to stop him. The government succeeds until Equality meets a woman. Soon they fall in love, and she wants to learn as much as he does. With the power of their love. They are

In literature, evil often triumphs but never conquers. But it's not only in literature. It's in movies as well. For some reason the evil, or the bad guy, always gets so close in doing what he or she planned but then gets stopped somehow by something. The bad guy never wins.

One example of how evil often triumphs but never conquers is in the short story "The Most Dangerous Game". This story takes place mostly on an island. A man out at sea got to an island but it's not a regular island. Another man is on the island but he's a hunter. The hunter was bored hunting animals so he decided to hunt humans. So he began hunting the man off the boat. Even though he had weapons, like guns, he couldn't win. He was so close in killing the outsider from the boat but the outsider prevailed. To make a long story short, the outsider ended up killing the hunter instead.

Evil often triumphs but never conquers.

Another example of how evil often triumphs but never conquers was in the novel, Christine, written by Steven King. Christine was the name of a car but this car was possessed. The person who bought the car was so happy until his car went on a killing spree. Even though the car, Christine, went wild, towards the end of the novel it was destroyed. Evil often triumphs but never conquers.

able to run from the government and soon
are free. In this story, as well as many
others, evil may triumph, but it will never conquer.
Another book, or play rather, that follows this
theme is The Crucible by Arthur Miller. In The
Crucible, evil is represented by a girl named
Abby Williams. Through her lies and deceptions,
Abby convinces the town of witchcraft and splits it
in two. The good in this story is represented
by more than one person. The good are all the
people who deny being witches and die for it.
The good is John Proctor, Rebecca Nurse, Giles
Cory, and others. ~~They~~ Though Abby may triumph
over the town with her lies, the good conquers over her.
Abby's only goal was to have John Proctor's wife
killed so she could have him herself, yet instead it
was John who was hung.

In many pieces of literature, good always conquers
evil. Evil may win the first few battles, but it
never wins the war, and that is what is
shown in these stories.

Anchor Level 5-B

Quality	The response: Commentary
Meaning	Provides a reasonable interpretation of the critical lens that establishes the criteria for analysis. The response clearly identifies the forces of good and evil in both texts, and through reasoned analysis demonstrates good is stronger than evil in the end.
Development	Develops ideas with clarity and some consistency. The discussion of good and evil is more fully developed in <i>Anthem</i> than in <i>The Crucible</i> . The response makes use of specific and relevant evidence from both texts but does not clearly allude to any literary elements.
Organization	Maintains a solid focus. The response employs appropriate transitional devices to maintain a logical sequencing of ideas. The conclusion presents an artful summary of the critical lens as it applies to the chosen works of literature.
Language Use	Reveals an adequate recognition of purpose through the use of clear and appropriate language. The response demonstrates fluency through sentences that vary in structure and length.
Conventions	Demonstrates control of the conventions with occasional grammatical errors that do not hinder comprehension.
<p>Conclusion: Overall, the strengths of this response in the areas of organization, language use, and conventions best fit the criteria for Level 5, although the response is somewhat weaker in meaning and development.</p>	

Anchor Paper – Part B—Level 1 – A

"In literature, evil often triumphs but never conquers".
this means that evil in almost every story but
it doesn't kill.

Hamlet is a great example of this quote. Hamlet's
uncle is trying to poison Hamlet and it doesn't work.
there is evil trying to kill the good, but the good
always is stronger than the evil.

Mac Beth is another example. this piece of
literature has evil in it but the good always
over comes it.

Anchor Level 1-A

Quality	The response:	Commentary
Meaning		Provides a simplistic, confused, incomplete interpretation of the critical lens. The response reflects an extremely minimal analysis of <i>Hamlet</i> and essentially no analysis of <i>Macbeth</i> .
Development		Demonstrates minimal evidence of development in the first work of literature and no evidence of development in the second.
Organization		Suggests some organization but lacks an appropriate focus.
Language Use		Relies on basic vocabulary with some imprecision; however, the extreme brevity makes assessment unreliable.
Conventions		Exhibits occasional errors that do not hinder comprehension; however, due to the minimal development, assessment is unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1.		

"In literature, evil often triumphs but never conquers." This is shown in both The Scarlet Letter by Nathaniel Hawthorne and in The Catcher in the Rye by JD Salinger.

Author Dimmesdale in The Scarlet Letter got away with his evil doings for a long while. He fooled the whole community until it caught up with him one day and he died. ~~He was not~~ His evil triumphed in the way that he got away with it for so long, ~~but~~ but it could never conquer because deep down inside he could not hold the truth forever.

~~Holder Crawford~~ In The Catcher in the Rye the parents were the ones who never conquered. They were evil in the act of not trying to solve the problem and this triumphed through moving the son to different schools. Then the day came that they had to face the truth and show that the boy was a nut case.

In both of these pieces

Anchor Paper – Part B—Level 2 – B

of literature there were
points shown when "Evil
often triumphs but never
~~can~~ conquers."

Anchor Level 2-B

Quality	The response:	Commentary
Meaning		Alludes to the critical lens but suggests no criteria and only superficially analyzes the chosen texts, <i>The Scarlet Letter</i> and <i>The Catcher in the Rye</i> .
Development		Incompletely develops ideas. For example, the student provides no evidence to support the implication that the parents were evil, nor an explanation of how their evil either triumphed or failed to conquer.
Organization		Exhibits a rudimentary structure and suggests, but does not maintain, a focus (i.e., evil never conquers).
Language Use		Relies on basic vocabulary, occasionally using language that is unsuitable (. . .the boy was a nut case. . .). The sentences are generally ineffective or uncontrolled.
Conventions		Demonstrates partial control, exhibiting occasional errors in spelling and punctuation which do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2.		

Anchor Paper – Part B—Level 3 – B

In conclusion, as you can see, I agree with the critical lens. For some reason, the bad guys just can't win. They often get real, real close, but no cigar. Evil often triumphs but never conquers.

Anchor Level 3-B

Quality	The response:	Commentary
Meaning		Provides a simple interpretation of the critical lens, suggests some criteria (i.e., <i>the bad guy always gets so close. . . but then gets stopped</i>) and connects the criteria to an analysis of "The Most Dangerous Game" and <i>Christine</i> .
Development		Relies primarily on plot summaries, with no reference to literary elements and little analysis.
Organization		Generally maintains a focus, despite an early digression (<i>It's in movies as well</i>) and exhibits a logical sequence of ideas; i.e., each major paragraph identifies the work, relates events in chronological order, and reiterates the critical lens.
Language Use		Relies on basic vocabulary, with some language that is inappropriate for the audience (<i>the bad guy never wins</i> and <i>They often get real, real close but no cigar</i>). Sentences show little variety, and are often awkward (<i>So he began hunting the man off the board</i> and <i>Christine was the name of a car but this car was possessed</i>).
Conventions		Exhibits very few errors, none of which hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3.		

"In literature, evil often triumphs but never conquers." Many times literature deals with a stand between good and ~~evil~~ evil yet however powerful that evil may be, it can never win against what is good.

This is not always true. In *Moby Dick*, by Herman Melville, good did not conquer evil. Ahab, the captain of the *Pequod*, was mad and obsessed with catching Moby Dick, ~~the whale~~ ^{and also} a strong symbol of evil throughout the novel. An example of this is when he ~~stood~~ stood a top the ship and furiously and dehumanizingly ~~shook~~ shook a metal rod in the air. He never gave up on catching the whale and because of this he went down with his ship. So how is it that evil won the battle here?

There was a stronger force of evil in this novel, Moby Dick himself. Ahab never caught him. Moby Dick took his leg and eventually took Ahab's life. He continued to lurk the waters and terrify all who crossed his path.

In Shakespeare's *King Lear*, evil triumphed and conquered. Lear, at the beginning of the play, banished the only daughter that loved him, Cordelia, and divided his kingdom up, giving it to his other two daughters, Goneril and Regan. The two daughters tried to drive him mad.

They took all he had and even tried to kill him. They were powerful, corrupt and evil. They destroyed their father's life and in the end Lear was nothing more than a fool and a bum. He was stripped of his dignity, his kingdom, and Cordelia. Even though Goneril and Regan got what was due to them, their evil ways still managed to destroy. Evil had prevailed.

Anchor Paper – Part B—Level 4 – B

In literature good does not always conquer evil. If it is powerful enough evil can triumph and win.

Anchor Level 4-B

Quality	The response: Commentary
Meaning	Provides a reasonable interpretation by establishing criteria (i.e., <i>however powerful that evil may be, it can never win against what is good</i>) and implying the connection between the criteria and <i>Moby Dick</i> and <i>King Lear</i> .
Development	Develops some ideas more fully than others, relying largely on plot summary for <i>King Lear</i> , but for <i>Moby Dick</i> , referring to the elements of symbolism, (<i>a strong symbol of evil</i>) and characterization (<i>Ahab. . . was mad and obsessed</i>). The response elaborates on the evil of Ahab more extensively than it does the evil of the whale, which the student asserts is the greater evil.
Organization	Generally maintains a focus, although the second sentence of paragraph 1 implies a direction, which is immediately reversed in paragraph 2. A rhetorical question (<i>So how is it. . . ?</i>) serves effectively as a transition between seemingly contradictory notions (i.e., evil loses/evil wins).
Language Use	Uses appropriate language, creating a tone which is reasonably formal, although not elevated. The sentence structures vary.
Conventions	Demonstrates control of the conventions with only occasional errors (e.g., the omitted apostrophe in <i>fathers life</i>).
Conclusion: Overall, the response best fits the criteria for Level 4.	

Regents Comprehensive Examination in English—June 1999

Chart for Determining the Final Examination Score (Use for June 1999 examination only.)

To determine the student's final examination score, locate the student's total essay score across the top of the chart and the student's total multiple-choice score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 18 and a total multiple-choice score of 22 would receive a final examination score of 83.

Total Essay Score →	Total Multiple-Choice Score																									
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
0	8	16	18	21	23	26	28	31	33	36	38	41	43	46	48	51	53	56	58	61	63	66	68	71		
1	4	12	17	19	22	24	27	29	32	34	37	39	42	44	47	49	52	54	57	59	62	64	67	69	72	
2	12	16	18	21	23	26	28	31	33	36	38	41	43	46	48	51	53	56	58	61	63	66	68	71	73	
3	14	17	19	22	24	27	29	32	34	37	39	42	44	47	49	52	54	57	59	62	64	67	69	72	74	
4	16	18	21	23	26	28	31	33	36	38	41	43	46	48	51	53	56	58	61	63	66	68	71	73	76	
5	17	19	22	24	27	29	32	34	37	39	42	44	47	49	52	54	57	59	62	64	67	69	72	74	77	
6	18	21	23	26	28	31	33	36	38	41	43	46	48	51	53	56	58	61	63	66	68	71	73	76	78	
7	19	22	24	27	29	32	34	37	39	42	44	47	49	52	54	57	59	62	64	67	69	72	74	77	79	
8	21	23	26	28	31	33	36	38	41	43	46	48	51	53	56	58	61	63	66	68	71	73	76	78	81	
9	22	24	27	29	32	34	37	39	42	44	47	49	52	54	57	59	62	64	67	69	72	74	77	79	82	
10	23	26	28	31	33	36	38	41	43	46	48	51	53	56	58	61	63	66	68	71	73	76	78	81	83	
11	24	27	29	32	34	37	39	42	44	47	49	52	54	57	59	62	64	67	69	72	74	77	79	82	84	
12	26	28	31	33	36	38	41	43	46	48	51	53	56	58	61	63	66	68	71	73	76	78	81	83	86	
13	27	29	32	34	37	39	42	44	47	49	52	54	57	59	62	64	67	69	72	74	77	79	82	84	87	
14	28	31	33	36	38	41	43	46	48	51	53	56	58	61	63	66	68	71	73	76	78	81	83	86	88	
15	29	32	34	37	39	42	44	47	49	52	54	57	59	62	64	67	69	72	74	77	79	82	84	87	89	
16	31	33	36	38	41	43	46	48	51	53	56	58	61	63	66	68	71	73	76	78	81	83	86	88	91	
17	32	34	37	39	42	44	47	49	52	54	57	59	62	64	67	69	72	74	77	79	82	84	87	89	92	
18	33	36	38	41	43	46	48	51	53	56	58	61	63	66	68	71	73	76	78	81	83	86	88	91	93	
19	34	37	39	42	44	47	49	52	54	57	59	62	64	67	69	72	74	77	79	82	84	87	89	92	94	
20	36	38	41	43	46	48	51	53	56	58	61	63	66	68	71	73	76	78	81	83	86	88	91	93	96	
21	37	39	42	44	47	49	52	54	57	59	62	64	67	69	72	74	77	79	82	84	87	89	92	94	97	
22	38	41	43	46	48	51	53	56	58	61	63	66	68	71	73	76	78	81	83	86	88	91	93	96	98	
23	39	42	44	47	49	52	54	57	59	62	64	67	69	72	74	77	79	82	84	87	89	92	94	97	98	
24	41	43	46	48	51	53	56	58	61	63	66	68	71	73	76	78	81	83	86	88	91	93	96	98	99	
25	42	44	47	49	52	54	57	59	62	64	67	69	72	74	77	79	82	84	87	89	92	94	97	99	99	
26	43	46	48	51	53	56	58	61	63	66	68	71	73	76	78	81	83	86	88	91	93	96	98	99	100	