

SESSION TWO

FOR TEACHERS ONLY

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

ENGLISH

E

Thursday, June 19, 2003—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) 1
- (3) 3
- (4) 2
- (5) 1
- (6) 2
- (7) 4
- (8) 1
- (9) 3
- (10) 2

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, and 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.

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

QUALITY	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 Responses at this level:
Meaning: the extent to which the response exhibits sound understanding, interpretation, and analysis of the task and text(s)	-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	-establish a controlling idea that reveals a thorough understanding of both texts -make clear and explicit connections between the controlling idea and the ideas in each text	-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	-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	-convey a confused or incomplete understanding of the texts -make a few connections but fail to establish a controlling idea	-provide minimal or no evidence of textual understanding -make no connections between the texts or among ideas in the 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 texts -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 controlling idea -exhibit a logical and coherent structure through skillful use of appropriate devices and transitions	-maintain the focus established by the controlling idea -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.

Both the poem and the prose passage detail lessons taught in an academic setting, but neither piece is primarily about academic content. Both pieces reveal that the true lessons of childhood are those which are still valued in maturity. Written in poetic form, employing the language of everyday speech, "The Thing You Must Remember" details the shaping of a clay dog and its ~~eventual~~ eventual destruction in the heat of the kiln.

The narrator reveals how, even for a child, the creation of art transcends language — "pressing what ~~you~~ you couldn't say with your limited words." Perhaps a more important lesson which "you must remember" is that "the beautiful suffers from too much attention" and that a single vision may grow clumsy "and fragile with trying too hard." In the narrator's ~~own~~ opinion, the most important lesson is that in times when one feels clumsy or at a loss and about to be shattered by the heat of life, support is at hand just as the expertise of the art teacher supported the student.

In Passage II, through a personal narrative approach, a former student details the experiences of a black youth in the pre-integration South. Though much of the passage details the academic undertakings of the powerful protagonist "Miss Bessie," the passage is laced with a subtext of life lessons which she taught. From an initial vignette when Miss Bessie upbraids the reluctant scholar for using "ain't," referring to him using the perjorative "Boy," through the Longfellow quotation, we become acquainted

with how a woman small of stature can exert a life-changing force on a student. She teaches her students to resist peer ~~pressure~~ pressure and to be proud of their intelligence even when their material possessions appear shoddy. Miss Bessie teaches lessons in being an informed citizen by not only knowing who is on the ~~Supreme~~ Supreme Court and in the President's Cabinet, but also cultivating opinions about these people. She teaches that one needs to read a daily paper. Most of all Miss Bessie instills in her students a love of learning which may not exist in homes where neither parent has an academic background.

Eventually the speaker quotes Gladys Wood, a highly respected English teacher, who reveals that she, too, relies on a lesson she learned from Miss Bessie when she has to face "a difficult classroom problem." Miss Bessie taught her to stress the importance of laughter and love in life and this, Wood has found, works well in the classroom.

Both of these stress the importance of academics but also indicate that great teachers teach lessons which transcend texts and tests.

Anchor Level 6 – A

Quality	Commentary
Meaning	The response: Reveals an in-depth analysis of both texts by pointing out that <i>neither piece is primarily about academic content</i> and asserting that <i>the true lessons of childhood are those which are still valued in maturity</i> . The response makes insightful connections to each text (<i>the most important lesson is that in times when one feels ... about to be shattered by the heat of life, support is at hand</i> and <i>the passage is laced with a subtext of life lessons which she taught</i>).
Development	Develops ideas clearly and fully, with appropriate quotations from Passage I (<i>“pressing what you couldn’t say with your limited words”</i>) skillfully woven into the text and with appropriate details from Passage II (<i>Miss Bessie teaches lessons in being an informed citizen</i>). References to point of view (<i>through a personal narrative approach</i>), diction (<i>employing the language of everyday speech</i>), and characterization (<i>how a woman small of stature can exert a life-changing force</i>) are also woven into the discussion.
Organization	Exhibits a logical and coherent structure by establishing a clear controlling idea and maintaining the focus on <i>lessons taught in an academic setting</i> which are <i>the true lessons of childhood</i> . The response maintains the focus by discussing the format and content of each passage and identifying the most important lessons. This focus is reinforced in the conclusion.
Language Use	Uses language that is stylistically sophisticated, precise, and engaging throughout (<i>the creation of art transcends language, From an initial vignette, Miss Bessie upbraids</i>). The structure and length of sentences is varied to enhance meaning (<i>She teaches that one needs to read a daily paper</i> and <i>Most of all ... academic background</i>).
Conventions	Demonstrates control of the conventions, exhibiting only one spelling error (<i>perjorative</i>).
Conclusion: Overall, the response best fits the criteria for Level 6 in all qualities.	

"As the twig is bent so grows the tree." This aphorism holds true in the two passages, both written from the point of view of an adult recalling the bending process and giving the reader some evidence of the results. Both passages describe lessons learned in childhood and their importance in later life.

The speaker in "The Thing You Must Remember" recalls forming a clay dog under the direction of a knowledgeable and capable teacher. The texture of the dog causes the child trepidation, but he/she sees the medium as a way to express the concept of "dog" in a way that surpasses a vocabulary limited by youth. The experience leaves the speaker with a profound lesson for life. In retrospect, the speaker sees the destruction of the clay dog, which is reduced to "white shards" by the heat of the kiln, as a "single vision" that is destroyed by too much effort exerted in its pursuit and by the furnace of daily life. Most important to the speaker is that someone, in this case the art teacher, was available to guide and support him. It would seem that the speaker has profited from the support and guidance of caring others through life.

Passage II seems to be a eulogy for Mrs. Bessie Taylor Gwynn. The diminutive main character is portrayed as the bending force in the life of the speaker as well as numerous others. The passage

is filled with examples of Miss Bessie's force of will exercised to assure the author's success.

The author intersperses exposition with dialogue in order to give the reader a clear picture of the lady who taught him "a lot more than I realized."

Miss Bessie taught grammar - "how dare you say 'aint' to me!"

She taught that peer pressure was no way to govern one's life - "I still made first-string end-and-class valedictorian - without losing my buddies' respect."

She taught public responsibility by forcing students to memorize and form opinions about Cabinet members and members of the Supreme Court.

She taught students to be informed - "... find some way to keep up with what's going on in the world."

She taught self-respect - "Never fret about what you don't have. Just make the most of what you do have - a brain."

Above teaching reading, writing, civics and music, Miss Bessie taught by example; she was an example of what being "educated" really entailed.

The author's response to Miss Bessie's "bending" was to grow into a respected reporter for the Nashville Tennessean, and to speak of his mentor with gratitude and respect.

Both teachers are endowed with an understanding of their young charges which enables them to craft experiences that will produce lessons of immediate

Anchor Paper – Part A—Level 6 – B

Impact as well as exemplary ~~long-term~~ long-term results. The art teacher reassures and supports while Miss Bessie chastens and directs but both are remembered for their care-filled teaching.

Anchor Level 6 – B

Quality	Commentary
Meaning	<p>The response: Establishes a controlling idea (“<i>As the twig is bent so grows the tree</i>”) that reveals an in-depth analysis of both passages. The response makes insightful connections between this idea and the texts (<i>forming a clay dog under the direction of a knowledgeable and capable teacher and the main character is portrayed as the bending force in the life of the speaker</i>).</p>
Development	<p>Develops ideas clearly and consistently, describing the destruction of the dog in Passage I as a “single vision” that is destroyed ... by the furnace of daily life and Miss Bessie’s force of will in Passage II as a catalyst for teaching numerous positive traits which assured the author’s success. The response indicates the point of view from which both passages are told, and for Passage II, exemplifies how the author intersperses exposition with dialogue in order to give the reader a clear picture of Miss Bessie’s character. However, these examples are only briefly developed.</p>
Organization	<p>Maintains the focus on lessons learned in childhood and their importance in later life. A logical sequence of ideas is achieved by skillful use of transitions (<i>In retrospect, Most important, the repetition of she taught, Both teachers</i>).</p>
Language Use	<p>Uses language that is stylistically sophisticated, precise and engaging throughout (<i>This aphorism holds true in the two passages, The experience leaves the speaker with a profound lesson for life, lessons of immediate impact as well as exemplary long-term results</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, although it is somewhat weaker in development.</p>	

Each day throughout the world children rise, bathe, eat and go off to school. There they are exposed to ideas and information. Students are also the recipients of guidance, attitudes and examples provided by caring adults. The ideas and information are important, but more important still are those longer lasting lessons which may contribute to a student's success.

An art teacher provides guidance to a frightened elementary student in the poem "The Thing You Must Remember." The point of view used is that of a reminiscient adult who can now comment on the youthful experience from an adult perspective. The narrator seems grateful for the guidance. Even though the clay dog, once finished, is reduced to "white shards in the kiln," the narrator sees the experience as a lesson about "beauty" and about "trying too hard." The speaker seems thankful that she was taught to deal with tough times by a caring adult, her art teacher.

Five feet tall, 110 pounds and female do not seem to be attributes of a teacher who would change the life of a teenaged boy. Perhaps these weren't the characteristics that Carl Rowan found most noteworthy in Miss Bessie, but they contribute to the irony of his success. In his essay he pays tribute to her, not for her size, but for her caring and example. Miss Bessie had become educated in the face of great odds. She was a black woman in the South who graduated in 1911. She then spent 44 years imparting knowledge and ideas to students like Carl T. Rowan. In a series of examples Rowan shows us that Miss Bessie's concern for her students was more than for their knowledge of facts. By scolding Carl for using "dint" she helps him to deal with peer pressure. When Miss Bessie reassures Carl after he has been teased about his coat, she assures him that he can be proud of having a brain. Miss Bessie provided the push that a boy without academic guidance from home needs. She provided

books that Carl read by the light of a kerosene lantern. She also persuaded him to stay informed which he did by getting a job delivering papers in order to be able to read one each day.

The author's inclusion of one of Miss Bessie's lessons to live by shows us what he valued about her. The lesson deals with the importance of effort in achieving success. Rowan is now a successful newspaper columnist.

In both passages, teachers provide more than information. In passage one an art teacher teaches a student not to fall apart in the kiln of life and in passage two a teacher provides examples of how effort leads to success.

Anchor Level 5 – A

Quality	Commentary
Meaning	The response: Establishes a controlling idea about <i>lasting lessons which may contribute to a student's success</i> , which reveals a thorough understanding of both texts. The response makes explicit connections between the controlling idea and examples from each passage, revealing the impact of a teacher on the adult through lessons learned in childhood.
Development	Develops ideas clearly and consistently, combining direct quotes and appropriate generalizations to discuss the lasting effects which both teachers had on their students. The discussion of Passage I makes use of point of view in order to <i>comment on ... youthful experience from an adult perspective</i> , while the discussion of Passage II draws generalizations from the text to characterize Miss Bessie as a teacher who <i>provided the push that a boy without academic guidance from home needs</i> .
Organization	Maintains the focus established by the controlling idea. Each body paragraph has a logical sequence of ideas with an opening sentence that goes beyond mere formula (<i>Five feet tall, 110 pounds and female do not seem to be attributes of a teacher who would change the life of a teenaged boy</i>). The response exhibits strong transitions between ideas (<i>he pays tribute to her, not for her size, but for her caring and example</i>).
Language Use	Uses language that is fluent and original with an evident awareness of audience and purpose (<i>Each day throughout the world children rise, bathe, eat and go off to school and teaches a student not to fall apart in the kiln of life</i>). The response varies sentence structure and length to enhance meaning (<i>The author's inclusion of one of Miss Bessie's lessons to live by shows us what he valued about her</i>).
Conventions	Demonstrates control of the conventions, exhibiting only one spelling error (<i>greatful</i>) and a comma omission.
Conclusion: Overall, the response best fits the criteria for Level 5 in all qualities.	

Throughout the school years of a youngster, the vital role of the teacher plays a major part— in inspiration, motivation and assisting the student to mold the future person that they will become. From the two passages that I have just read, I found that the influence of two remarkable teachers lent to success in years to follow.

From the short passage The Thing You Must Remember, the student recalls an incident in the art room, while making a clay dog. Although certain characteristics of the dog are mentioned, such as the fur, ears and paws, the main message of this passage lies in the introductory line and in the last line as well. That important theme is in the words "The thing you must remember is... the teacher's hands over yours". The capable hands that helped this youngster mold his little clay dog are of so much significance. They symbolize the faith that his teacher had in her student and the encouragement that she displayed as she helped her student mold his clay, ironically also molding the future person he was to become. Additionally, the fact the author uses imagery to portray these capable hands as "large, rough and grainy" shows how imbedded in his mind these hands really are. This strong memoir shows how the student clearly felt his teachers encouragement and inspiration as he worked.

The teacher in the second passage, Miss Bessie, was displayed by the author as an excellent educator and role model, due to her strong influence, motivation and wisdom. She is noted for her "remarkable career" and her "towering presence in the classroom". She was a woman who firmly believed in receiving a good education and her influence and motivation in this area was passed onto her students who strived to emulate her example. A quote from the author of this passage, who was a former student of Miss Bessie, is "I needed the push and stimulation of a teacher who truly cared!"

Anchor Paper – Part A—Level 5 – B

This figure, was Miss Bessie. She "noticed things... vital to a youngster's development". She was a teacher who although educated with a firm hand, also taught through inspiration, motivation and wisdom. She infused learning into her students and by valuing the lessons, she also infused in them a love and appreciation that they would carry with them into the future.

After reading both of these passages, I came to the realization that the lessons that children receive in their youth can prove to have a long-term effect, even when that student becomes an adult. If infused with love, wisdom and motivation, school education can transform into invaluable knowledge for life.

Anchor Level 5 – B

Quality	Commentary
Meaning	The response: Establishes a controlling idea that reveals an in-depth analysis of the texts stating that the teacher plays a <i>vital role</i> in students' lives. The response makes clear and explicit connections between the controlling idea and both texts, indicating how teachers provide <i>faith ... and encouragement</i> , as well as <i>influence, motivation and wisdom</i> .
Development	Develops ideas clearly and consistently. The response uses paraphrases and direct quotations in discussing both teachers' influence on their students, using a discussion of theme (<i>The capable hands ... symbolize the faith that this teacher had in her student</i>) and characterization (<i>she "noticed things ... vital to a youngster's development"</i>).
Organization	Maintains the focus on <i>the influence of two remarkable teachers</i> . The response exhibits a logical sequence of ideas with appropriate transitions (<i>From the short passage, Although certain characteristics, The teacher in the second passage</i>).
Language Use	Uses language that is generally fluent (<i>imbedded in his mind</i> and <i>valuing the lessons</i>), although sometimes imprecise (Sentence 1), with evident awareness of purpose. Sentence structure varies to control rhythm and pacing (<i>This figure was Miss Bessie</i>).
Conventions	Demonstrates control of the conventions, with occasional errors in spelling (<i>developement</i> and <i>recieve</i>) and punctuation (<i>teachers encouragement</i>).
Conclusion: Overall, the response best fits the criteria for Level 5 in all qualities.	

Memories

Unfortunately we live life from birth to old age. It is not until we are mature that we are truly able to appreciate those whose influence on our growing up has been pivotal. In the two passages just read adults look back on significant experiences of childhood which altered their lives. As children they may not have fully appreciated these life-altering lessons but the teachers have grown in retrospect.

Both teachers offer academic guidance. The art teacher in passage 1 helps a student overcome fear of clay. She helps the student express the concept of a white log. This expression is much more explicit than the child's early language skills would allow. Likewise Miss Bessie a diminutive black school teacher in the Depression South teaches a black teenager civics, English, and history. He reads Beowulf and believes he can write sonnets that rival Shakespeare's. This young man is chastened into using "isn't" and "aren't" rather than "ain't."

These academic lessons prove much less important than the longer-lasting lessons

which allow both speakers to succeed in life. The speaker in the poem remembers the experience of having the clay dog fall to shards in the kiln as a life-lesson that single-mindedness may not be a good thing and that beauty fades when subjected to intense scrutiny. Beyond that the speaker remembers the reassurance of the art teacher's guiding hands and expands that memory to an understanding of everyone's need for support through the use of the second person "you."

Carl Rowan also remembers lessons which accompanied him into a successful life as a newspaper columnist. Some of these lessons were taught by example. Miss Bessie served as an example of how an "educated" person behaved. She also nurtured young Carl's ego, serving as a buttress against peer pressure. When he had undergone teasing because of his threadbare overcoat, Miss Bessie assured him that his brain and what was in it was much more important than his material possessions. Looking back Carl realizes all Miss Bessie did not only for him, but also for his brothers, sisters, and numerous other young

people in need of someone to guide them. Though Passage 2 starts with Miss Bessie's tenacity, it ends with her love and laughter.

Education may be touted as the root of democracy, but with the efforts of dedicated teachers such as these two it is also the key to a life of success and happiness.

Anchor Level 5–C

Quality	Commentary
Meaning	<p>The response: Establishes a controlling idea that reveals a thorough understanding of both texts, asserting that <i>it is not until we are mature that we are truly able to appreciate those whose influence on our growing up has been pivotal</i>. Clear and explicit connections are made to both texts (<i>The speaker in the poem remembers</i> and <i>Carl Rowan also remembers</i>).</p>
Development	<p>Develops ideas clearly and consistently. The response alludes to point of view in a discussion of the <i>academic guidance</i> both teachers provide (overcoming <i>fear of clay</i> and teaching <i>civics, English and history</i>), as well as the <i>longer lasting lessons</i> which are the by-products of this guidance (<i>single-mindedness may not be a good thing</i> and <i>his brain ... was much more important than his material possessions</i>).</p>
Organization	<p>Maintains the focus on teachers who have imparted <i>life-altering lessons</i>. The response moves smoothly from a discussion of <i>academic guidance</i> to <i>longer lasting lessons</i>. A logical sequence of ideas is exhibited by use of appropriate devices and transitions (<i>Both Teachers, Likewise, These academic lessons, Beyond that</i>).</p>
Language Use	<p>Uses language that is generally fluent (<i>diminutive black school teacher</i> and <i>Miss Bessie's tenacity</i>) but sometimes imprecise (<i>the teachers have grown in retrospect</i>) with evident awareness of audience and purpose. Long, complex sentences are well-controlled and are used with shorter sentences to control rhythm and pacing (Paragraph 4).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>butress</i> and <i>toughted</i>), punctuation (<i>just read adults, Depression South teacher, Looking back Carl</i>), and agreement (<i>his brain and what was in it was</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>	

A teacher can be anyone. Whoever takes a role of inspiration in the life of an individual. What is certain is that teachers are necessary to the development of a child. Perhaps that is why it is said, that childhood is the best time in life. Ideas are developed here that shape the rest of your existence.

In both passages the role of a teacher is important to the student. Without the help of a teacher many obstacles may arise, and setbacks become more difficult to overcome. The teacher facilitates the transition between learning on a scholastic level and learning on a moral level. The goal of these teachers is to instill courage, curiosity and great confidence in each pupil. These things can be found anywhere.

In both students a passion and desire to are the only necessities when pursuing knowledge. They learn to accept and be proud of who they are in "The Thing you must remember" the pupil learns that, "the beautiful suffers from too much attention, how clumsy a single vision can grow, and fragile with trying too hard." This means that things may appear better in other people's lives but in reality everyone has problems and a student

should be themselves. In Passage II the protagonist learns a similar lesson, "once a few classmates made fun of my frayed, hand-me-down overcoat, calling me 'Strings'... Miss Bessie... said, 'Carl, never fret about what you don't have. Just make the most of what you do have—a brain.'" This means that having pride in your self is very important. Without the help of both these teachers their students might have let those setbacks keep them down. Through that guidance they received they came out all the better.

Repetition is very much a part of "The Thing you must Remember" hands are a theme present throughout the "teacher's hands... your small hands... the art teacher's capable hands: large, rough and grainy." It presents an idea that hands as in "helping hands" can make a difference. Without the large "rough and grainy hands" of the teacher the student would not continue to working with the clay as a symbol for molding their life.

"If you don't read, you can't write, and if you can't write, you might as well stop dreaming," Miss Bessie once told me. A dedication to learning

is stressed "No one in my family had ever graduated from high school, so there was no tradition of commitment to learning for me to lean on." The obstacles are made easier "She would believe that I could write sonnets as well as Shakespear or iambic-pentameter verse to put Alexander Pope to shame."

In conclusion both teachers wanted their students to learn. They had the power to succeed and that they were good enough to do it in the end with some out with a better understanding.

Anchor Level 4 – A

Quality	Commentary
Meaning	The response: Establishes a controlling idea that shows a basic understanding of both texts, asserting that <i>childhood is the best time in life</i> and noting that <i>ideas are developed here that shape the rest of your existence</i> . The response then links the two passages (<i>In both passages the role of a teacher is important to the student</i>). The response makes implicit connections which depend upon the reader's knowledge of the texts (<i>working with the clay</i>) for clarity.
Development	Develops some ideas more fully than others. The discussion of both passages is based on quotations (<i>The pupil learns that, "the beautiful suffers ... with trying too hard"</i> and <i>"Once a few classmates ... what you do have—a brain"</i>), which are more relevant in the discussion of Passage I than of Passage II. Paragraph 5 contains quotes from Passage II, but little actual discussion of the text. The theme of hands in Passage I is developed but <i>protagonist</i> which implies a discussion of character in Passage II remains undeveloped.
Organization	Maintains a clear and appropriate focus and exhibits a somewhat logical sequence of ideas, but lacks internal consistency. After the two introductory paragraphs, the organizational structure is based on quotations followed by brief discussion.
Language Use	Uses generally appropriate and occasionally fluent language, with some awareness of audience and purpose (<i>The teacher facilitates the transition between learning on a scholastic level and learning on a moral level</i>). Sentence structure and length are varied, though not always with success (<i>They had the power to succeed and that they were good enough to do it</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>pursueing, Repitition, easir</i>), punctuation (<i>it is said, that; " The Thing you must Remember" hands are; learning is stressed "No one; to do it in the end both</i>), use of the apostrophe (<i>peoples lives</i>), and agreement (<i>a student should be themselves</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

The people who we often seem to take for granted could eventually become important ingredients in molding our hearts, minds, and souls. Children learn some of the most important childhood lessons from their teachers. They learn how to read, write, and do word problems, but in addition they learn secrets of success that can be used throughout later life.

In Passage I, a poem called "The Thing You Must Remember," the poet speaks of his early childhood days and a teacher who gave him his undivided attention to help him to grow and learn. The author describes the experience of molding a clay dog with the teacher, and in doing so learning a valuable lesson. The child learns that trying too hard and being too rough with a ~~fragile~~ fragile object could be destructive. The poem is enhanced by literary elements and techniques such as the author's point-of-view and the reflective language which describes a unique perspective of childhood. The figurative language in lines 7-8 "The gray clay felt dangerous, your small hands were pressing what you ~~couldn't~~ couldn't say with your limited words." adds a certain degree of intensity and emotion to our reading of this life lesson.

In Passage II the author makes it clear that Miss Bessie has made a significant impact on his life. Miss Bessie, a high school teacher back in the time of extreme racial prejudice, taught her students many valuable lessons in life that they would carry with them forever. She helped to

shape her students as ~~many~~ human beings, teaching them the importance of being true to self and standing up against peer pressure. She taught her students that although they might be poor, they could still succeed. She taught them to keep up on the politics and current events of the world. She also motivated them to work hard and to never give up. These ideas are supported in the reading by various literary elements and techniques. An example of this is the speaker's point of view, first person. Also, the detailed characterization of Miss Bessie adds to the theme and the work as a whole.

In conclusion, unexpected people can sometimes teach us life-long lessons. Teachers can truly make a difference by presenting us with numerous childhood lessons that may be the keys to our future success.

Anchor Level 4 – B

Quality	Commentary
Meaning	<p>The response: Establishes a controlling idea that shows a basic understanding of both texts, stating that <i>children learn some of the most important childhood lessons from their teachers</i>. Connections between the controlling idea and ideas in the texts are based on identification of these <i>important childhood lessons</i>, including the somewhat erroneous conclusion that <i>the child learns that ... being too rough with a fragile object could be destructive</i>.</p>
Development	<p>Develops ideas briefly, making some general references to Passage I (<i>the poet speaks of his early childhood days and a teacher</i> and <i>The author describes the experience of molding a clay dog with the teacher</i>). References to Passage II consist primarily of a listing of the <i>valuable lessons in life</i> which were imparted by Miss Bessie. References to literary elements and techniques are made (<i>the poem is enhanced by literary elements and techniques</i> and <i>ideas are supported in the reading by various literary elements and techniques</i>), but are largely undeveloped.</p>
Organization	<p>Maintains a clear and appropriate focus on <i>a valuable lesson</i> in Passage I and on <i>many valuable lessons</i> in Passage II. The response exhibits a logical sequence of ideas, first addressing Passage I and then Passage II. Transitions between paragraphs, however, are weak (<i>In Passage I, In Passage II, In conclusion</i>).</p>
Language Use	<p>Uses appropriate language (<i>They learn how to read, write, and do word problems, but in addition they learn secrets of success</i>) with some awareness of audience and purpose. Sentence structure and length are controlled and often effective (<i>Miss Bessie, a high school teacher ... carry with them forever</i>).</p>
Conventions	<p>Demonstrates partial control of the conventions, including comma errors and errors in pronoun use (<i>who</i> for “whom” and <i>gave him his ... attention to help him</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in development.</p>	

As children mature into adults, their personality and attitude become dependent on the experiences that they have had. Children are, therefore, greatly influenced by people and teachers in their lives. Passage 1 and 2 are both important, in that they present a common theme: some like a teacher will always be available to offer support and guidance in life's lessons. This theme is presented in passage 1 through the use of imagery, and in passage 2 through the use of the narrator's point of view.

Passage 1, a poem called "The Thing You Must Remember", encompasses the idea that even through difficult times, someone will always be present and "holding on". Presenting the image of a child sculpting a clay dog, the author is able to connect this childish craft to a realization of life's lessons. The author thoroughly describes the action of the clay sculpture's fragility. The author writes, "When the dog's back stiffened, then cracked to white shards," one can almost imagine the destruction of the sculpture. Using this imagery the author is able to convey the feeling of sadness, which shows the importance of the teacher's help for the child. The art teacher's "hand over yours", shows the guidance of an adult, but also that experiences like the breaking of the clay dog had an effect on the child's life; he will never forget it.

In passage 2, the author's point of view is important in expressing his love for his teacher. He personalizes the story by using the pronoun "I", therefore, the story becomes a personal narrative, and the reader

can better understand the impact of certain events presented. Throughout the passage, the reader describes many events and the themes he learned from them because of the influence of his teacher. In one instance when the narrator was being teased for his old clothing, his teacher reminded him that ^{he should} never fret about what [he didn't] have. Just make the most of what [he does] have - a brain. As the passage continues, the author portrays several more themes he learned ^{from his teacher.} "Push and stimulation" were essential, as well as "love and motivation". Both of these traits were what made his teacher successful in influencing him. With the help of his teacher, her support and influence enabled his experiences to propel him towards a successful future.

Consequently, many experiences can cause a person to realize that support is inevitable. ~~Some~~ ^{Some} things can ^{not} be done completely alone. This is why teacher's play such an important role in children's lives. By expressing their own love, they pass it onto younger students.

Anchor Level 4 – C

Quality	Commentary
Meaning	<p>The response: Establishes a controlling idea that shows a basic understanding of the texts by first noting that the <i>personality and attitude</i> of maturing children are shaped by <i>the experiences that they have had</i> and by stating that children are <i>greatly influenced by people and teachers in their lives</i>. Connections between the guidance of teachers and the texts are implied.</p>
Development	<p>Develops some ideas more fully than others. The discussion of Passage I loosely connects <i>the guidance of an adult to the destruction of the sculpture</i>. The more thorough discussion of Passage II exhibits an understanding of point of view (<i>a personal narrative</i>), but a misunderstanding of <i>themes</i> which is used as a synonym for both <i>lessons and traits</i>.</p>
Organization	<p>Establishes, but fails to maintain, an appropriate focus. The attempt to address multiple areas of focus, as is evidenced in the conclusion (<i>that support is inevitable; teacher’s play such an important role in children’s lives; By expressing their own love, they pass it onto younger students</i>), weakens the response and detracts from its coherence.</p>
Language Use	<p>Uses language that is generally appropriate, but occasionally imprecise (<i>encompasses the ideas, the action of the clay sculpture’s fragility, the reader describes</i>). Sentence length and structure are varied, though not always with success (<i>The author writes, “When the dog’s back ... to white shards,” one can almost imagine and her support and influence enabled his experience to propel him towards a successful future</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>guidence, imagry, inevitable</i>), punctuation (<i>teacher’s play</i>), and subject/verb agreement (<i>the authors is</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in organization.</p>	

Have you ever been guided by a hand and then had to guide yourself to the finish line? Both authors from the passages, portray children who are being guided by the teacher and eventually ~~have~~ ^{have} to be on ~~the~~ ^{their} own. The authors use tone, attitude and characterization to prove ~~this~~ that children need a hand to guide them, but they must let go once they're ready.

In the poem, "The Things You Must Remember," a child's character is represented as timid and unsure. However, when the teacher helps the child shape the clay, the child's progress becomes self-reliance and control. "... the gray clay felt dangerous, your small hands were pressing what you couldn't say with your limited words." In the passage, the child's character was one that followed others and gave into peer pressure. "... I'm trying to make first-string and ^{the} my football team, and if I go around saying 'it isn't'... the boys are gonna laugh me off the squad." During the time spent with his teacher, Miss Berrie, he became a leader and announced, ^{that} he learned a lot from this strong woman. "The memory of Miss Berrie and how she ^{conducted} her classroom did more for me, than anything I learned in college."

The tone in the poem was one of great colors that were slightly touched with the cold gray ^(from the clay used) it felt it was warm in the classroom and because the teacher was there. The tone in the passage was bright and opened windows; ~~and~~ the teacher (Miss Berrie) opened the children's minds in her classroom. Both of the author's attitude is all the. They are sensitive (child), control (teacher holding clay), disciplinary (Miss Berrie)

and her class) and focus (on clay and on the words spoken by Miss Bessie).

The author portrayed a message that "no man is an island," which really means, "no man stands alone." Each person needs someone and without that guided hand, you could be lost, alone and afraid. The author portrayed a sense of security in the ~~at~~ ^{the} ~~children's~~ ^{teacher} arms. For example, ^{the} teacher helping the child to shape the clay in art class and the teacher (Miss Bessie) providing her ~~children~~ ^{students} with sense of independence and discipline in her classroom.

Anchor Level 3 – A

Quality	Commentary
	The response:
Meaning	Establishes a controlling idea that shows a basic understanding of the texts (<i>children need a hand to guide them, but they must let go once their ready</i>). Connections to the texts are few and superficial (<i>the child's shyness becomes safeness and he became a leader</i>).
Development	Is largely undeveloped. Of the three quotations, only the second (<i>I'm trying to make first-string end on the football team</i>) is relevant. Though the response mentions <i>tone, attitude and characterization</i> , little evidence of understanding these terms as they relate to the texts is presented (<i>child's character is ... timid and unsure, tone in the poem was one of great colors, tone in the passage was bright and opened windows</i>).
Organization	Establishes an introductory focus on guidance resulting in independence, but a loss of focus is evident in the conclusion (<i>no man is an island</i>). The response exhibits a rudimentary structure alternating information from the passages in each body paragraph (<i>In the poem ... a child's character, In the passage the child's character, The tone in the poem, The tone in the passage</i>).
Language Use	Relies on basic and sometimes invented vocabulary (<i>controlness</i>). Attempts to vary sentence structure are unevenly successful [<i>Both of the author's attitude are alike. They are sensitive (child), control (teacher holding clay), discipline (Miss Bessie and her class) and focus (on clay and on the words spoken by Miss Bessie)</i>]. The concluding sentence is a fragment.
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>potray, trying, indepence</i>), punctuation (<i>author's potrayed</i>), and usage (<i>their</i> for "they're", <i>guided</i> for "guiding", <i>buy</i> for "by") that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions and somewhat weaker in development.	

From the two passages that I read, both authors are thinking back their childhood and how a teacher influence them throughout their whole life. They described their teacher in a totally different way, however, they both appreciate the life time lessons they learned when they were young.

In the first passage, the author described how his/her teacher's big hand supports him/her when he/she faces difficulties. "The things you must remember is the art teacher's capable hands: large, rough, and grainy, over yours, holding on." She/he also learned "how the beautiful suffers from too much attention, how clumsy a single vision can grow, and fragile with trying too hard." The author uses some words to reflect what she learned and what she appreciates.

In the second passage, the author wrote this essay from his point of view, too. He is a writer in "Tennessee," he looks back his childhood. He described what he learned from Miss Bessie. She didn't just tell him how many and what kind of book he should read but how she taught him to absorb from it. The author thinks that Miss Bessie is the person who made him what he is today. He also realized how much

he learned from her that benefits him after graduated from high school. "She led me to believe that I could write sonnets as well as Shakespeare, or iambic-pentameter verse to put Alexander Pope to shame."

Both authors learned many life-time lessons from their childhood teacher. Sometimes, when we were in school, but we don't realize how much they teach us until something just struck you somewhere. It can make a difference on us when the teachers really teach the students with compassion and that's how these two authors became what they are now.

Anchor Level 3 – B

Quality	Commentary
Meaning	The response: Establishes a controlling idea that shows a basic understanding of both texts (<i>both appreciate the life time lessons they learned when they were young</i>). Connections between the texts and the controlling idea are primarily reassertions of this idea (<i>The author uses some words to reflect what she learned and what she appreciates and He also realized how much he learned from her that benefits him after graduated from high school</i>).
Development	Develops ideas briefly. The discussion of Passage I consists of two quotes, the first preceded by a confusing summary statement which mixes literal and figurative interpretation, and the second followed by another confused summary. The discussion of Passage II contains an unclear reference to a literary element (<i>his point of view</i>), an irrelevant fact (<i>a writer in "Tennessean"</i>), an inaccurate statement about a <i>book he should read</i> , and an unlinked quote.
Organization	Establishes an appropriate focus (<i>Both authors learned many life-time lessons from their childhood teacher</i>) and exhibits a rudimentary structure of introduction, Passage I, Passage II, and conclusion. The response includes some inconsistencies and irrelevancies, such as the quote ending paragraph 3.
Language Use	Relies on basic vocabulary (<i>who made him what he is today</i>) with instances of imprecision (<i>how she taught him to absorbs from it and something just struck you somewhere</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>He is a writer in "Tennessean," he looks back his childhood</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in verb tense (omission of inflectional suffixes and unwarranted tense changes), gender attribution (<i>he/she</i>), preposition use (<i>on</i> for "to"), and frequent word omissions that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 3 in all qualities.	

The passages both talked about having a teacher to help you find the way. In passage I it was a Art teacher helping a boy create his clay dog. In passage II it is a school teacher helping a boy through his tough life. Both of the teachers helped the boys to succeed.

Passage I talks about how much hard work the boy is putting into the clay dog. The teacher is right there holding the boy's hands, showing him how to mold the clay. The boy cares about nothing else, only the clay dog matters to him. The art teacher shows the boy all of the beauty that comes after all of the hard work. The point that the author is trying to get through is, The thing you must remember is that a teacher is guiding you through the way to success.

Passage II also involves a teacher. The teacher in this passage is Miss Bessie. Miss Bessie would always help the children out when they needed it. She taught the children very valuable lessons. For example the lesson that she taught the boy about speaking proper english. He became valedictorian. Miss Bessie could make sense of all types of literature. The passage says that she could make sense of Shakespeare, Milton, Voltaire. Out of her 44 year career as being a school teacher she brought success to many of her students.

In conclusion to passage I, and Passage II, both teachers in the passages guided their students. Both teachers guided their students to success. Teachers play a very

Anchor Paper – Part A—Level 3 – C

significant role in a students life. Teachers can greatly influence the course of a students life.

Anchor Level 3 – C

Quality	Commentary
Meaning	The response: Establishes a controlling idea that shows a basic understanding of the texts (<i>both talked about having a teacher to help you find the way</i>), though some misunderstanding is evident (<i>The art teacher shows ... the beauty that comes after ... hard work</i>). Connections between the controlling idea and texts are few and superficial (<i>The teacher is right there and Miss Bessie could make sense of all types of literature</i>).
Development	Develops briefly the idea that the teachers are helpful, but connections between the text and task are sometimes vague (<i>Miss Bessie would always help the children and The passage says that she could make sense of Shakespear, Milton, Voltaire</i>). No literary elements are mentioned.
Organization	Establishes an appropriate focus on teachers being helpful. The response exhibits a rudimentary structure discussing <i>the passages both and Passage I and Passage II</i> . The conclusion is repetitive and ineffective.
Language Use	Relies on basic vocabulary (<i>The teacher in this passage is Miss Bessie</i>) with some awareness of audience and purpose. Attempts to vary sentence structure are unevenly successful (<i>For example, the lesson that she taught the boy about speaking proper english</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>succede, valauble, Shakespear</i>), punctuation (use of commas, apostrophes, and periods), and capitalization (<i>english</i>), verb tense, and selection of prepositions (<i>through the way to</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.	

What are childhood lessons? Childhood lessons are things we did when we were younger. These would be things such as things you remember when you were little or things your teachers taught you in school.

In passage I, it talks about things you must remember. This passage talks about how when you were a child you worked hours in the art room, or made clay animals. You learned how to make things in art and how to be come creative. In this passage it also talks about how you should remember what your art teacher's capable hands looked like and what they did. You should remember all the fun times you had as a child and all the wonderful memories you will have to look back on.

In passage II it is about a child and a wonderful teacher that he had. In the passage it talks about how you should always try to make yourself better at something no matter

what anyone thinks of you.

In the passage Miss Bessie wants all her students to become something in life. The boy in

this passage has no one to lean on for graduating from high school because no one in his family did.

From Miss Bessie many students became doctors, dentists and college professors. In the passage it states that ^{how} she ~~and~~ conducted her classroom did more for me than I learned in college.

This passage mainly had to do with how you can learn a lot from your teachers and it would get to far if you listen to them.

In both of these passages they both have different points of view they both also use figurative language.

In conclusion I agree with both of these passages. I feel that you can have a lot of great and wonderful memories about lessons from childhood.

Anchor Level 2 – A

Quality	Commentary
Meaning	<p>The response: Conveys an incomplete understanding of the texts and fails to establish a controlling idea beyond stating that <i>childhood lessons are things we did when we were younger</i>. Few connections are made between the texts or among ideas in the texts beyond their being about teachers.</p>
Development	<p>Is largely undeveloped, relying on generalizations and basic references to the text that are vague (<i>you should remember what your art teacher's capable hands looked like and what they did</i>) or unjustified (<i>You should remember all the fun times you had as a child and all the wonderful memories</i>). References to figurative language and point of view are undeveloped.</p>
Organization	<p>Lacks an appropriate focus, but suggests organization, with an introductory paragraph, followed by two body paragraphs and an irrelevant conclusion.</p>
Language Use	<p>Relies on language that is basic (<i>In passage I, it talks about things you must remember</i>) and unsuitable for the audience (use of <i>you</i> throughout the response). The response reveals little awareness of how to use effective sentence structure (<i>From Miss Bessie may students became doctors, dentists and college professor</i>). Repetition contributes to imprecision (<i>things such as things</i>).</p>
Conventions	<p>Demonstrates emerging control, exhibiting occasional errors in spelling (<i>be come</i> and <i>alot</i>), pronoun use (<i>In passage II it is</i>), capitalization (<i>High School</i> and <i>In Both</i>), and parallelism (<i>doctors, dentists and college professor</i>) that sometimes hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use and conventions.</p>	

Throughout our childhood lives we learn many lessons. Some lessons have been learned by doing good things and others have been learned by the bad things we have done.

Many of the lessons we have learned, have been taught to us by our fellow teachers. When we were in kindergarten they helped us by modeling the clay dog, and teaching us to use our imaginations, guiding us the whole way. As we grew older they started preparing us for life that wouldn't be as easy and consist of making animals out of clay.

In passage I entitled "The Thing you must Remember," the teacher helped a child to make a dog out of clay. The teacher was there helping the child as well as guiding him or her the whole way.

In passage II the passage talks about a teacher whom helps a child to not to give into peer pressure and tells him to read at whatever chance he could get. She taught him a lot of life lessons that he would never forget.

Anchor Level 2 – B

Quality	Commentary
Meaning	The response: Conveys a confused and incomplete understanding of the texts, stating that teachers <i>started preparing us for life that wouldn't be as easy and consist of making animals out of clay</i> . The response establishes a vague controlling idea (<i>lessons have been learned by doing good things and ... by the bad things</i>) but does not connect it to the texts.
Development	Is incomplete and largely undeveloped. The reference to <i>make a dog out of clay</i> is repeated three times but is not linked to the controlling idea. Discussion of Passage II is minimal, with only vague references to a teacher's helping a child to avoid <i>peer pressure</i> and <i>to read</i> . There are no references to specific literary elements.
Organization	Lacks an appropriate focus, but suggests some organization, moving from Passage I to Passage II, but omitting a conclusion.
Language Use	Relies on basic vocabulary, with little awareness of audience or purpose (<i>guiding us the whole way</i> and <i>fellow teachers</i>). The response exhibits some attempt to vary sentence structure, but with uneven success (<i>In passage II the passage talks about a teacher whom helps a child not to give into peer pressure and tells him to read at whatever chance he could get</i>).
Conventions	Demonstrates emerging control. Occasional errors in spelling (<i>child hood</i> and <i>hehps</i>), punctuation (<i>Many of the lessons we have learned, have been taught to us by our fellow teachers</i>), and pronoun use (<i>teacher whom helps</i>) sometimes hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use and conventions.	

Anchor Paper – Part A—Level 2 – C

Both authors wrote a piece that talk about childhood lessons. Passage number one is a poem. Passage number two is an essay recalling a teacher named Miss Bessie.

In Passage number two, the author learned important life lessons from his/her teacher in high school for English, history, and civics. The author used characterization. Miss Bessie was the author's teacher. She taught the author that there are more important things in life than academics and school related activities.

Anchor Level 2 – C

Quality	Commentary
Meaning	The response: Conveys an incomplete understanding of the task by restating the language of the prompt as the controlling idea (<i>childhood lessons</i>). The response exhibits an incomplete understanding of Passage I, which is only identified as <i>a poem</i> ; and a confused understanding of Passage II, stating that Miss Bessie <i>taught the author that there were more important things in life than academics</i> .
Development	Is minimal, with no evidence of development beyond very basic facts (<i>Miss Bessie was the author's teacher</i>).
Organization	Establishes no focus beyond the restatement of the prompt. Organization of the seven sentences consists of giving the genre of each passage followed by a brief discussion of Passage II.
Language Use	Uses language that is imprecise (<i>a piece that talk about</i> and <i>his/her teacher</i>) and reveals little awareness of how to use sentences for effect.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat weaker in development and conventions.	

As getting older and becoming an adult grows near I wonder, have the lessons I learned been all good. I believe so. Everything happens for a reason. All the trials and tribulation have helped me or will help me in the future.

Most lessons I have learned, I have been taught by grandparents. They have taught me many necessary factors to live in today's society. Many living standards are different today. But the Good will of people will always be the same. Treat people the way you want to be treated. Teachers played a rather large role also. They teach students things for a reason. They are there to help us.

Since everybody in the United States has to go to school or figured that since I'm here I might as well take advantage of it and get an education. I don't want to go half of the time but I have to. Getting in a habit of liking school can be a good thing. If you can get into a routine of that, than if you further your education you will enjoy it more, and maybe do better.

Lessons learned in childhood stages are a must. Without them, people will be adults, but acting like kids.

Anchor Level 1 – A

Quality	Commentary
Meaning	The response: Provides no evidence of textual understanding as no reference is made to the texts beyond a general reference to the role of teachers (<i>Teachers played a rather large role also</i>). No connection is made to the task beyond the mention of <i>lessons learned in childhood stages</i> .
Development	Is incomplete. Ideas are not supported by use of any evidence from the texts.
Organization	Lacks an appropriate focus, but suggests some organization. The response begins with personal reflection (<i>have the lessons I learned been all good</i>), expands to address society (<i>Many living standards are different today</i>), offers personal advice to others (<i>If you can get into a routine of that</i>), and concludes with a possible repercussion of ignoring lessons learned in childhood. The organizational focus of the second paragraph is unclear.
Language Use	Relies on basic vocabulary, which is sometimes imprecise (<i>many necessary factors to live</i>) or informal (<i>every kid</i>), with little awareness of audience and none of purpose. The response exhibits an attempt to vary sentence structure and length for effect with uneven success.
Conventions	Demonstrates partial control, exhibiting errors in punctuation (<i>Since every kid ... education and If you can get into a routine ... do better</i>) and in usage (<i>their</i> for “there” and <i>than</i> for “then”) that do not hinder comprehension.
Conclusion: Although the response fits criteria for Levels 1, 2, 3, and 4, it remains at Level 1 because it makes no reference to the texts.	

The think u must member is a dog. For lessins of childhood by Rowan do good at school. Learning correct grammar participating in sports.

Poetry have the effect of stressing Miss Bessies power to discourage imitation.

Longfellows vers on hard work hearts and souls of this country's children.

Anchor Level 1 – B

Quality	Commentary
Meaning	The response: Provides minimal evidence of textual understanding, since the response relies heavily on words and phrases taken directly from the text and multiple-choice questions (<i>Learning correct grammar, participating in sports, Miss Bessies power, discourage imitation, Longfellows vers, hard work, hearts and souls of this country's children</i>).
Development	Is minimal, relying on a vague reference to Passage I (<i>The think u must member is a dog</i>), a vague reference to the task (<i>For lessins of childhood</i>), and disjointed and inaccurate references to Passage II (<i>Poetry have the effect of stressing Miss Bessies power to discourage imitation</i>).
Organization	Shows no focus or organization beyond an uncertain movement from Passage I to Passage II and an attempt to employ paragraphing.
Language Use	Uses language that is imprecise and unsuitable for the audience and purpose (<i>think</i> for “thing,” <i>u</i> for “you,” and <i>member</i> for “remember”). The response exhibits little awareness of how to use sentences to achieve an effect. Of the five sentences in the response, two are fragments.
Conventions	Demonstrates a lack of control even with language taken from the text, exhibiting frequent errors in spelling (<i>lessins</i> and <i>vers</i>), use of the apostrophe (<i>Miss Bessies power</i> and <i>Longfellows vers</i>), and agreement (<i>Poetry have</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in language use and conventions.	

Childhood is a very important part of your life. The way you are brought up to all the things you have done, make you how the person you are today. Two passages I have read that reflect on this essay are The Things You Most Remember and Passage II which has no title. These two passages reflect on childhood life and how it makes you who you are.

Passage I The Child remembers being in art class and how important the project he was working on was. He put a lot of hard work and time into the project. Then the project had broken. The child was heart broken and now as a grown man thinks back on how hard he worked. This passage showed hard work and disappointment. Also how it affects you in the long run.

In passage two was about how this young man growing up was hard for him cause he was from a different background and cause his parents had no money. In passage II it showed how hard one can

work for what he wants and all
the good people out there willing
to help

in Passage I and II both
reflect on childhood memories and
how they affect you being the person
you are. Also hard work pays off.

The many lessons which we learn during our childhood are extremely important since they help to shape us into the individuals we will ultimately become. In analyzing Passages I and II we will see clearly that it is the vital support and encouragement given to us by our teachers which is ~~clearly~~ the most important factor in teaching us the childhood lessons that are so critical for our future success.

Passage I, a poem entitled "The Thing You Must Remember," concerns a child who is working on molding a "little clay dog" with his art teacher's hands guiding his own. We experience the event through the point of view of the child, who felt as if the only "thing" that was really important was this clay dog. Lines 4-6 illustrate this importance by stating "You must remember how nothing mattered but the imagined dog's fur, the shape of his ears and his paws." However, when one works too long on clay, it crumbles, as did the clay dog. Lines 10-13 explain that "... you learned how the beautiful suffers from too much attention ... and fragile with trying too hard." The words "The gray clay felt dangerous" were used as a kind of foreshadowing of the image of the dog cracking in the kiln.

The child learned this lesson with his clay dog while his teacher supported him the entire time. The poet leaves us with the final impression "The thing you must remember is the art teacher's capable hands: large, rough and grainy, over yours, holding on." This lesson reinforces the theme of the supportive teacher and will never be forgotten by the child.

Passage II is an essay written by a former student of Miss Bessie, a teacher who is effectively characterized throughout the essay and emerges as "a towering presence in the classroom." He explains how Miss Bessie's constant support and encouragement motivated him. The reader experiences her encouragement in lines 14-17, "... do you know what really takes guts? Refusing to lower your standards... to say you've got to live and be somebody fifty years after all the football games are over." Her encouraging words to him convinced him to begin saying "isn't" instead of the commonly used "ain't." Miss Bessie also encouraged him to be informed on current world events and to use what he did have, his brain, while not worrying about what he did not have. She insisted that

he read and write, saying "If you don't read, you can't write, and if you can't write, you might as well stop dreaming." He graduated as class valedictorian and became a journalist, attributing his success to this loving and caring teacher, Miss Bessie. When she passed away, hundreds of her former students mourned for her, realizing how she had touched their lives.

In Passage I, the child learns that with too much attention, even "the beautiful" can suffer and how a single vision can "fragile with trying too hard." He learns this with his teacher's hands over his, supporting his progress. In Passage II, Miss Bessie's encouragement brought her students a world of success. The ~~mourn~~ mourning of her former students was a true testament to her influence. During our childhood we learn many lessons, often from our teachers. These lessons shape us into the individuals we grow to be.

both passages were talking about a childhood. the both passages were telling you how the child is abuses the second was telling you about how ~~how~~ a child wasn't find any body to help her read Beowulf.

the first passage is explain you about a poem. thing that you ~~shou~~ must remember in life. the child was waiting long hours for the teacher but he was abuse by the teacher the child was telling how he/her fell about the work to his doing. he say he ~~will~~ her will never forget how hard he/her works in a day.

the second ~~passage~~ passage was telling you how a teacher force her to read Beowulf after that she likes it after few days. the teacher was teaching for 43 years in the state's school system after she finish school she became a teacher the thing was difficult for her when she faced a difficult classroom problems she ask herself her would Mrs Bessie deal with it ~~here~~ she remember that

miss Bessie would handle it with laughter and love.

Miss Bessie no one of her family had a high school diploma ever. They want her to learn so they can lean on. Miss Bessie thought her everything so that she could believe she said that she write sonnets as well as Shakespeare so she just want her to learn. Miss Bessie tells that she spent hours squinting beside a kerosene lamp reading ~~Shakespeare~~ Shakespeare and Thoreau, Samuel Pepys and William Cullen Bryant.

those things were passing ~~this~~ right the world a lot of people were suffered they both thought you about teachers and student how they react different way. ...

Students should remember their lessons from childhood, i.e., what they were being taught in school. In the poem "The thing you must remember" and in passage II, each author shows how they ~~should~~ remembered ^{their} lessons from childhood and they show their gratitude.

In the poem, the thing ~~you~~ ^{we} must remember is the teacher's support. No one was born smart. We did not know how to write, read, etc... But someone taught us. That, we should remember it. As a little child, we did not know the importance of being knowledgeable. But, became an adult, the only thing that we must do is to remember the good-will of teachers to teach us, their patience, and their love.

~~The~~ passage II is about a student who had a tough teacher, Miss Bessie. Miss Bessie encourages ~~her~~ ~~and~~ students to do well. She did not give any choices. She wants her student to work very hard. In line 22, the student expresses himself by saying: "I remember her now with gratitude and affection." This boy remembered that teacher for what she was. She was really devoted to educate ~~to~~ those who really want to learn. This student ~~to~~ remembered his lessons, because at the end of the passage, he concludes with these words: "So many times, when I faced a difficult classroom problem, I asked myself, How would Miss Bessie deal with this".

Our gratitude for what we learned should incite us to remember the good work done by teachers and use that as a strength.

The steady support of teachers is the reoccurring theme in both passages. While growing up the influence of your teachers can make or break you. Childhood memories stay with you forever. Even at this very moment, the action of writing with an eagle pencil is a reminder of ~~my~~ ~~my~~, a first grade teacher in ~~my~~ New York.

Not only do teachers show you how to read and write, but they teach you concepts that you will need for the rest of your life.

In Passage one, "The thing you must remember", a teacher is helping a child mold something out of clay. The way society helps mold life concepts. For example "when the dog's back stiffened, then cracked to white shards in the kiln, you learned how the beautiful suffers from too much attention, how clumsy a single vision can grow, and fragile with trying too hard." With the simple tool of clay children can learn things in one art session than an adult could learn in a life time, with the support from a teacher.

"The thing you must remember is the art teacher's capable hands: large, rough and grainy, over yours, holding on."

In passage II, the young man complained to his teacher that if he used proper grammar the football team would "laugh him off the squad". Miss Bessie, a five foot tall, 110 pound "heavyweight" responded to him with an answer that applied to many other aspects of his life. She said "Boy, you'll play football because you have guts. But do you know what really takes guts? Refusing to lower your standards to those of the crowds". Miss Bessie was dubbed a "heavyweight" because of the severity of her words. Too often in today's world children and young adults fall victim to "how clumsy single vision can go". (passage I). With Miss Bessie's support, hundreds of students stood on their own.

Although both passages contain literary devices and techniques they demonstrate how great heights "were not attained by sudden flight, but they while their companions slept, were toiling upward in the night." - Henry Wadsworth Longfellow.

(This goes before the previous IP)

Passage I held with its motifs, personification. It is shown when "the clay dog was given human traits" when "the dog's back stiffened". All of passage II was written in the point of view

Part A — Practice Paper – E

of her former student. Her student wrote
"Miss Bessie was an example of an informed,
dedicated teacher, a blessing to children and
an asset to the nation..."

Practice Paper A—Score Level 3

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

Practice Paper B—Score Level 5

Conclusion: Overall, the response best fits the criteria for Level 5 in all qualities.

Practice Paper C—Score Level 2

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

Practice Paper D—Score Level 3

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

Practice Paper E—Score Level 4

Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in meaning and development.

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

QUALITY	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 Responses at this level:
<p>Meaning: the extent to which the response exhibits sound 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 assessments 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.

Failure does not necessarily help characters "come to wisdom" to be "good people," nor does wisdom gained "through failure" necessarily make characters "good." Antigone, in Sophocles' Antigone, and Hamlet, in William Shakespeare's Hamlet, are both good without first overcoming failures, and then both disillusioned and destroyed by failure, in contrast to William S. Grayson's quotation.

Antigone chose to give a proper burial to both of her brothers: Eteocles, who was defending Thebes, and Polynices, who was attacking it. Her uncle, Creon, Regent of Thebes, forbade both burial and mourning for the traitorous Polynices, while Antigone put the law of the gods (requiring proper burial), before her uncle's civil ruling. Antigone needed no "failure" to convince her of the rightness of her actions, and, against her sister Ismene's pleading, performed the burial rituals for their brother. Characterized as faithful and moral, Antigone was imprisoned in a cave by Creon. Creon, characterized as displaying extreme hubris, denied burial to one nephew and ordered Antigone imprisoned to die. Creon's pride led to Antigone's suicide, as well as to those of his son, Haemon (Antigone's fiance), and his wife, Eurydice. Whether these "failures" led Creon to goodness is inconclusive; the adversity did not bring about "good people," only dead ones.

Prince Hamlet, upon learning from the ghost of King Hamlet that he had been murdered by his brother, Claudius, chose to seek justice for his father. Hamlet, characterized as one who sought truth, did not need a "failure" to urge him on his course. As Hamlet set up a strategy with some traveling actors in order to gather information, King Claudius plotted to kill Hamlet. Hamlet's failure to kill Claudius as the king

Anchor Paper – Part B—Level 6 – A

Knelt at prayer allowed Claudius, characterized as devious and murderous, to eventually kill Hamlet. Queen Gertrude, characterized as blind to Claudius' perfidy, did not appear to change when she realized she had failed her son. Claudius chose to keep his wife and his power, instead of learning goodness from his early failures to kill Hamlet. Eventually, Hamlet, Claudius, and Gertrude were destroyed by their failures.

William Saroyan's quotation does not adequately represent the actions of the protagonists (Antigone and Hamlet) and antagonists (Creon and Claudius) in these two plays. Most literature is based on conflicts within which characters either strengthen their beliefs or change them. "Failure," as such, does not need to be present, nor does the presence of failure necessarily guarantee that goodness of character will result.

Anchor Level 6 – A

Quality	Commentary
Meaning	The response: Provides an interpretation of the critical lens that is faithful to the complexity of Saroyan's statement by disagreeing with the connection between failure and wisdom or goodness (<i>Failure does not necessarily help characters "come to wisdom" to be "good people," nor does wisdom gained "through failure" necessarily make characters "good"</i>). The response uses this disagreement to make insightful analyses of Sophocles' <i>Antigone</i> and Shakespeare's <i>Hamlet</i> , stating that both protagonists were <i>good without first overcoming failures and then both were disillusioned and destroyed by failure</i> .
Development	Develops ideas clearly and fully, effectively using a wide range of relevant evidence to support the contention that the protagonists, Antigone and Hamlet, are antithetical to the critical lens. References to the literary elements of characterization (<i>faithful and moral and one who sought truth</i>) and plot (<i>put the law of the god's ... before her uncle's civil ruling and set up a strategy with some traveling actors</i>) support the discussion.
Organization	Maintains the focus established by disagreeing with the critical lens. The response exhibits a logical and coherent structure, contrasting within each textual discussion the antagonist's and protagonist's actions and the consequences of their failures. The effective use of transitions (<i>both, instead of, Eventually</i>) further strengthens coherence.
Language Use	Is stylistically sophisticated, using language that is precise and engaging (<i>Most literature is based on conflicts within which characters either strengthen their beliefs or change them</i>). The response varies structure and length of sentences to enhance meaning.
Conventions	Demonstrates control of the conventions with essentially no errors, even with sophisticated language.
Conclusion: Overall, the response best fits the criteria for Level 6 in all qualities.	

William Sargant's quote may mean that a literary character who appears to be a failure and who gains knowledge of his own inadequacies may redeem himself through a final cathartic act resulting in his being adjudged "good."

Two such characters are Willie Loman of Arthur Miller's Death of a Salesman and Sydney Carton of Charles Dickens' A Tale of Two Cities. Both of these characters obtain self-knowledge through a life of failure, but undertake what they hope will be redeeming climactic acts to obtain "good ends."

Willie Loman is, truly, a low man. Search as he might, he can find little of redeeming value in his life. As a salesman he toils back and forth across New England lugging cases which seem heavier each trip. He feels that personal magnetism is the key to his success. When fewer and fewer clients buy, Willy becomes disillusioned. He tries to resurrect his self-esteem in the arms of a lover. His trust is interrupted by his son Biff. Biff has embraced his father's philosophy of personal magnetism to the neglect of academics, most catastrophically, mathematics. After failing math, he seeks his father's advice and finds him not infidelity. Willy now has gained the overpowering wisdom of his triadic failure - failed salesman, failed husband, failed father.

Willy truly believed that the only way he can

expunge his burden of guilt, and redeem himself in the eyes of those he really does love, his wife and home, is by leaving them financially taken care of. In a final redeeming act, Willy crashes his car and crashes in his life insurance, benefiting his family by taking his life.

Sydney Carton is the stonily drunk introduced to the reader early in A Tale of Two Cities. Though Dickens gave Sydney an early appeal to the reader - he saves Charles - Dickens also allows us access to Carton's introspection. His love for Lucy Manette and disrespect of self is revealed in his letters to her. Realizing the life-changing power of her love can't not be his but belongs to Charles Darnay, aristocrat, Sydney spends much time in admiration of Lucy and her child. This pursuit is a redeeming factor in an otherwise reprehensible life. The climax of the novel approaches with Darnay imprisoned for a good act - trying to save his two servants from the recklessness of the French revolutionaries. In a climactic act of cleverly arranging to change places in the Bastille with Charles, Sydney assures not only his death by beheading but also his being remembered as good.

The theme of self-knowledge is evident

in both Death of a Salesman and A Tale of Two Cities. The self-knowledge of both Willy Loman and Sydney Carton results in self-loathing. Each sees death as the sole path to redemption and goodness.

Anchor Level 6 – B

Quality	Commentary
	The response:
Meaning	Provides an interpretation of the critical lens that is faithful to the complexity of the statement by suggesting that a character <i>who gains knowledge of his own inadequacies may redeem himself through a final cathartic act resulting in his being adjudged "good."</i> The response uses the criteria to make insightful analyses of Willy Loman, from <i>Death of a Salesman</i> , and Sydney Carton, from <i>A Tale of Two Cities</i> .
Development	Develops ideas clearly and fully, using characterization to show Willy Loman as <i>truly a low man who can find little of redeeming value in his life</i> , and Sydney Carton as a person who has <i>love for Lucy Mannett and disrespect of self</i> . The response makes use of relevant and specific evidence to show how the theme of Loman's and Carton's <i>self-knowledge ... results in self-loathing</i> , thus causing each character to see <i>death as the sole path to redemption and goodness</i> .
Organization	Maintains the focus on characters whose failures bring self-knowledge which encourages personal redemption. The response exhibits a logical and coherent structure, analyzing first the critical lens, then the two characters, and finally concluding with a reiteration of the lens. The response demonstrates skillful use of transitions, further unifying the essay (<i>Two such, Both, When, After, now, In a final, Though, Realizing, The climax, not only ... but also</i>).
Language Use	Is stylistically sophisticated, using language that is precise and engaging, with a notable awareness of audience (<i>introduced to the reader and allows us access</i>) and purpose. The response varies structure and length of sentences to enhance meaning (<i>Willy now has gained the overpowering wisdom of his triadic failure – failed salesman, failed husband, failed father</i>).
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>Bif, quilt, persuit, Bastile</i>), punctuation (<i>"good ends" and As a salesman he toils</i>), grammar (<i>Willy truly believed that the only way he can expunge</i>), and usage (<i>disillusional and climatic</i>) when using sophisticated language.
Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in conventions.	

"Good people are good because they've come to wisdom through failure." I disagree with this statement. It is true that people may learn from their mistakes and, therefore, do their best to make up for them. However, that doesn't necessarily make them good. I believe that goodness comes from a person's heart, rather than from their actions. Two memorable stories which demonstrate this are Angela's Ashes, a memoir by Frank McCourt, and Of Mice and Men by John Steinbeck.

Angela's Ashes is a memoir of Frank McCourt's life in Ireland during the 1940's. Ireland's setting was very dismal and depressing. His life was filled with pain, illness, and poverty. Throughout his childhood, Frank was forced to take on many responsibilities that a child should not have. His father was an alcoholic and drank all of the family's money away, therefore, forcing Frank to get a job. His mother was extremely irresponsible and didn't know how to take care of her own children. Thus, Frank was a four year old child and changing the diapers of his younger siblings.

Through it all, Frank never gave up. Many people, put in his position, would have crumbled when situations got harder. However, it was Frank's good heart that helped him through and caused him to succeed. Never once did Frank stop and accuse his parents for the life they were forced to live. Instead, he did

everything he could to support his family in their time of need. His goodness never stemmed from any previous mistake, it came from his heart.

In Of Mice and Men, there is a character named Larry. Larry is a slow-minded man who is left under the responsibility of his friend George. Larry keeps a calm and pleasant composure, and despite his size, is quite gentle. He has a love for small animals and things he can cuddle with. However, Larry often takes the life of those objects because he is not aware of his own strength, and sometimes handles them too roughly. Larry then learns his lesson the hard way when his affection is no longer directed towards small animals, but to a woman instead. An extremely unfortunate mishap occurs when Larry accidentally kills the woman. Of course this is a serious crime with severe repercussions, however, the context is not similar to those of ordinary killings. Yes, Larry killed the woman, but he didn't know any better. However, he could not be exonerated of his actions and thus, was killed as well.

Larry is a character which disputes the statement that goodness comes from wisdom because he is one that had no wisdom at all, yet maintained his good persona. He had a love for his friend, other people, and precious things, and that type of good does not come

from wisdom through failure.

Frank and Larry demonstrate what "good people" actually are. Good people aren't those who decide to turn over a new leaf and begin doing good deeds, good people come from the heart. It is sad to think that many might believe that goodness only comes from a person who is looking to better their own lives, rather than the lives of others. It is hard, however, to find a genuinely good person. Maybe they only exist in storybooks.

Anchor Level 5 – A

Quality	Commentary
Meaning	<p>The response: Provides a thoughtful interpretation which disagrees with the critical lens, stating <i>I believe that goodness come's from a person's heart, rather than from their actions.</i> The response uses the criteria to make a clear and reasoned analysis, showing that Frank McCourt, in the memoir <i>Angela's Ashes</i>, and Lenny Small (labeled Larry), in <i>Of Mice and Men</i>, were both good by nature rather than as a result of their mistakes.</p>
Development	<p>Develops ideas clearly and consistently, using relevant and specific evidence to refute the critical lens. The response uses the setting of <i>Angela's Ashes</i> (<i>the 1940's and dismal and depressing</i>) to complement a <i>life ... filled with pain, illness, and poverty.</i> The response uses appropriate references to characterization (<i>Frank never gave up and Lenny had no wisdom at all, yet maintained his good persona</i>) to emphasize the natural innocence and goodness within them (<i>Frank was a four year old ... changing ... diapers and Lenny didn't know any better</i>).</p>
Organization	<p>Maintains a focus on opposing the critical lens. The response exhibits a logical sequence of ideas, first stating the interpretation, then illustrating the good within each character despite obstacles faced, and finally connecting examples to the interpretation. The effective use of transitions (<i>therefore, However, Two memorable stories which demonstrate this, Through it all, then, Of course</i>) adds to coherence.</p>
Language Use	<p>Uses language that is fluent and original, with evident awareness of audience (<i>many might believe</i>) and purpose (<i>His goodness never stemmed from any previous mistake</i>). The response varies sentence structure and length to control rhythm and pacing (<i>Frank and Lenny demonstrate what "good people" actually are</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>reproccussions</i>), punctuation, and grammar (<i>is a character which disputes the statement and a person who is looking to better their own lives</i>).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5 in all qualities.</p>	

The quote "good people are good because they've ~~come~~ come to wisdom through failure," means that in order for a person to be good, and know what is right, they must first fail at something. They most likely do not have the natural instinct of what is right and wrong. I do not agree with this quote.

I do not believe that good people have to fail first to realize what is good. The character "Piggy" in the Lord of the Flies by William Golding seems to be a good example of the natural goodness of man. "Piggy," is characterized as being the overweight intellectual in the novel. During the whole story several of the other characters fail to be good people. Even when they fail at being good, or doing what is right, they do not improve. Instead, they decide to succumb to evil and savagery. Piggy though, knows exactly what is right, and sticks to his natural instinctive goodness. He was not a good person because of failure, but instead, he was a good person because of his intellectual nature and natural good character.

John Steinbeck's novel Of Mice and Men also seems to be a good example contrary to the quote. Slim is one of the characters which seems to disprove this idea. Slim is characterized as being the "natural leader" of the men because they can always come

to him for advice. He always knows what is the good or right thing, and like "Piggy", Slim does not have to fail first in order to see what is good. He just knows, and the men know this. They know they must obey him because whatever he says is right, such as when he tells George that he has to kill Lenny in order to put him out of his misery. Even though George doesn't want to, ~~because of Slim~~, he does because that is what Slim said was right.

The theme of Lord of the Flies also seems to disprove this quote. In many aspects, the characters fail, but they do by no means become good. Instead of becoming better people, they regress to savagery and become more inhumane and evil. They murder two boys, cold-heartedly, but don't care because they have truly become evil.

The quote does not seem to be true. Saying that people become "good" through failure does not hold true for characters such as ~~the~~ Piggy in Lord of the Flies and Slim in Of Mice and Men, because instead of becoming good through failure, they are just naturally good. The theme in Lord of the Flies also seems to disprove

Anchor Paper – Part B—Level 5 – B

this quote because the characters become worse as they experience failure. They regress and become savage-like cold blooded murderers.

Anchor Level 5 – B

Quality	Commentary
Meaning	The response: Provides a thoughtful interpretation of the critical lens by disagreeing with the idea <i>that good people have to fail first to realize what is good</i> . The response makes a reasoned analysis of the texts, <i>The Lord of the Flies</i> and <i>Of Mice and Men</i> , by discussing how the characters Piggy and Slim were <i>naturally good</i> .
Development	Develops some ideas more fully than others, with references to characterization and theme. The response characterizes Slim as the “ <i>natural leader</i> ” who <i>always knows what is the good or right thing</i> , and Piggy as <i>a good person because of his intellectual nature and natural good character</i> , yet the only specific evidence of either is an unjustified remark claiming that Slim tells George that he has to kill Lenny.
Organization	Maintains the focus of disagreeing with the critical lens. The response exhibits a logical sequence of ideas which presents first the character, then his traits, and then the way the character refutes the critical lens. Cohesiveness is strengthened through the use of appropriate transitions (<i>Even when, also, In many aspects</i>), though some internal inconsistencies exist, including the discussion of only the good characters in Steinbeck and of theme only in Golding.
Language Use	Uses language that is fluent and original, though at times repetitive (<i>to succumb to evil and savagery and they regress to savagery and become more inhumane and evil.</i>) The response shows evident awareness of purpose (<i>a good example contrary to the quote</i>), and varies structure and length of sentences to control rhythm and pacing.
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>misory</i>), punctuation (“ <i>Piggy</i> ”), and grammar (<i>for a person to be good ... they must first fail</i>).
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in development.	

"Good people are good because they've come to wisdom through failure". I strongly disagree with this quote, it is possible for a person to learn from their failures and thus gain greater understanding and wisdom, but it isn't necessarily so. A person can be inherently good, or a person can learn from others to be good. Being a good person isn't hinged on failing & thus coming to a greater understanding. ^{a novel written by Baroness Orcutt}

Sir Percy, the protagonist in "The Scarlet Pimpernel" clearly depicts to us how a character can be good without having faced failure. Sir Percy, an Englishman, selflessly risked his life time & time again to save the lives of Frenchmen, foreigners, during the French Revolution. Sir Percy who is the "Scarlet Pimpernel" is characterized as an altruistic & selfless character. His kindness stems from his good heart, and isn't rooted in any wisdom he has gained from previous failure. It is quite blatant to us from analyzing Sir Percy, that one need not come to ^{a novel} goodness by having gained wisdom through failure. ^{written by Joseph Conrad}

The captain in "The Secret Sharer" ^{a novel} hides and protects a man on the run. He is endangering his life ^{and his ship the "Cutty Sark"} but is willing to take this risk so that he may help another man. The captain has not gained any great wisdom through any prior failure, and even so is a good, caring, kindhearted man. He is helping the refugee for no reason other than the

Anchor Paper – Part B—Level 5 – C

fact that he is another human being in need of aid. This story clearly portrays to the reader how no previous wisdom gained through failure is needed to be characterized as a good person.

It is quite evident through the aforementioned examples how false this quote is. Wisdom gained through prior failure can help a person become a good person but ^{being a good} ~~person~~ isn't hinged on this premise!

Anchor Level 5 – C

Quality	Commentary
	The response:
Meaning	Provides a thoughtful interpretation which disagrees with the critical lens (<i>Being a good person isn't hinged on failing & thus coming to a greater understanding</i>). The response uses the criteria to make clear and reasoned analyses of Baroness Orczy's <i>The Scarlet Pimpernel</i> and Joseph Conrad's <i>The Secret Sharer</i> , by discussing how Sir Percy and the captain acted because of their inherent goodness rather than failure.
Development	Develops some ideas more fully than others. The response makes reference to characterization, describing Sir Percy as <i>altruistic & selfless</i> and the captain as <i>a good, caring, kindhearted man</i> . While the descriptions of the characters include specific comments, the information about their actions relies more on generalizations (<i>Sir Percy ... risked his life ... to save the lives of Frenchmen, foreigners and the captain is endangering his life and his ship the "Cutty Sark" ... so that he may help another man</i>).
Organization	Maintains the focus on characters who act from goodness, not previous failures. The response exhibits a logical sequence of ideas, first disagreeing with the lens, then examining each work, and concluding with a reiteration of the disagreement. The response uses the repetition of <i>Sir Percy, the captain</i> , and transitions (<i>from analyzing Sir Percy, This story clearly, It is quite evident through the aforementioned</i>) to strengthen coherence.
Language Use	Uses language that is fluent and original with evident awareness of audience (<i>that one need not</i>) and purpose (<i>how false this quote is</i>). The response varies structure and length of sentences to control rhythm and pacing, but occasionally exhibits ineffective word choices (<i>It is quite blatant to us</i>).
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>afforementioned</i>), punctuation (<i>The captain in "The Secret Sharer" a novelette written by Joseph Conrad hides</i>), grammar (<i>for a person to learn from their failures</i>), and usage (<i>buy for "by"</i>) only when using sophisticated language.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in development.	

William Saroyan once said, "Good people are good because they've come to wisdom through failure." Well, I'm not sure who he was thinking of, but I completely disagree with him. I can think of two ^{short} stories, "The Destructors," by Bill D. Falling and "The Most Dangerous Game," by John E. Hunter, which back up my opinion that failure does not create good people through wisdom. The Authors of the mentioned literature were able to convey this meaning through: characterization, setting, and theme.

In "The Destructors," The gang of boys is known for doing mischievous acts. When T takes over as leader he decides to commit a very cruel act towards Old Misary. With the help of Blackie, T is able to successfully demolish Old Misary's house. In this story there is no failure, and Blackie and T do not become good through wisdom.

Through the use of characterization, the Author is able to depict a group of boys who have no feelings or concerns for others. Blackie and T are described as being leaders and carry out menacing tasks. In no way does the Author imply that the characters gained any wisdom from their endeavors. The use of setting is also very important. This story takes place in a dilapidated village in England that has been tattered by bombs. The time period is during WWII and these kids don't have the supervision they would if it were not war times. The setting helps to explain that goodness doesn't come out of a warstricken area.

In "The Most Dangerous Game," Randsford is hunted by General Zaroff. I would say that Randsford is the hero of the story and is "good", so what he learns doesn't actually make him good. The General has opportunity to gain wisdom from Randsford, but he doesn't listen to the logic. The General doesn't become

good in the end for the reason that he fails, and therefore dies.

The author uses characterization to describe his two hunters as they encounter each other. Zaroff is described as the evil character, and Ransford has been sent to stop him. Neither of these characters gains any wisdom in the end. The theme does the best to refute the quote by Saroyan. This is because the theme is that in order save one's own life, it might be necessary to resort to the actions of one's would-be killer. Through this theme Zaroff fails, and dies, and Ransford become the killer, which is in no way a good thing.

I believe that the above mentioned literature proves that William Saroyan was mistaken in his quote. The truth is that failure brings great consequences, and a desire to not fail again. In cases where failure is not considered an option, like with Tj and Ransford's situation, no good will be learned.

Anchor Level 4 – A

Quality	Commentary
Meaning	<p>The response: Provides a reasonable disagreement with the critical lens (<i>failure does not create good people through wisdom</i>). The response discusses cases where failure is not considered an option, using “<i>The Destructors</i>” and “<i>The Most Dangerous Game</i>.”</p>
Development	<p>Develops some ideas more fully than others. The response uses specific, relevant evidence to examine “<i>The Destructors</i>” (<i>The time period is during WWII and these kids don’t have the supervision they would if it were not war times</i>). Although “<i>The Most Dangerous Game</i>” uses characterization and theme, the information is less specific (<i>The General has opportunity to gain wisdom from Randsford, but he doesn’t listen to the logic</i>), and sometimes unjustified (<i>Raisford has been sent to stop him</i>).</p>
Organization	<p>Maintains the focus on literature which refutes <i>the quote by Saroyan</i>. The response exhibits a logical sequence of ideas by establishing the criteria, presenting plot information using these criteria, and then discussing each work, specifying how the chosen literary elements reiterate the criteria. Short, prepositional phrases (<i>In “The Destructors,” In this story, Through the use of, In “The Most Dangerous Game”</i>) strengthen the essay’s coherence.</p>
Language Use	<p>Uses appropriate language with some awareness of purpose. The response occasionally uses language which is informal (<i>Well, I’m not sure who he was thinking of</i>) or awkward (<i>The Authors of the mentioned literature and The setting helps to explain</i>), and occasionally makes effective use of sentence structure or length (<i>The author uses characterization to describe his two hunters as they encounter each other</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting frequent errors in spelling (<i>sayed, miscievous, Misary, menecing, endevers, delapitated, Randsford</i>), and occasional errors in punctuation (<i>through: characterization</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>	

In life there are some people that are considered good and others that are considered bad. The quote that "Good people are good because they've come to wisdom through failure," is a definition of good people that is found to be lacking. Not all people that go through hardships in life come out good in the end."

In the Shakespearean play, Othello the main character is led to believe that his wife committed adultery with one of his soldiers. Othello is so distraught with the thought of his wife betraying his love that he turns all his attention to revenge against her and Cassio who she allegedly slept with. Othello orders the death of Cassio and he kills his wife himself. Othello at first was a good man but the pain of thinking his wife would sleep with another man drove him to kill her and act in a most evil manner. He did ^{not} become any better, but worse.

Hamlet is another example of a man whose pain led him to perform evil acts. Hamlet finds out that his father was murdered by his uncle so he could rule as king in his place. This drives Hamlet mad and he plans out his revenge. In the end Hamlet kills his uncle and he himself is killed. Hamlet's hardships didn't make him a better good person but a bad one who was obsessed with hatred and revenge.

Hamlet and Othello are examples of people who did not gain wisdom and become better people through their hardships. Both turned to revenge and ended up dead because of it.

Anchor Level 4 – B

Quality	Commentary
Meaning	The response: Provides a reasonable interpretation of the critical lens by disagreeing with the quotation (<i>Not all people that go through hardships in life come out good in the end</i>). The response uses this interpretation to make connections between the criteria and Shakespeare’s <i>Othello</i> and <i>Hamlet</i> .
Development	Develops some ideas more fully than others. The response refers to characterization and theme in both plays, citing Hamlet and Othello as <i>examples of people who did not gain wisdom</i> and who <i>turned to revenge</i> , thus causing their deaths. Although the discussion of <i>Othello</i> includes specific details of relationships and motivation, the evidence from <i>Hamlet</i> is less specific (<i>This drives Hamlet mad and he plans out his revenge</i>).
Organization	Maintains a clear focus on the idea that hardships do not necessarily make people good. The response exhibits a logical sequence of ideas by first presenting the hardship, then showing the impact upon character, and finally reiterating the connection to the critical lens. The use of transitions further strengthens the essay’s coherence (<i>at first, another example, In the end, Both turned</i>).
Language Use	Uses appropriate language which is occasionally awkward (<i>make him a better good person</i>). The response indicates some awareness of purpose, and occasionally makes effective use of sentence structure or length (<i>Hamlet is another example of a man whose pain led him to perform evil acts</i>).
Conventions	Demonstrates partial control, exhibiting errors in punctuation (<i>In the Shakespearian play, Othello the main character is led and his wife betraying his love</i>) and usage (<i>Cassio who she allegedly slept with</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

"Good people are good because they've come to wisdom through failure" was once said by William Sarayan. This quote suggests that you must fail and learn from your mistakes in order to become a wise and great person. This quote is in agreement to such novels as "A Simple Heart" and "The Pearl". In the novels the main characters have come to an realization on failure, which has given them more strenght and wisdom in life.

"A Simple Heart" by Gustave is about a women named Feliciti who has devoted her life to helping and caring for others. Through the story we find that Feliciti had been in a rough relationship with a man named Theodore who was much older then her. We learn that at one point in time Theodore had hit and pursed Feliciti after she refused to move away with him. The story then moves to Feliciti working at a house with a young women and her two children. Feliciti is more then willing to help the family out. She does whatever she can to please them and never gives herself a break. This story is in agreement

to this lens because if Felicitati had moved away with Theodore got married and let him run her, she would not have had the opportunity to come and live with this family. Her life as a young girl was pretty much a failure. She had no parents and her older boyfriend hit her. This hard life made Felicitati stronger. She devoted her life to helping these people. Her qualities of devotion, caringness, and determination makes her a good person.

Another story which is in agreement to this quote is The Pearl. The Pearl is a story of a native American family who are overjoyed with the finding of a huge ocean pearl. The father in this story believes that this pearl will make the family rich and powerful. He soon realizes that the greed from this pearl is much more powerful than the money. Many terrible things begin to happen to the family. They are robbed by thieves and even stopped by them. The small baby Coyoteto is bitten by a poisonous snake and is deadfully sick. Nothing good or better has come for the family since

the pearl has been founded, infact their lives have gotten much worse. This story is in agreement to the quote by showing that at first the father believed that the pearl would bring the family wealth and happiness, he soon comes to realize that the only thing the pearl brought was problems and fear. He got so caught up in the pearl that he changed as a person. He became an unloving father and an abusive husband. He found something that he thought would make him happy but really made him crazy and untride. By the end of this story we find that the pearl has brought on robberies, fights, and even the death of their baby. The father has failed but he will never go back to the greed and untruthfulness the pearl brought him. He has much more wisdom after the pearl, and at the closing scene he puts the pearl back into the water showing is newly found wisdom.

"Good people are good because they've ~~come~~ come to wisdom through failure" this quote stated by William Sarayan tells us that the truly wise and good people in the world had to go through some

type of failure in their life in order to be the good people they are today. A Simple Heart and The Pearl and two stories which are in agreement to this quote. Whether it was the right time Felicitia spent with her boyfriend, or the greed and problems brought on by the pearl both characters had some type of failure which lead to wisdom or goodness in their self.

Anchor Level 4 – C

Quality	Commentary
	The response:
Meaning	Provides a reasonable interpretation of the critical lens, suggesting that <i>you must fail and learn from your mistakes in order to become a wise and great person</i> . The response uses the criteria to make connections with the chosen texts, Flaubert’s “A Simple Heart,” and Steinbeck’s <i>The Pearl</i> .
Development	Develops some ideas more fully than others. The response discusses <i>The Pearl</i> by referring to plot elements (<i>the father believed that the pearl would bring the family wealth and happiness</i>) of the novella. Only the beginning of “A Simple Heart” is discussed in detail, while the remainder of the short story is generalized. Each discussion contains unjustified elements (<i>Theodore had hit and pursued Felicitia and He became an unloving father and an abusive husband</i>).
Organization	Maintains a clear focus on how <i>the truly wise and good people ... had to go through some type of failure</i> . The response exhibits a logical sequence of ideas, first examining plot events from each work, then explaining a character’s failure and how failure led to goodness. Effective transitions strengthen coherence (<i>Through, then, Another, soon, at first, By the end</i>).
Language Use	Uses appropriate language, with some awareness of audience and purpose (<i>We learn and two stories which are in agreement to this quote</i>). The response occasionally uses imprecise language (<i>an realization, caringness, in their self</i>), and occasionally makes effective use of sentence structure or length.
Conventions	Demonstrates partial control, exhibiting errors in spelling (<i>strenght, Gusteve, opperitony, theves, posiness, deadfully</i>), punctuation (<i>moved away with Theodore got married and let him</i>), and usage (<i>a women and older then</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

"Good people are good because they've come to wisdom through failure"

I disagree with this quote. "Good people are good because they've come to wisdom through failure. This quote is saying that people are good because they learn from their mistakes.

Some people do learn from their mistakes and some just don't. The people that do learn from their mistakes are not always good people. The people that don't learn from their mistakes the end up where they were saying "I learned my lesson". Also some people don't have to learn from their mistakes to turn out to be a good person. Some people are good because while growing up they learned to treat people with respect and do good things in life.

I feel Macbeth written by William Shakespeare supports why I disagree with the quote. Macbeth was a king that ruled Scotland in 1075. Lady Macbeth is his wife, but while time went by he became part of the military with his friend Banquo. During the time Duncan was king of Scotland, a guy that Macbeth didn't like.

While Duncan was king of Scotland Macbeth wanted to kill him. Banquo being Macbeth's friend was jealous of him because he felt as if everything was happening to Macbeth. When Lady Macbeth, Macbeth's wife found out her husband wanted to become king she questioned his manhood, he got mad but she told him that he will kill Duncan.

Macbeth agreed with his wife planning the killing of Duncan. Lady Macbeth made the plans. The plans were that Lady Macbeth will drug up the guards of Macbeth and a bell will ring and that means the killing of Duncan will happen. When the bell will ring

that means lady macbeth will have to kill duncan.

When the day came to kill Duncan everything didn't work out the way it was suppose to. Lady macbeth drugged the guards but when it was time to kill duncan, lady macbeth didn't because he resembled her father. Macbeth kill duncan and after he killed duncan he killed the guards because they had blood on them.

After the killing duncans sons ran away malcolm and donald bain. They ran away because their father died. When macbeth found out they ran away because of their fathers death he wanted to kill them.

Lady macbeth became a good person because she learned from something bad that could've happened. She wouldn't want noone to kill her dad. So because how duncan look while he was sleeping she didn't kill him, so she became a good person because she learned from her mistakes. Macbeth didn't learn from his mistakes but that doesn't make him a bad person.

A person that is bad or good doesn't mean they are bad/ good because they learned from their mistake. I'm a good person and it's because my mom raised me to be one,

Anchor Level 3 – A

Quality	Commentary
Meaning	<p>The response: Provides a reasonable disagreement with the critical lens, suggesting that not everyone learns from mistakes, and <i>people that do learn from their mistakes are not always good people</i>. The response uses the criteria to make connections with Shakespeare’s <i>Macbeth</i>.</p>
Development	<p>Develops ideas briefly, using some evidence from the text. The response relies primarily on plot summary, although some references to the text are unjustified (<i>Banquo being macbeths friend was jealous of him because he felt as if everything was happening to macbeth and Lady Macbeth became a good person because she learned from her mistakes</i>).</p>
Organization	<p>Maintains a clear focus on disagreeing with the critical lens. The response exhibits a rudimentary structure of two introductory paragraphs, several body paragraphs, and a conclusion, but includes inconsistencies in chronological order and irrelevancy (<i>Im a good person and its because my mom raised me to be one</i>).</p>
Language Use	<p>Uses generally appropriate language, with occasional informal phrases (<i>a guy and will drug up</i>) showing some awareness of audience and purpose (<i>supports why I disagree with the quote</i>). The response exhibits some attempt to vary sentence structure for effect, but with uneven success (<i>After the killing duncans sons ranaway malcolm and donal bain</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting errors in spelling (<i>druged</i>), punctuation (<i>dont, while growing up they learned, macbeths wife</i>), capitalization (<i>he killed duncan</i>), and grammar (<i>have came, Macbeth agreeded, she wouldnt want noone to kill her dad</i>) that do not hinder comprehension.</p>
<p>Conclusion: Although the response fits criteria for Levels 3 and 4, it remains at Level 3 because it addresses only one text.</p>	

Failure brings the good and the wisdom out of people. I agree that this statement "Good people are good because they've come to wisdom through failure," because if you fail, you know what it takes to succeed.

In *Of Mice and Men* by ~~John Steinbeck~~ and *The Crucible* by Arthur Miller show how good was brought out through failure.

In *Of Mice and Men* by John Steinbeck George learns that his failures only made him stronger and smarter. The good was brought out in him when he had to take away Lennie's life so he wouldn't have him suffer.

In *The Crucible* by Arthur Miller John Proctor's good is brought out when

he gives up his own life to save many more. He tried and tried to convince people that there was no witchcraft, but nobody listened. That failure brought him to wisdom and his big decision to sacrifice himself for others.

These stories both help give the idea that good people come through failure.

Just Mice and Men and The Crucible two heroic men had to fail before they found the good in themselves.

Anchor Level 3 – B

Quality	Commentary
Meaning	The response: Provides a simple interpretation of the critical lens (<i>Failure brings the good and the wisdom out of people</i>). The response makes superficial connections between the criteria and the chosen texts, <i>Of Mice and Men</i> , by John Steinbeck, and <i>The Crucible</i> , by Arthur Miller.
Development	Is largely undeveloped, hinting at ideas (<i>George learns that his failures only made him stronger and smarter and That failure brought John Proctor to wisdom and his big decision to sacrifice himself for others</i>). The response’s references to the text are vague, presenting one unjustified statement about George, a plot fact and a generalization about Proctor, and a mention of a connection to the critical lens.
Organization	Establishes, but fails to maintain, a focus on failures leading to wisdom. The response exhibits a rudimentary structure of an introductory paragraph, two text paragraphs, and a concluding paragraph. The introduction contains an irrelevant comment about success.
Language Use	Relies on basic vocabulary, with little awareness of audience. The response occasionally uses imprecise language (<i>In of Mice and Men ... and the Crucible ... shew how good has been brought out through failure and found the good in theirselves</i>) and exhibits some attempt to vary sentence structure for effect, but with uneven success.
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>lerne</i> and <i>thy</i>) and punctuation (<i>In of Mice and Men by John Steinbeck</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions and somewhat weaker in development.	

"Good people are good because they've come to wisdom through failure." a valid interpretation for that will be, it is always good to still have good people in this world because they can make a difference by helping those people who are failing, I agree with this statement, because is very true for example someone can have a friend that is not successful as they are, but they can do something to change that, the person who's always been successful can make his/her friend successful as this person is by helping him or her, and that will cause wisdom because that person is no longer a failure

The Great Gatsby by J. Fitzgerald and Hamlet by Shakespeare, are two great work of literature that can support the statement, and my opinion.

In The Great Gatsby by J. Fitzgerald Gatsby was the greatest man in earth, he loved a woman name Daisy he would do anything for her, but Daisy was a failure because all she cared was about money and nothing else, but Gatsby all he wanted and care was to be with Daisy and to have her happy he wanted the best for her, the theme of this novel will be money isn't everything in life, if you don't have love

Consider your self a failure, which is true because Gatsby died for Daisy, and Daisy was still alive, rich and marry but she was never happy, because she never marry the guy she loved which was Gatsby she was insecure, she failed, she will live rich, marry with children but without the most important thing and that's love

In Hamlet by Shakespear, Hamlet was a good guy that had a good relationship with his parent's, his uncle Claudius was a jealous man, he hated his Brother King Hamlet, he killed him in a way that no one finds out that he was murder, the King Son became King, something that Claudius couldn't take, Hamlet the King's son wanted to find out if his fathers death was murder, his fathers ghost spoke to Hamlet and told him to let everyone know that his brother killed him, so he can rest in peace once and for all. and that's what hamlet did. Claudius was a failure b/c he killed his brother he wanted to kill Hamlet but he ended dying himself, only because he wanted to be King. a good theme for this novel will be your life is worth everything, and money isn't.

In the end of both of the novel The Great Gatsby by Fitzgerald and Gatsby by Shakespeare end in a bad way, in The Great Gatsby, Daisy is a failure cause she have everything but Love which isn't good because Love is really important to have and in Gatsby, Claudius dies without ever becoming King. In both of the novel they are receiving help from a good person, but in either story was successful, because there sometimes that people won't listen, The Great Gatsby Daisy didn't care less if she didn't have Gatsby's Love, and in Hamlet Claudius didn't want to receive help from anyone cause the only thing he care was himself. I think that you should hear others people's advise first and then do what ever you have to do.

Anchor Level 3 – C

Quality	Commentary
Meaning	<p>The response: Provides a simple interpretation of the critical lens (<i>good people ... can make a difference by helping those people who are failing and that will cause wisdom because that person is no longer a failure</i>). The response makes superficial connections between the criteria and the chosen texts, <i>The Great Gatsby</i> and <i>Hamlet</i>.</p>
Development	<p>Develops ideas briefly, mentioning a theme for each (<i>the theme of this novel [Gatsby] will be money isn't everything in life and a good theme for this novel [Hamlet] will be your life is worth everything, and money isn't</i>). The response relies primarily on plot summary, although some of the evidence is repetitive (<i>Daisy was still alive, rich and marry</i>) or unjustified (<i>the King Son became King, something that Claudius couldn't take</i>).</p>
Organization	<p>Establishes, but fails to maintain, a focus on people helping others who are failing. The response exhibits a rudimentary structure of four paragraphs, but only the first and last refer directly to the critical lens interpretation. The <i>Gatsby</i> discussion mentions Gatsby as interested in Daisy, but the discussion of <i>Hamlet</i> and the conclusion have inconsistencies about characters and events.</p>
Language Use	<p>Uses language that is imprecise (<i>both of the novel The Great Gatsby by Fitzgerald and Gatsby by Shakespear</i>) or unsuitable for the audience or purpose. The response reveals little awareness of how to use sentences to achieve an effect, often using <i>but, because, or cause</i> to string clauses together.</p>
Conventions	<p>Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>succesful, Shakespear, women</i> for “woman”), punctuation (<i>failing, I; true, for example; best for her, the; Hamlet the King's son</i>), grammar (<i>all he ... care was, because she never marry, finds out that he was murder, both of the novel, others people's advise</i>), usage (<i>Daisy didn't care less if she didn't have Gatsby's love</i>), and the omission of words (<i>because is</i>) that make comprehension difficult.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in language use and conventions.</p>	

I agree with the statement of literature quote, because most of the time you should be agree, because they have experience from that quote, and some I agree with it. It's "Good People are good because they've come to wisdom through failure". I agree with William Saroyan because good people are good because they have come to wisdom through failure. Cause most of time some people becoming good in life from what they have done in past I agree with the critical lens quote.

My works theme is Macbeth by Shakespeare it was a story about a king in England that he killed another king, from what I read from the story to me it was a big mistake so, it was about a king that live in a big castle or mansion either of them was living with his wife Lady Macbeth, his son and other people and servant. The critical lens say "good people are good because they have come to wisdom through failure" when Macbeth killed the other king name Banquo when he finish sending the body guards to kill him, his conscience keeps going back in memories, King Macbeth was acting kind of strange by everyone else in the castle the wife the people that work with him and other king that thinks that he's a good king which he was but then after what he did to Banquo it make turn into evil or something that he not King Macbeth was crazy talking to him self he got a big ceremonies which all king was there enjoying a speech he was about to but all of sudden he was talking with a empty chair which that

Kind of embarrassing the wife lady Macbeth that she have to lie for him talking later he been acting extreme like that some time it nothing Macbeth did learn from his mistake by killing Banquo he mind was not living in earth no more and ~~he~~ said he couldn't go back from his mistake he just going to have kept going until the end which I think so sorry cause he kept thinking of what he did it make him think that was crazy or he got something that is very wrong.

my other discussing works in literature is the glass of menagerie by Tennessee Williams it was a story about a mother living with two kid and no dad the story happen a long time from New York City the mother wanted the kids to very strong courage respectful which the mother was try to make the kids something they not the mother was always talking for their own good to the kid the mother it was going to fail to make them think something like that good people are good because they have come to wisdom through failure, something happen to the mother which was not really a liberation

Anchor Level 2 – A

Quality	Commentary
Meaning	<p>The response: Provides a simple interpretation of the critical lens (<i>cause most of time some People becoming good in life from What they have done in Past</i>). The response alludes to the critical lens, but does not use it to analyze the chosen texts, <i>Macbeth</i> and <i>The Glass Menagerie</i>.</p>
Development	<p>Is largely undeveloped, hinting at ideas (<i>from what I read from the story to me it was a big mistake and the story happen a long time from New York City</i>), but references to the text are vague (<i>but then after what he did to Banquo it make turn into evil and the mother wanted the kids to very Strong courage respectful</i>), repetitive (the killing of Banquo), or unjustified (<i>Macbeth ... was a story about a king in england and When Macbeth killed the other King name Banquo when he finish sending the bodyguards to kill him</i>).</p>
Organization	<p>Lacks an appropriate focus but suggests some organization by grouping sentences related to the critical lens and to each work. The response is a collection of comments on two works, with the critical lens mentioned once in each work, but not connected to any particular point.</p>
Language Use	<p>Uses language that is imprecise or unsuitable for the audience or purpose (<i>but all of sudden he was talking with a empty chair which that kind of embarrassing the wife and my other discussing works in literature is the glass of Managerie by tennesse Williams</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>trough, cause</i> for “because”, <i>Shakespeare, him self, ceromonies</i>), punctuation (<i>Shakespeare it and his wife Lady macbeth</i>), capitalization (<i>england and The glass of Managerie</i>), grammar (<i>you should be agree, some People becoming good in life, she have to lies for him</i>), usage (<i>most of time and to for “too”</i>), and the omission of words (<i>it make turn into evil</i>) that make comprehension difficult.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in meaning.</p>	

In this critical lens essay I will be analysis a putting what I interpret about the critical lens by William Saroyan. However I will be comparing lens to two books that I have read, that I will support my dissation on the critical. I will be organize it in a unified and coherent manner.

The Critical lens "good people are good because they've come to wisdom through failure." I agree with it you really have to ~~fall~~ to know to change or how to change, thing always comes up to test you to see how strong you are and how you will take it or react. An throug all of those thing if you see someone going through you can help them "and I am ~~sure~~ you will fill good." Test like in the novile the color of water by James Mc Bride; Ruth Mc Bride's mother she is a good person but even she went through some ~~trial~~ but she make it, like for instint when people mistet her she don't take it on bad when it rick to her kids she will fight back like an "ally cat" when she some black guy had ramb her she had hold on to her proud and was not letting it go, but when they get

Anchor Paper – Part B—Level 2 – B

if she was still cool in a way of speaking.

Anchor Level 2 – B

Quality	Commentary
Meaning	The response: Provides a simple interpretation of the critical lens (<i>you rally have to fall to know to chang or how to change</i>) that suggests some criteria for analysis. The response makes superficial connections between the criteria and the text, <i>The Color of Water</i> , by James McBride.
Development	Is largely undeveloped, hinting at ideas (<i>when it pick to her kides she will fight back and some black gry had roub her she had hold on to her proud</i>), but references to the text are vague (<i>she was still cool in a many of speaking</i>) or irrelevant (<i>if you see somone going through you can help them "and I am shore you will fill good"</i>).
Organization	Suggests a focus on facing tests <i>to see how strong you are our how you will take it or react</i> . The response generally lacks organization, with a first paragraph which repeats directions from the prompt, and a second paragraph which contains an interpretation of the critical lens, references to Ruth McBride’s past, and personal opinions.
Language Use	Uses language that is imprecise (<i>I will be analysis a puting what I interpret about the crittical lens</i>) and unsuitable for the purpose. 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>compearing, dissistion novile</i>), punctuation (<i>However I, I agree with it you, James McBride;</i>), capitalization (<i>the color of water</i>), grammar (<i>I will be organize it and things always comes up</i>), and usage (<i>shore</i> for “sure”, <i>fiel</i> for “feel”, <i>Jest</i> for “Just”) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in meaning.	

William Sargan says "good people are good because they've come to wisdom through failure. I know some people who do this. One literature is the Pearl. The doctor was greedy when the man tried to run away the baby was dead and I read Most Dangerous Game, on the island the General was a killer and the other man. there was noise and a ship and a pit One man lived, I think the literary element was a hero ~~main character~~

Anchor Level 2 – C

Quality	Commentary
	The response:
Meaning	Provides an incomplete interpretation of the critical lens (<i>I know some people who do this</i>). The response alludes to the "critical lens" but does not use it to analyze the chosen texts.
Development	Is largely undeveloped, hinting at ideas (<i>the baby was dead and the General was a killer</i>), but references to the text are vague (<i>The doctor was greedy and there was noise and a ship and a pit</i>) or unjustified (<i>the literary element was a hero</i>).
Organization	Shows no focus or organization.
Language Use	Uses language that is unsuitable for the audience or purpose (<i>One literature is and and I read Most Dangerous Game, on the island the General</i>). The response reveals little awareness of how to use sentences to achieve an effect.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat weaker in organization and conventions.	

"Good people are good because they've come to wisdom through failure."

-William Saroyan

I think that this quote by William Saroyan means that people gain more knowledge about issues when they have experienced them and failed. When someone fails at something it's a lesson that they learned so that they know what not to do and maybe try it again but better. It's like when you were a little child and you did something wrong and your mother or father ask "Now have you learned your lesson?" Each time that you fall from your experience you gain more knowledge and learn from your mistakes. You become a better person when you know what you shouldn't be doing the next time you approach an experience.

I agree with this statement. I think this statement is very true because it agrees with everything that people go through life.

Anchor Level 1 – A

Quality	Commentary
	The response:
Meaning	Provides a reasonable interpretation of the critical lens (<i>people gain more knowledge about issues when they have experienced them and failed</i>). The response contains no analysis of any text.
Development	Is minimal, with no evidence of development beyond personal observations.
Organization	Suggests a focus on learning from failure and suggests some organization. The response begins with the "critical lens," followed by a one-paragraph discussion of its meaning, and ends with a statement of agreement.
Language Use	Relies on basic vocabulary that is occasionally imprecise (<i>I think this statement is very true because it agrees with everything that people go through life.</i>) The response attempts to vary sentence structure and length, but with uneven success (<i>When someone fails at something it's a lesson that they learned so that they know what not to do and maybe try it again but better</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors that hinder comprehension.
Conclusion: Although the response fits criteria for Levels 1, 2, 3, and 4, it remains at Level 1 because it makes no reference to any texts.	

Two books our Lord of the flies
 and Mice and Men I didn't
 like the flies one and Jorge
 shottin but he was alone
 forever ~~it~~ its not easy to
 mist. Push the rocks off
 down
 long
 ago when the plain wer
 crash

Anchor Level 1 – B

Quality	Commentary
	The response:
Meaning	Does not refer to the critical lens. The response mentions two works of literature (<i>The Lord of the Flies</i> and <i>Of Mice and Men</i>), but presents no analysis of the chosen texts.
Development	Is minimal, relying on personal opinion (<i>I didn't like</i>) and vague references (<i>Jorge shottin but he was alone forever</i> and <i>Push the rocks down</i>).
Organization	Shows no focus or organization. The response shows no evidence of any connection from one point to the next.
Language Use	Is minimal. The response reveals no awareness of appropriate language use.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1 in all qualities.	

In the critical lens William Saroyan wrote "Good people are good because they've come to wisdom through failure" This critical lens means that when a good person who fails at something, he or she comes back and overcame their failures. I agree to this critical lens because people do overcome their failures and do things the right way. This is true in Mice of Men by John Steinbeck and The Color Purple by Alice Walker.

In Mice of Men, we see George who is a hard working person who wants to make money and find a good place to live with his friend Lenny. Lenny is a big man, but has a brain of a five year old and likes soft things. But in the end of the story, Lenny was running away because he had killed a girl in the barn. The towns people and the boyfriend went after him and trying to find him so they can kill him. Lenny went back to the hide out in the beginning of the story when George said where to hid when he ever got in trouble. George came to the hideout and Lenny was there and told the story. When ^{Lenny} was telling the story George shot Lenny in the back of head. George did this because he fail on protect him ^{and we give people} because he keeps killing things, so the only right thing to do was to kill him, himself so no one else will get to him first. Some literary element that shows in this ^{story} is characterization, showing how Lenny and George are different from each other. That George is more brighter than Lenny and the Lenny is more bigger and stronger than George. Another literary element would be setting taking place in a farming environment, somewhere in the west.

In The Color Purple, we see Celie, Nettie and Albert. Nettie who left the father's house and went to live with Celie and Albert for a while. But when Albert wanted to have sex with

Part B — Practice Paper — A

Nettie, she rejected. So Albert kick Nettie out of the house. Celie and Nettie were crying because they do not want to be split apart. The two sister wants to be together but Celie can not go with her because Celie is married to Albert, and if she leaves Albert will find her and beat her. When Nettie have left, Celie had fail to be together ^{with her}. But in the end, Nettie and Celie were together again. Celie left Albert and she found the two child that she had, had before ^{with} her step father. that Nettie founded. Some literary element that shows in this story is a theme \rightarrow , showing how men and women are ^{treated} different from each other. Another literary element would be setting taking place in the 1800's (some where in the south of the U.S. and Africa).

In the critical lens William Saroyan wrote "Good people are good because they've come to wisdom through failure." This critical lens means that when a good person fails at something, he or she comes back and overcomes their failures. I agree to this critical lens because it is true, people do overcome their failures and do things the right way. This true in Mice of Men by John Steinbeck and The Color Purple by Alice Walker.

No person is perfect. Everyone fails at something in his or her life. However, it is the wisdom and experience that a person gains through making mistakes and failing that makes that person good. This idea is illustrated in a myriad of literary works, and two such examples of this are "The Crucible" and "The Scarlet Letter".

In the novel "The Crucible" the character John Procter becomes a good man through the wisdom he gained from his mistakes. The biggest mistake that John Procter makes is committing adultery. He cheats on his wife with young Abigail. This mistake is what started the events of the book. Once John realized that he made a mistake he shunned Abigail. He then tried desperately to fix his relationship with his wife, Elizabeth. He started acting like the husband that he should have been in the first place. He learned from his mistake enough to repair the relationship that he had with his wife. However, Abigail's rage and need for revenge forced John to gain even more experience from his mistake. Abigail started a witch hunt in Salem that soon focused on the Procter's. Abigail's lies were believed and soon John and his wife were both convicted witches. Even though, John came forward and confessed his adultery. He learned the lesson, that allowed him to admit his failures but it was too late. However, the ultimate lesson that John learned was shown

right before he died. John Proctor was given the opportunity to escape his death by lying. But instead of taking the easy way out and doing more wrong he stood strong. It cost him his life but he died a good man. And he achieved this goodness by learning many lessons from his mistake and using those lessons to improve himself.

In "The Scarlet Letter" Hester Prynne also learns many lessons after she commits adultery. Once her crime was discovered, because she became pregnant, she was shunned by her community. She was forced to wear a large, red 'A' on all her clothing so that anyone who saw her would know of her crime. However, instead of despairing and feeling only sorry for herself Hester learned to live in her new conditions. She accepted her fate and lived her life as best as she could. She worked hard to support herself and her daughter Pearl by sewing. She raised her daughter with all the values that she believed were important and tried her best. Hester also was committed to helping others in any way that she could. She helped the poor often even though she did not have much herself. Hester learned to hold no hate in her heart and live life as a good person. All this personal growth for her stemmed from the fact that she accepted and learned from her mistake. Dimmesdale, Pearl's father, never learned to

accept his actions. And because he never truly accepted it he could never learn from it. It slowly ate at him until his death.

Accepting your actions and learning all that you can from them is an important part of being a good person. A truly good person is not someone who has never made a mistake but rather someone who is good despite his or her mistakes. This is because mistakes test our goodness and we must learn from mistakes and fails and move on.

The critical lens is "Good people are good because they've ~~been~~ come to wisdom through failure". Two works of literature that this critical lens portrays is "The Pearl", he gained wisdom through failure because in the end the father was greedy and kept the pearl because he wanted the fame and wealth that came with it. In the end, the man's son died, because he was greedy and kept the pearl and people wanted the pearl. In the end, the father realized that being poor and having a family, is better than, keeping the pearl and being wealthy.

"Good people are good because they've ~~many~~ come to wisdom through failure." I agree with this statement because people who fail at something, learn better, and know never to do what they did again. This kind of thing has happened in two works of literature I have read, "Antigone" a play and

In the play "Antigone," a young woman wanted to bury the body of her dead brother against her uncle the king's law. Throughout the story King Creon remains stubborn. Antigone proceeded to risk her life so her brother's soul could be in peace just as the way the god's intended. King Creon preferred civic law over moral and Antigone the opposite.

In the end King Creon chose to bury Antigone's brother and remove her from prison. But, Creon was too late. Antigone killed herself. Then, later did he know his own wife and son committed suicide because they didn't like what he had done. Creon learned people's

moral wishes and ways are ~~to~~ more important than any civil law ever made.

In the book "A Christmas Carol" Mr. Scrooge realizes the meaning of Christmas. Mr. Scrooge was a wealthy man who never gave to the poor. He failed to pay his friend and employee Bob Cratchit good enough to support his family.

Mr. Scrooge failed to care about anyone other than

himself. All he cared about was money. But, he later learned that he can't be mean or cheap any longer. He was visited by three spirits. These spirits made him change his ways. He became kind, loving, and generous. He learned from his mistakes and promised everyone and himself he would never be that way again.

Just because people do bad things doesn't always mean they are bad. When someone fails and then does the right thing after makes them good. They had knowledge as of

what to do. Many people are
good but, no one notices unless
they also do good too.

I Disagree with the quote, "Good people are good because they've come to wisdom through failure." In the book Siddha, Siddha was a good person by nature. Siddha was good at all the things that he did in life. If someone was to give him a assignment he would do it with any problem. Siddha have very fail any task in life. He respected his parents, and elders. One day Siddha went on a spiritual search to find his self, and ended up, sinning by having sex unmarried, and drinking. Siddha had failed, and forgot about his spiritual search. By Siddha failure he started doing bad things which made him a bad person.

In Siddha case failure did not turn Siddha into a good person. Failure made him a sinner, Siddha realized that he was a better with sinning, and failure only made more like people who are bad people doing the wrong things.

In the book Breath, eyes, memory Marthine was rape when she was a teenager. After the rape Marthine family send her away after finding out that she was having a baby. Marthine felt that by getting rape she was a failure to her family who custom was to get married before having sex. Marthine's sister took care of her daughter.

Soie, when Marthine was pregnant she try to kill her self. By failure she was to murder her-self, and the baby.

Marthine didn't even feel the about men she even pass her feeling down to her daughter Marthine rape from a young girl who could not keep her family tradition, in a person who kill herself, and her second child. Marthine did become better, but she became bad person.

The route by William Saroyan does have a positive affect on the character in the two books that I have read. The failure only make the character innocent disappear, and the good heartedness lost.

Practice Paper A–Score Level 3

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

Practice Paper B–Score Level 5

Conclusion: Overall, the response best fits the criteria for Level 5 in all qualities.

Practice Paper C–Score Level 2

Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in meaning and conventions.

Practice Paper D–Score Level 4

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

Practice Paper E–Score Level 3

Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in language use and conventions.

**Regents Comprehensive Examination in English
Map to Learning Standards**

Key Ideas	Part of Test
Listening and writing for information and understanding	Session One – Part A
Reading and writing for information and understanding	Session One – Part B
Reading and writing for literary response	Session Two – Part A
Reading and writing for critical analysis and evaluation	Session Two – Part B

Regents Comprehensive Examination in English—June 2003

Chart for Determining the Final Examination Score (Use for June 2003 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 19 and a total multiple-choice score of 23 would receive a final examination score of 87.

**Total
Essay
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	0	1	2	3	4	6	8	10	12	15	18	21	24	27	31	34	38	41	45	48	52	56	60	63	67
1	1	2	3	4	5	7	9	11	14	16	19	22	25	29	32	36	39	43	47	50	54	58	61	65	69
2	1	2	3	4	6	8	10	12	15	18	21	24	27	31	34	38	41	45	48	52	56	60	63	67	70
3	2	3	4	5	7	9	11	14	16	19	22	25	29	32	36	39	43	47	50	54	58	61	65	69	72
4	2	3	4	6	8	10	12	15	18	21	24	27	31	34	38	41	45	48	52	56	60	63	67	70	74
5	3	4	5	7	9	11	14	16	19	22	25	29	32	36	39	43	47	50	54	58	61	65	69	72	75
6	3	4	6	8	10	12	15	18	21	24	27	31	34	38	41	45	48	52	56	60	63	67	70	74	77
7	4	5	7	9	11	14	16	19	22	25	29	32	36	39	43	47	50	54	58	61	65	69	72	75	79
8	4	6	8	10	12	15	18	21	24	27	31	34	38	41	45	48	52	56	60	63	67	70	74	77	80
9	5	7	9	11	14	16	19	22	25	29	32	36	39	43	47	50	54	58	61	65	69	72	75	79	82
10	6	8	10	12	15	18	21	24	27	31	34	38	41	45	48	52	56	60	63	67	70	74	77	80	83
11	7	9	11	14	16	19	22	25	29	32	36	39	43	47	50	54	58	61	65	69	72	75	79	82	85
12	8	10	12	15	18	21	24	27	31	34	38	41	45	48	52	56	60	63	67	70	74	77	80	83	86
13	9	11	14	16	19	22	25	29	32	36	39	43	47	50	54	58	61	65	69	72	75	79	82	85	87
14	10	12	15	18	21	24	27	31	34	38	41	45	48	52	56	60	63	67	70	74	77	80	83	86	89
15	11	14	16	19	22	25	29	32	36	39	43	47	50	54	58	61	65	69	72	75	79	82	85	87	90
16	12	15	18	21	24	27	31	34	38	41	45	48	52	56	60	63	67	70	74	77	80	83	86	89	91
17	14	16	19	22	25	29	32	36	39	43	47	50	54	58	61	65	69	72	75	79	82	85	87	90	92
18	15	18	21	24	27	31	34	38	41	45	48	52	56	60	63	67	70	74	77	80	83	86	89	91	93
19	16	19	22	25	29	32	36	39	43	47	50	54	58	61	65	69	72	75	79	82	85	87	90	92	94
20	18	21	24	27	31	34	38	41	45	48	52	56	60	63	67	70	74	77	80	83	86	89	91	93	95
21	19	22	25	29	32	36	39	43	47	50	54	58	61	65	69	72	75	79	82	85	87	90	92	94	96
22	21	24	27	31	34	38	41	45	48	52	56	60	63	67	70	74	77	80	83	86	89	91	93	95	97
23	22	25	29	32	36	39	43	47	50	54	58	61	65	69	72	75	79	82	85	87	90	92	94	96	98
24	24	27	31	34	38	41	45	48	52	56	60	63	67	70	74	77	80	83	86	89	91	93	95	97	99
25	25	29	32	36	39	43	47	50	54	58	61	65	69	72	75	79	82	85	87	90	92	94	96	98	99
26	27	31	34	38	41	45	48	52	56	60	63	67	70	74	77	80	83	86	89	91	93	95	97	99	100

Total Multiple-Choice Score