

SESSION TWO

FOR TEACHERS ONLY

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

ENGLISH

Friday, June 18, 2004—9:15 a.m. to 12:15 p.m., only

E

SCORING KEY AND RATING GUIDE

Mechanics of Rating

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site <http://www.emsc.nysed.gov/osa/> and select the link "Latest Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and at least one more time before the final scores for the examination are recorded.

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) 2
- (2) 4
- (3) 3
- (4) 1
- (5) 4
- (6) 1
- (7) 2
- (8) 3
- (9) 4
- (10) 3

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 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, 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.

Raising children is, at best, a challenge. Mothers are especially challenged when no easy road presents itself for achievement of a better future for their offspring. Such is the case of the mothers in the two passages. Each has a concept of how best to insure a better future for her child, and each takes necessary steps toward that end.

Mary, the mother in the first passage, realizes that her daughter, Geneva, needs some knowledge and experience beyond that gained from life on the farm. The opportunity for such experience arises with the arrival of Aunt Elvera, a rather objectionable and condescending character. Mary's sister-in-law proposes that Geneva accompany Dorothy, Elvera's daughter, on their trip to the Louisiana Purchase Exposition in St. Louis.

The narrator, Geneva, proceeds to systematically expose Aunt Elvera and Dorothy to the reader. Geneva perceives Dorothy as a poor student ("She could read, but her lips moved") and the source of Aunt Elvera's plan ("She wanted somebody with her at the Fair"). Throughout the passage, Geneva doubts the authenticity of her mother's offer, seeing it as a way of blunting Aunt Elvera's thinly veiled criticism.

← Near the end of the passage, Geneva comes to believe that her mother truly intends to take her to the Fair.

As a youth, Mary had not had such an enlightening experience and so saw it as valuable for Geneva. As a mother, Mary is willing to undertake a courageous act in

order to educate her daughter. Further, she is willing to expend the hard-earned "egg money" on what she sees as the education of Geneva.

Similarly, the life experience of Russell's mother in the second passage affects her parenting. Here, too, the account is told from the point-of-view of the child, Russell. From him we learn of his mother's dissatisfaction with a "plain workman's life," the life led by Russell's father. The theme of success dominates the passage.

This mother's educational approach is one of tough love. Russell's initial attempt at selling Saturday Evening Post at one of the busier intersections of town proves unsuccessful. The dialogue which takes place reveals the mother's changing attitude. Her first question uses the affectionate "Buddu", but by the end of the conversation her son has become "Russell!" The mother proceeds to instruct him in salemanship and makes clear that failure is not an option, threatening him with his own belt as motivation.

In each case, a mother sees education as the path to a better life. Though Mary's method is self-sacrificing and Russell's mother's is threatening, it is clear that each wants a better life for her child.

Anchor Level 6 – A

Quality	Commentary
Meaning	<p>The response: Reveals an in-depth analysis of both texts by establishing a controlling idea about the purposeful parenting of the mothers to secure <i>a better future for their offspring</i>. The response makes insightful connections to this idea in Passage I (<i>Mary ... realizes that her daughter, Geneva, needs some knowledge and experience</i>) and in Passage II (<i>the life experience of Russell's mother ... affects her parenting</i>).</p>
Development	<p>Develops ideas clearly and consistently. The response describes each mother's efforts by discussing the mother's background, an isolated life in one case, and a <i>dissatisfaction</i> with life in the other. The response skillfully interweaves point of view to delineate Geneva's understanding of her aunt's offer, while theme and dialogue are used to reveal <i>the mother's changing attitude</i>.</p>
Organization	<p>Maintains a focus on <i>education as the path to a better life</i>. The response exhibits a logical structure by first establishing each mother's concept of the type of educational experience her child should have (<i>trip to the Louisiana Purchase Exposition</i> and <i>selling Saturday Evening Post</i>), then presenting the measures each mother is prepared to take. Transitions are skillfully used (<i>Throughout the passage, Similarly, In each case</i>).</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise (<i>a challenge, are especially challenged, Each has a concept, each takes necessary steps</i>) and engaging (<i>systematically expose</i> and <i>blunting Aunt Elvera's thinly veiled criticism</i>). The response varies sentence structure to enhance meaning (<i>The opportunity for such experience ... condescending character</i>).</p>
Conventions	<p>Demonstrates control of conventions with essentially no errors, even with the use of sophisticated language and quoted material.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in development.</p>	

In society the task of raising and educating the young most commonly falls to the mother. How a mother accomplishes this task may be influenced by her circumstances and the outcome is most certainly affected by the child's efforts. Mothers carefully screen the potential experiences in which their children participate in order to assure positive outcomes.

One type of experience that might prove enlightening especially for someone with only limited rural experiences, might be a visit to an international event of importance. Such an event was the Louisiana Purchase Exposition in St. Louis. What an educational experience for a country girl such as Geneva, the narrator of *Passage One*. Her mother seems hesitant when passage to the fair is offered by Geneva's Aunt Elvera. In part Geneva seems thankful as she believes that the offer is really an offer to accompany her cousin Dorothy. Seeing Aunt Elvera through Geneva's eyes helps the reader to understand why Geneva's mother would reject Aunt Elvera's offer. None-the-less the reader can't help but share Geneva's surprise when Mama confirms

that, indeed, the two of them would be attending the fair. The surprise is based on information sprinkled through the story such as Aunt Elvera's reference to hard times for farmers. Mama's belief that such a trip would benefit Geneva is reinforced by her decision to use the "egg money" to finance the trip.

The bond between mother and daughter is a unifying theme first introduced in their mutual efforts at jam making. This theme is further stressed when Geneva speaks of her mother as "brave." This theme persists through mother's realization that Geneva is ready for a career.

Mama carefully selects Geneva's experiences in order to assume appropriate results.

The same is true of Russell's mother though her methods are slightly different. She encourages her son to undergo some early vocational training. Russell's narration like Geneva's allows the reader to evaluate the characters, primarily the mother. Russell reveals to us that his mother has been dissatisfied with the life offered by her husband and is carefully selecting Russell's experiences in an attempt to assure the Russell's life, unlike hers, is one of luxury.

When Russell's first day of magazine

salesmanship results in not one sale, the reader is not surprised at the mother's growing dissatisfaction, a dissatisfaction that even Uncle Allen can't diffuse. The mother is frustrated by her son's lack of effort and she takes steps to correct the situation. Her instruction accompanied by indication of unpleasant consequences is meant to assure success.

Both mothers are concerned about the development of their children into successful adults and both carefully select those experiences which will assure appropriate growth.

Anchor Level 6 – B

Quality	Commentary
Meaning	<p>The response: Establishes a controlling idea that reveals an in-depth analysis of both texts (<i>Mothers ... screen ... experiences ... to assure positive outcomes</i>). The response makes insightful connections between the controlling idea and ideas in each text (<i>visit to an international event and undergo some early vocational training</i>).</p>
Development	<p>Develops ideas clearly and consistently. The response refers to relevant and specific evidence from Passage I to describe the St Louis World's Fair as <i>an educational experience for a country girl</i> even though these are <i>hard times for farmers</i>. Russell's mother is described as <i>carefully selecting Russell's experiences</i> because she <i>has been dissatisfied with the life offered by her husband</i>. The response points out effects of point of view in both passages.</p>
Organization	<p>Maintains the focus established by the controlling idea (<i>Both mothers ... carefully select those experiences which will assure appropriate growth</i>). The response exhibits a logical and coherent structure through the skillful use of appropriate devices and transitions (<i>One type of experience, None-the-less, The same is true of</i>).</p>
Language Use	<p>Uses language that is stylistically sophisticated (<i>Her mother seems hesitant and information sprinkled through the story</i>), with a notable sense of voice (<i>What an educational experience</i>) and evident awareness of audience and purpose. Sentences are effectively constructed, enhancing meaning throughout the response.</p>
Conventions	<p>Demonstrates control of the conventions with essentially no errors.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6 although it is slightly weaker in development.</p>	

To a child, a mother is a complex combination of qualities and characteristics. She is protective, caring, disciplinary, loving, hard-working and giving—ready to adjust to any given situation. The idea that encompasses all that a mother is, however, remains that she wants only the best for her children and will do whatever seems necessary to attain that objective.

As described in Passage I, the mother is an ambitious woman who is planning to send her daughter to the fair in St. Louis. The passage describes how mother and daughter work together to make strawberry jam. The author uses the image of their hands, cut from picking berries and stained red from the juice, to indicate the idea of hard work that the mother is instilling in her daughter. Through the eyes of Geneva, the daughter, we see it would be an amazing, once in a lifetime opportunity for her to

attend the fair. Yet, she is willing to accept her mother's wishes. Geneva respects her mother's decisions and is willing to obey them. I also noticed much irony in this passage. When Aunt Elsera is describing the fair, Mama makes comments like "Mercy" and "Send us a postal," which indicate to Geneva that she will not be attending the fair. When Mama adds "Well, many thanks, but I don't think so," Geneva remains quiet but is clearly disappointed. Ironically, at the end of the passage, Mama says, "But we may be running down to the Fair ourselves," showing that she really does want her daughter to experience the fair. Both the clothing Geneva and Mama decide to wear and the "egg money" act as symbols. The egg money symbolizes the hard work of the family that was put away for something truly important. The spending of it reveals how vital Mama feels the trip to the fair would be.

She genuinely loves her daughter and sees the trip as contributing to her happiness.

The mother in Passage II also wants the best for her child, but goes about it in a much different manner. The point of view in this passage is that of Russell, who goes out to sell magazines so that he can "make something" of himself. "Make something" is a phrase he hears his mother use frequently. Her wish is for him to be successful, symbolized for her by "\$5000 a year, a big house, a Buick with a rumble seat, and a vacation in Atlantic City." This mother wants her son to have it all, and to escape the life his father endured. She does not want to see him work from sunrise to sunset and die without accomplishing anything of value. The conversation between mother and son shows the disappointment she feels at her son's unsuccessful efforts. The way she reacts shows that she fears for him and

his future. The irony^{is} that what she wants for her son is totally in contrast to the ~~way~~ she lived, and the man she married. She wants Russell to experience happiness. She loves her son dearly and wants to see him become successful and happy, even if she must "encourage" him.

The many ingredients that constitute a mother, combined with her desire for "the best" for her child, sometimes contain a "catch." This catch is that a mother is only human and may not always go about getting the best for her children in the best manner. The mothers in the passages are not perfect beings, but most of the times, their intentions seem genuine and intended to produce the most beneficial results.

Anchor Level 5 – A

Quality	Commentary
Meaning	<p>The response: Establishes a controlling idea by stating <i>a mother wants only the best for her children and will do whatever seems necessary to attain that objective</i> revealing a thorough understanding of both texts. The response makes clear and explicit connections between this idea and both texts (<i>The spending of the egg money reveals just how vital Mama feels the trip to the fair would be and She loves her son ... even if she must “encourage” him</i>).</p>
Development	<p>Develops ideas clearly and fully. For Passage I, the response uses a discussion of irony (“<i>But we may be running down to the Fair ourselves</i>”) and the symbolism of the “<i>egg money</i>” to explain how the mother <i>genuinely loves her daughter and sees the trip as contributing to her happiness</i>. In Passage II, the response discusses symbolism (“<i>\$5,000 a year ... in Atlantic City</i>”), irony, and contrast (<i>The irony is ... in contrast to the way she lived</i>) to show how this mother also <i>wants the best for her child</i>.</p>
Organization	<p>Maintains the focus established by the controlling idea, although focus is weakened slightly by the emphasis on Geneva in paragraph 2 and the introduction of a new idea (a “<i>catch</i>”) in the conclusion. The response exhibits a logical sequence of ideas to establish each mother’s goals through the use of appropriate transitions (<i>As described in Passage I, Yet, Both</i>).</p>
Language Use	<p>Uses language that is fluent, although at times clichéd (<i>any given situation; amazing, once in a lifetime opportunity; work from sunrise to sunset</i>), with evident awareness of audience and purpose (<i>The author uses the image</i>). The response varies sentence structure to control rhythm and pacing.</p>
Conventions	<p>Demonstrates control of the conventions with essentially no errors.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat stronger in development and conventions.</p>	

A mother is a woman of great significance and impact. She is the vital link which nurtures and mentors her young. These factors are evident in both passages in that these mothers aspire to give their children a better life.

Instinctively, a mother has always wanted the best for her children. She ensures their safety, enrichment, and progress in life. At times, mothers will go to great lengths to provide, even when availability of means is scarce. This is illustrated in Passage I when the mother is firm in her plan to take Geneva to the Fair in spite of the cost and difficulty. This action displays the mother's determination and will to propel and improve Geneva's life experience. In addition, Mary's decision has an element of bravery because the mother, herself, has never been exposed to the world. The Fair, therefore, would prove to be an untrodden milestone for both of the women.

Another noticeable action on the mother's part is the fact that she desires Geneva to be truly enriched by the Fair, not just be

a tag-along companion. This is evident when she declines her sister-in-law's offer of an expense-paid trip for Geneva. The mother took note if they journeyed with cumbersome Dorothy, Geneva would lag behind and not be intellectually stimulated. Furthermore, allowing for Geneva to dress in a corset reveals the mother's desire for her daughter to change and grow into a more mature young lady.

Several literary elements are present in the short story. For instance, there is the prevailing theme of self-improvement and the risk-taking of unexplored opportunities. The structure includes dialogue through which the conversing characters are illustrated. Aunt Clara seems to be self-absorbed, Dorothy seems to be slow, Geneva, humble, and the mother is shown as both impulsive and ambitious. The point-of-view is Geneva's. This, in effect, allows for an innocent bystander account of the events as well as giving insight into the characters.

In Passage II, self-improvement is again the main thrust of the narrative. The mother has great plans for her son, Russell. She is unrelenting and forbids him to give

up his job selling the Saturday Evening Post. She compels him to strive for the best, hence the reason for his early "career in journalism." She cared for his future to such an extent that she is willing to administer "tough love" with a father belt.

The mother's willful endeavors are due to her desire for her son to go well beyond his father's accomplishments as an ordinary workman. She yearns for her son to live a good life and have nice things. Thus, the betterment of an offspring's life is the central focus of the excerpt.

The author, similar to the author in Passage I, has a theme of self-improvement and uses dialogue to portray characterization (Mother being willful, Uncle being sympathetic, and son, disillusioned). The point-of-view is again from a reliable, non-judgmental narrator.

For these mothers, the best is pivotal for their children. Just as the mother in Passage I wanted Geneva to go to the Fair, the Mother in Passage II wanted her son to be a head-up sales man. Both mothers prove to be self-giving, thoughtful people with one interest in mind, their children.

Anchor Level 5 – B

Quality	Commentary
Meaning	<p>The response: Establishes a controlling idea that reveals a thorough understanding of both texts (<i>mothers aspire to give their children a better life</i>). The response makes clear connections between this idea and both texts (<i>the mother is firm in her plan to take Geneva to the Fair</i> and <i>The mother has great plans for her son</i>).</p>
Development	<p>Develops ideas clearly and consistently, elaborating on the idea that the mother in Passage I is determined to conduct the excursion on her own terms, and the mother in Passage II is equally determined to advance her son. The response mentions the use of dialogue to develop characterization for Passage I and theme and point of view in both texts.</p>
Organization	<p>Maintains the focus established by the controlling idea (<i>For these mothers, the best is pivotal for their children</i>). The response exhibits a logical sequence of ideas, first discussing the actions each mother takes to improve each child’s life, followed by a discussion of literary elements for each passage. The response concludes with a comparison of both mothers. Transitions are appropriately used.</p>
Language Use	<p>Uses language that is generally fluent and sometimes original (<i>availability of means is scarce</i>), with some awareness of audience and purpose (<i>giving insight into the characters</i>). The response generally makes effective use of sentence structure and length (<i>Mary’s decision has an element of bravery because the mother, herself, has never been exposed to the world</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>noticeable, prevading, exerpt</i>).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5 in all qualities.</p>	

Throughout ^{the} years of a child's life, one of the most important influences is their mother. Mothers do a great deal for their children. They aid and guide using firm yet compassionate means. The constant hope that all mothers have for their children is the motivation behind their tough love. This is their desire for their children to have a better life and to succeed to the highest standards. This is the basis for the many things that mothers do for their children.

There are many examples of things that mothers do for their children. Some of these are illustrated in a short story about a young girl who is invited to go to a huge fair. The fair is the "Louisiana Purchase Exposition" and is a great journey for the narrator. In the story, the girl's Aunt invites the girl to go to the fair with her. It symbolizes a fantastical dream to the girl because she has never even imagined doing anything so extravagant. But, the girl's mother tells the Aunt no. It seemed at first that she was denying her daughter of something great, but later in the story, she proves to have her daughter's best interest in mind.

The mother later reveals to her daughter that she was planning on taking her to the fair. The difference is that she was doing it so she could show her what the world was like outside of the little farm they live on. She says she will buy the girl new clothes to prepare her for the trip.

For all of the costs, this mother was going to use the family's emergency money. What the mother is doing is an ~~am~~incredibly loving thing to do, yet is not surprising for a mother. She is doing it because she wants her daughter to have a better life and to not be satisfied with where she is. This act of love and sacrifice by the mother shows what mothers will do for their children.

Another portrayal of what mothers do for their children is in an autobiographical excerpt about a boy who is growing up. His mother is making him get into the journalism business. The boy goes after school to sell the "Saturday Evening Post" in a busy shopping area. After the first day, the boy has not sold any newspapers. He is tempted to give up, saying that he didn't have the talent to be a sales person. His mother reacts harshly, and threatens to beat him if he doesn't go back. This may not seem like a positive thing for a mother to do, but in reality, it very much is.

The mother is pushed, her son the way that she did because she viewed the job as a way out. She saw the newspapers as a symbol of an open door; a door to a better life. She wanted her son to "make something of himself" and that she was going to "raise a good-for-nothing". This exemplifies a mother's love for her children and what she will do to for them. The mother in the

Anchor Paper – Part A—Level 5 – C

story showed tough love for the purpose of increasing her son's quality of life. While doing so, she also instilled an important value of life: to finish something you start and to not give up. The mother in the stories are excellent models of all mothers, and the extent that they will go to for their children. Mothers are driven by one thing; to be a mother to the best of their ability. Most of the time that means doing what ever it takes to make their children's lives better.

Anchor Level 5 – C

Quality	Commentary
Meaning	The response: Establishes a controlling idea that reveals a thorough understanding of both texts (<i>The constant hope that all mothers have for their children is the motivation behind their tough love</i>). The response clearly connects the controlling idea to Passage I (<i>It seemed at first that she was denying ... have her daughters best interest in mind</i>) and Passage II (<i>The mother ... showed tough love for the purpose of increasing her son's quality of life</i>).
Development	Develops ideas clearly and consistently, supporting the controlling idea in Passage I with numerous examples citing that <i>she wants her daughter to have a better life and to not be satisfied with where she is</i> . In Passage II the response explains how and why <i>the mother pushed her son ... because she viewed the job as a way out</i> . The response uses symbolism (<i>newspapers as a symbol of an open door</i>) to develop each mother's relationship with her child.
Organization	Maintains the focus of the controlling idea, which is established in the introduction. The response uses appropriate transitions (<i>many examples, later, Another</i>) to sequence ideas logically within paragraphs. The conclusion restates the focus (<i>Most of the time that means doing whatever it takes to make their children's lives better</i>).
Language Use	Uses language that is generally fluent with occasional awkward word choices (<i>denying her daughter of something great, difference for "reason", what the mother is doing is an incredibly loving thing to do</i>). The response shows evident awareness of audience and purpose (<i>another portrayal of what mothers do ... is an autobiographical excerpt</i>) and varies sentence structure to control rhythm and pacing (<i>This may not seem like a positive thing ... it very much is</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>narator, immagined, enstilled</i>), punctuation (<i>daughters best interest, 'open door; a door', mothers love</i>), grammar (<i>a childs' life ... their mother and The mother ... are</i>), and usage (unclear pronoun use) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions.	

Passage one and two show the relationship between a mother and their child. Mothers do everything for their children. They feed them, clothe them, educate them, and do what they know is best for them. This way when they grow up they have education so they can get a good job and live a good life. This way when they are older they can be independent and do the same for their children so they can be taken care of.

Passage one deals with two mothers and their daughters. The two mothers are sisters-in-law. This one mother never got outdoors to see the world. She wanted her daughter to be outdoors and see what is out there because she wanted the best for her daughter. The mother takes her daughter to the fair. She is brave to step outside into a world she's never seen in order to let her daughter experience what life is like outside the house. This mother travels alone for the first time for her daughter. This shows that this mother takes care of her daughter and is willing to do whatever it takes so her daughter could have a good life and have what is best for her.

Passage two also shows how this mother wants the best for her son.

The son goes out for the first time to sell newspapers. The mother wanted her son to be independent and to have a job. She wanted him to know how it felt to be on his own and make money. The son saw how hard it was because he didn't sell anything. The mom was harsh to him and said "You didn't sell anything." The mother told him to go back and try harder. She was going to teach him how to be a good salesman. The boy didn't want to do it and he didn't have any talent for the job. But because the mother cares about her son so much she told him he had to do it. She didn't want her son growing up to be a "good for nothing!" She wanted her son to be something.

In passage one mama says

"One day's like another on the farm". This is on lines. This is a simile. Mama is comparing their every day life to what men do on the farm. In passage two throughout the whole passage she is comparing her ^{family} life with the way her mother dealt with family. She says when she was little her mother wasn't going to let her grow up to be like her father. Her mother wanted a better life for her.

In both passages the mothers were motivated by a hope for a better

life for her child. These mother wanted there children to be somebody and to go somewhere. Mothers only want their children to be the best they can. They want to see their children succeed in life. They always want whats best for them because they don't want to see them get hurt or suffer. They want to see their children working and relaxing and having an easy life because their parents helped them to be somebody in life.

Anchor Level 4 – A

Quality	Commentary
	The response:
Meaning	Shows a basic understanding of the texts by establishing a controlling idea that <i>mothers do everything for their children</i> to give them a better life. The response makes implicit connections between this idea and both texts (<i>She wanted her daughter to ... see what is out there</i> and <i>She wanted him to know how it felt to be on his own and make money</i>).
Development	Develops some ideas more fully than others. The response repeatedly emphasizes the theme that mothers do what <i>is best</i> for their children. Less developed is <i>the relationship between a mother and their child</i> , especially for Passage II, which relies on plot summation. Though the description of simile (<i>This is a simile ... on the farm</i>) is inaccurate, characterization is implied by relevant evidence from both texts.
Organization	Maintains an appropriate focus on the determination of mothers to do what is best for their children. The response logically discusses each passage in separate paragraphs and attempts to discuss specific literary elements for each passage. Transitions (<i>Passage two also ... for her son</i> and <i>In both passages</i>) are appropriately used. The conclusion consists of numerous repetitions of the controlling idea.
Language Use	Uses appropriate, yet sometimes repetitive language, such as the overuse of the word <i>want</i> . Attempts to vary sentence length are occasionally successful (<i>She is brave ... outside the house</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>neve, outdoors, succede</i>), punctuation (<i>up they, it and, whats best</i>), and grammar that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

Any mother that is a good mother wants their child to succeed. Every mother wants to feel a sense of pride towards their child. Not only do you feel it, but you help and push them towards a better future. Often you see potential in your child and just feel that with a push they can reach for the stars. All of these situations are true in Passages I and II. Both mothers want a better life for their children, at least better than what they had.

In passage I you can clearly see that Mama, although with few resources wants her daughter, Geneva, to go places. This passage takes setting in a farm, where life changes very little day by day, limiting your experiences. The author sets up the story full of descriptive images which help you imagine the fair and think about what Geneva would be missing. Throughout the passage you can't help but to start feeling bad for the daughter who can't go to the fair. Until the story has a turning point and Mama knowing she can't spend the egg money decides to take her daughter to the fair. She sacrifices herself so that her daughter could experience life outside of the farm. Mama wants her daughter go to places and give her another view. Although it would have been easier for her aunt, Elvira to take her, Mama wanted to know and feel that she is pushing her daughter ahead.

Another mother who really tried to push her son ahead is from Passage II. Her son, Russell, didn't have such a great fatherly example and she fears her son will end up the same. She lives sending him to sell newspapers on what the author described as a busy street. When he comes back after selling none, his mother won't let him give up and is willing to give him instructions on salesmanship. His mother thought that "Saturday Evening Post" would really get him somewhere. She is convinced that her son will achieve more than his father. Which we can clearly conclude wasn't much because of the flashback technique the author used to describe the father's life. No matter how unskilled Russell thought he was for the job his mother wouldn't stop encouraging him. She had great visions for him which included a good salary, a big house and even a truck. All future plans for Russell. Plans that will not be given up on.

Mothers are always going to be there for their children, no matter what. They will always be there to offer encouragement, support and help. All so that the children could succeed. No sacrifice is great enough for a mother. These passages really prove this point and each author illustrates that mothers will do anything for their children.

Anchor Level 4 – B

Quality	Commentary
Meaning	<p>The response: Establishes a controlling idea that shows a basic understanding of both texts, introducing the idea that mothers <i>push</i> their children <i>towards a better future</i>. The response makes implicit connections to this idea in Passage I (<i>Mama wants her daughter go places and give her another view</i>) and Passage II (<i>his mother won't let him give up</i>).</p>
Development	<p>Develops some ideas more fully than others. The response mentions <i>descriptive images, egg money</i> and <i>sacrafices</i> in a discussion of Passage I but does not develop these ideas. The discussion of Passage II is developed with specific details about the mother's efforts to ensure her son's success (<i>sending him to sell newspapers, instructions on salesmanship, achieve more than his father</i>), but the discussion of <i>the flashback technique</i> is incorrect.</p>
Organization	<p>Maintains a clear and appropriate focus on mothers' efforts for their children. The response uses a logical sequence by first explaining the situation in each narrative and then showing the actions of each mother to create change.</p>
Language Use	<p>Uses generally appropriate language that is sometimes repetitious (<i>push them ... with a push and images ... help you imagine</i>), awkward (<i>takes setting in a farm and you can't help but to start feeling bad</i>), or informal (<i>you feel and you see</i>). Attempts to vary sentence structure are occasionally successful.</p>
Conventions	<p>Demonstrates partial control, exhibiting errors in comma use (<i>aunt, Elvera to; example and; father which</i>) and agreement that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.</p>	

Mothers will do just about anything for their children, or should I say precious treasures. Their unconditional love and joy are only a few things in which they are truly giving. Experience and success are the others which they want to be by your side and show you how it's done. Some of these ideas may seem stupid and pointless to you, while others will stay in your memory forever.

Experiencing new places and events is one thing a mother wants all of her children to do. They dream of how it will bring the relationship closer and make them that much more cool or brave to their loved one. In the first passage, there is a young girl who has never been to the Fair before and desperately wants to go. Her mother had some "egg money" saved up and says that she would love to take her. At first the girl thought it not to be true because her mother had never traveled anywhere in her life before. As she talked more and more about it the girl realized how amazing and brave her mother really was. It showed her how far her mother would go for her and how much she really cared. However, not only did her mother want to take her to the fair, but she was going to get to dress up. She wanted her daughter to look presentable for the big event and thought she was old enough to wear a corset. To this young girl she probably thought she had not heard her mother right, but in the end it just proved her unconditional love for her daughter.

Success for their children is another thing mothers will go almost any length to accomplish. They want nothing other than seeing their children happy and well off. In the second passage, the young mother wants nothing more than Russell, her little boy, to be a successful journalist and/or salesman. She did not want him to grow up like his father, who lived a plain workman's life. This mother had big plans for her boy out of the undying love she had for him. Feeling frustrated and mad when Russell did not sell any papers was her expressing her love in a different attitude. She wanted him to have such a good life that she would scold him on what he was doing wrong in order to achieve this. However, for someone this much can be difficult at times and ^{can be} very tiring.

In order for the reader to experience this kind of love the mother has for their child the writer has to use many literary devices that portray these ideas. The point of view is one major device that helped the author of the first passage demonstrated the mother's actions. Using the girl as the narrator showed us how she was responding to her mother's loving actions. She even told us that her mother was so brave for talking about taking her to the fair and this really shows a close relationship.

Anchor Level 4 – C

Quality	Commentary
Meaning	<p>The response: Establishes a controlling idea (<i>Mothers will do just about anything for their children</i>) that shows a basic understanding of both texts. The response makes implicit connections between this idea and Passage I, suggesting that the close relationship between mother and daughter will be fostered by the trip, thus benefiting the daughter (<i>It showed her ... how much she really cared</i>) and in Passage II, suggesting that this mother’s <i>undying love</i> for her son would lead her to express her love in a <i>different attitude</i>.</p>
Development	<p>Develops some ideas more fully than others. In Passage I, the response concentrates primarily on the importance of the trip to the young girl (<i>there is a young ... wants to go</i>) and the sacrifice made by the mother (<i>the girl realized how ... brave her mother really was</i>). No mention is made of the role played by Aunt Elvera. For Passage II only the mother’s motivation is developed (<i>She did not ... like his father</i>). Although the response alludes to <i>many literary devices</i>, only <i>point of view</i> is discussed.</p>
Organization	<p>Maintains an appropriate focus on what mothers will do for their children. The response is organized around the concepts of <i>unconditional love</i>, <i>experiance</i> and <i>success</i>, which are introduced in the opening paragraph. Passage I (<i>Experiancing new places</i> and <i>unconditional love</i>) and Passage II (<i>success</i> and <i>undying love</i>) are discussed separately. The lack of an effective conclusion diminishes the coherence of the response.</p>
Language Use	<p>Uses language that is generally appropriate, with some awareness of audience and purpose. The response occasionally makes effective use of sentence structure, although attempts at complexity are not always successful (<i>Experiance and success ... how it’s done</i>).</p>
Conventions	<p>Demonstrates partial control of the conventions, exhibiting occasional errors in spelling (<i>truely</i>, <i>Experiance</i>, <i>tiering</i>) and punctuation (<i>At first the, it the girl, mothers actions</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.</p>	

All mothers have a sort of maternal sense to them. They have a special bond with their child that is seen with most animals. Women have always been given the name, work at home moms, so they are able to develop a special relationship.

The mother + daughter in Passage 1 live on a farm. The mother + daughter both work hard together picking strawberries + cooking on the stove.

The mother wanted her daughter to go to the big fair + wanted her to look real nice while she was there. The mother took artificial flowers and put them on her dresses. The mother wanted her daughter to look real nice at the fair and wanted the best for her.

In passage II it is a mother + son. This family is very poor + live by a structure that looks like a railroad car. That's where the boy sells his newspapers. His mother always wanted the best for her son, so when he wanted to quit she told him he couldn't stop trying so he wouldn't have to be like his father.

Most mothers are very nurturing and always want the best for their children. They have a bond with their children that can never be broken.

Anchor Level 3 – A

Quality	Commentary
Meaning	The response: Establishes a controlling idea that shows a basic understanding of the texts, stating that mothers <i>have a special bond with their child</i> . The response makes superficial connections to the task (<i>The mother wanted her daughter to go to the big fair & ... look real nice</i>).
Development	Develops ideas briefly, using some evidence from the texts (<i>picking strawberries + cooking on the stove</i> and <i>That's where the boy sells his newspaper</i>). The response relies on brief plot summary, and includes irrelevant and unjustified information (<i>family ... live by a restaurant</i>).
Organization	Establishes, but fails to maintain, the focus on a special bond. The response exhibits a rudimentary structure including an introduction, two body paragraphs and a conclusion which restates the controlling idea.
Language Use	Relies on basic vocabulary, that is sometimes imprecise (<i>there</i> for “their” and <i>were</i> for “where”), with some awareness of audience and purpose. The response varies sentence structure with uneven success (<i>Woman have always been given the name, work at home moms, so they are able to develop a special relationship</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>artifical</i> and <i>nuitoring</i>), plural formation (<i>Woman have</i> and <i>strawberrys</i>), and use of the ampersand that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.	

In life, mothers tend to do many things for their children. One of their main focuses are hoping for a better life for their child. Two stories, Passage 1 & Passage 2, shows how mothers care for their child's life.

In Passage 1, a girl named Geneva is being invited to a fair that's out of town from where she lives. She is being invited from her Aunt but the real reason she wants Geneva to go is because her daughter will have no friend to go with. Geneva's mother, Mary, says no and actually wants to go to the fair with her daughter. Geneva didn't believe this but it was actually true and her mother actually wants for them to explore the world since they never traveled anywhere. As you can see the mother is showing love and doing things for her child. She really cared for her daughter & wanted to enjoy the trip together.

In Passage 2, a boy named Russel is one who's life was focused on journalism. Of course it was his mother's idea. Russel didn't appear to know journalism and it wasn't his motivation to do so. He was forced into this by his mom because she wanted to successful child who's future would be success. Her husband was opposite

Anchor Paper – Part A—Level 3 – B

of the. She taught and fought him
to get better at it.

As you can see both mothers
from each passage did many things
for their children. It shows how they
want their child's life to be successful
as in Passage 2 and good as in Passage
1.

Anchor Level 3 – B

Quality	Commentary
	The response:
Meaning	Shows a basic understanding of the texts by establishing a controlling idea that mothers hope for a better life for their child. The response makes few connections between this idea and the texts.
Development	Develops ideas briefly, relying primarily on plot summary. The idea that the mother and daughter in Passage I must <i>explore the world</i> is left undeveloped. In Passage II, the mother's motivation for pushing her son to be successful is not explained beyond <i>her husband was opposite of this</i> .
Organization	Establishes, but fails to maintain an appropriate focus, failing to support the idea that mothers hope for a better life for their child. The response exhibits a rudimentary structure with an opening paragraph, paragraphs devoted to each passage, and a conclusion. There is little evidence of transitional devices to add coherence.
Language Use	Relies on basic vocabulary that is at times repetitive (<i>actually</i>), clichéd (<i>As you can see</i>), and imprecise (<i>from</i> for “by” and <i>who's</i> for “whose”). The response shows little evidence of audience awareness and sentences are unevenly successful (<i>she wanted to successful child</i>).
Conventions	Demonstrates partial control of the conventions. The response exhibits occasional errors in spelling (<i>Russel</i> and <i>modivation</i>), comma usage (<i>Aunt but</i> and <i>this but</i>), and grammar (<i>one ... are</i> and <i>mothers care for their child's life</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.	

A mother love is an important gift to there children. Many mother express their love to their children by helping them in life, give their children everything they couldn't have while growing up. A mother that cares so much for her children would do anything for them. In both passages there are mothers that would do anything for their children, sometimes having to put aside their pride for their kids.

The first passage is about a mother who decide to change her way. Her daughter Mary has been invited to the fair by her Aunt Elvera. But Mary's point of view about her mother is she won't let her go because of her mother's pride. But her mother decision is that she won't be going with her Aunt Elvera because she is going to take Mary to the fair. Mary is confused because she knows that her family doesn't have enough money. But her mother tells her that they'll take "egg money". The "egg money" symbolize the money that they save up. This make Mary, and her mother very happy.

The second passage is about a mother that wants her son to succeed in life. The boys mother want him to be a journalist. She want him to have a easy job but get paid alot unlike his father who has a tough job and get pay less. The mother is concern about her san's future and wants whats best for him. So that why

Anchor Paper – Part A—Level 3 – C

she decided to push him to do something, that way when he grows up he would be a professional, and it would be less difficult for him in the real world.

Anchor Level 3 – C

Quality	Commentary
Meaning	The response: Establishes a controlling idea that shows a basic understanding of both texts (<i>there are mothers that would do anything for their children</i>). The response makes few specific connections between the texts and this controlling idea.
Development	Develops ideas briefly. The response relies on plot summary and an inaccurate discussion of point of view and symbolism (“ <i>egg money</i> ”) to develop Passage I. For Passage II, the mother’s motivation for her son’s success (<i>when he grows up he would be a professional</i>) is only briefly discussed.
Organization	Establishes an appropriate focus in the opening paragraph, but loses focus in paragraph 2 lapsing into a discussion of <i>her mother’s pride</i> and the daughter’s confusion. The response exhibits a rudimentary structure but lacks a unifying conclusion.
Language Use	Relies on basic vocabulary that is sometimes repetitive (<i>But her mother decision, But her mother, mother want, She want</i>). Attempts to vary sentence structure and length are unevenly successful (<i>Many mother express ... while growing up</i>).
Conventions	Demonstrates emerging control. The response exhibits errors in spelling (<i>succed, concern, decied</i>), punctuation (<i>A mother love; Mary, and; boys mother</i>), and grammar (<i>many mother ... gave, mother ... decide, This make</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3 in all qualities.	

Children need their mothers Lucky children get the mothers that go all out for their kids. By going all out I mean parents who always stay on top of their kids and when their children need something or have an open door in life they make sure they do everything in their willpower to get them what they need or make sure they walk through that door

In passage I, Mary who has never been anywhere ~~was~~ making plans to go to Louisiana for the love she had for Geneva. She was looking out for her daughter. That is an example of how mothers go all out for their children.

Anchor Level 2 – A

Quality	Commentary
	The response:
Meaning	Conveys a confused and incomplete understanding of the task and text. The suggestion of a controlling idea (<i>Children need their mothers</i>) is only superficially connected to Passage I, and Passage II is not mentioned.
Development	Is incomplete and largely undeveloped. The response is primarily a personal response, offering only vague references to Passage I.
Organization	Suggests a focus and suggests organization. The passage attempts to connect events in Passage I to a personal observation (<i>Lucky children get mothers that go all out for their kids</i>). There is no attempt at a conclusion.
Language Use	Relies on basic vocabulary. The response exhibits one lengthy attempt to vary sentence structure and length, but with uneven success (<i>By going ... that door</i>).
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 2, although it somewhat stronger in language use and somewhat weaker in conventions.	

Anchor Paper – Part A—Level 2 – B

In both passages you can tell the mother's care alot for there children. In passage one Mary, the mother of Dorthy encourages Dorthy to go to the fair with there family. Dorthy's mother doesn't have very much money and is very poor. The money she does have she spends on Dorthy to go. She is very excited that her mother let's her go and have a fun time with her cousin at the fair.

Passage two is a story about a young kid named Russell. Russell's mother wants him to make something of himself and become a journalist. His mother doesn't want him to end up like his father with a fourth grade education. Russell get's a job selling magazines in hopes of one day becoming a journalist. Russell's mother helps him to believe in himself.

Anchor Level 2 – B

Quality	Commentary
Meaning	<p>The response: Conveys a confused understanding of the texts, stating that the mother in Passage I allows her daughter to go ... with there family, as well as referring to Geneva as Dorothy throughout. The response makes few connections to the task (<i>the mother ... encourages Dorthy and Russell's mother wants him to make something of himself</i>).</p>
Development	Is largely undeveloped. The response hints at ideas (<i>Russell's mother wants him to make something of himself</i>), but references to the texts are inaccurate (<i>have a fun time with her cousin at the fair</i>) or unjustified (implying that Russell initiated the job and career).
Organization	Lacks an appropriate focus, but suggests some organization. The two paragraphs summarize the events of the passages, but make no attempt to coordinate the information presented beyond the simple statement of facts. The response uses weak transitions and concludes abruptly.
Language Use	Relies on basic vocabulary that is sometimes informal (<i>have a fun time and a young kid named Russell</i>), redundant (<i>doesn't have much money and is very poor</i>), or imprecise (<i>there</i> for "their"), with little awareness of audience. The response exhibits some attempt to vary sentence structures with uneven success.
Conventions	Demonstrates partial control with occasional errors in spelling (<i>alot, Dorthy, magazines</i>), punctuation (<i>In both passages you</i> and <i>In passage one Mary</i>), and apostrophe use (<i>tell the mother's care, Mother let's her go, get's</i>) that do not hinder comprehension.
<p>Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use and conventions.</p>	

The controlling idea is about the things mothers do for their children. Mothers want what's best for their children. They want them to get a good education and to succeed in whatever they want to do with their lives. Being a mother is something that every woman wants to be. Mothers also want their children to try to be the best they could be.

In Passage II, both Mary and her mother really didn't get along. But they still had a lot of respect for one another. Mary was very close to her Aunt Elvera. An example of this is (line 14) which reads "Tight as a new boot." that line is a simile. Aunt Elvera was sergeant-at-arms of the Women's Christian Temperance Union. The main purpose of this passage is how Mary got along with her Aunt Elvera.

Anchor Level 2 – C

Quality	Commentary
	The response:
Meaning	Conveys a confused and incomplete understanding of the texts. While an attempt is made at establishing a controlling idea that <i>mothers want what's best for their children</i> , it is not connected to the texts. The response exhibits a misunderstanding of Passage I (<i>Mary and her mother really didn't get along</i>) and Passage II is not discussed.
Development	Is incomplete and largely undeveloped, using inaccurate details from Passage I (<i>Mary was very close to her Aunt Elvera</i>). The response correctly identifies the simile <i>tight as a new boot</i> , but interprets it incorrectly.
Organization	Suggests a focus in the opening paragraph about what mothers want for their children. The response exhibits some organization with an introductory paragraph and a brief paragraph about Passage I but ends abruptly.
Language Use	Relies on basic vocabulary and vocabulary taken from the text (<i>Aunt Elvera ... Christian Temperance Union</i>), with little awareness of audience. The response makes some attempt to vary sentence structure with uneven success.
Conventions	Demonstrates emerging control. The two-paragraph response exhibits errors in grammar (<i>Mothers also wants, women wants, tense sequence</i>). These errors occasionally hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use and conventions.	

They say that when a mother's child is in trouble, they develop the strength of ten men. A mother will do anything to help, or protect their children. Although children may complain that their mothers are too overprotective, mothers always act in their children's best interest. Even when kids think they are getting away with something, their mother always knows. Not only do they know what you did they knew it before you did it, it's just their decision whether or not they want to bust you for it.

Anchor Level 1 – A

Quality	Commentary
Meaning	<p>The response: Provides no evidence of textual understanding. The response presents the idea that <i>a mother will do anything to help, or protect their children</i>, but fails to make any connections to the texts.</p>
Development	<p>Is minimal, with no evidence of development beyond personal opinion (<i>children may complain that their mothers are too overprotective and mothers always act in their children's best interest</i>).</p>
Organization	<p>Suggests a focus that a mother will do anything for her children, but lacks organization.</p>
Language Use	<p>Relies on basic vocabulary, with occasional unsuitable word choice (<i>bust you</i>). Although the response is minimal, it does exhibit some attempt to vary sentence structure, but with uneven success (<i>Not only do they ... you for it</i>).</p>
Conventions	<p>Is minimal, making assessment of conventions unreliable.</p>
<p>Conclusion: Although the response fits criteria for Levels 1 and 2, it remains at Level 1 because the response makes no reference to either text.</p>	

Anchor Paper – Part A—Level 1 – B

When we were child our mother had done ~~some~~ many things for you as the mother in these 2 passage doing. Both of these 2 passage show how mother love their children and tried to do the best thing for their children.

Anchor Level 1 – B

Quality	Commentary
Meaning	The response: Provides minimal evidence of textual understanding. There is a suggestion of a possible controlling idea in the second sentence (<i>Both of these 2 passage ... for their children</i>), but the response makes no connection between this idea and the texts.
Development	Is minimal, providing only two complete introductory sentences.
Organization	Lacks an appropriate focus and presents too little material to evaluate organization.
Language Use	Is minimal.
Conventions	Is minimal, making assessment of the conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1 in all qualities.	

a mom does strange things when it comes to their children. In passage 1 the mother didn't get to go any place special or worth while so she made plans to take her daughter to the fair. In the second passage the mom more wanted her son to do better with his life than what the boy's father does for a career.

In the first passage the mother uses her point of view when she tells her sister in law she will be going, and that she will put her foot down to let them know even though they don't have a lot of money she wants to do it for her child, and in passage two the mom wants the son to have more than his father. She wants the opposite of callouses and hard work. She wants a nice office and straight suits for her son.

Both passages show what a mother will do for her child either give them something they need or they think is best or show them the one brought her daughter or pl-

anned to bring her daughter to The fair cause she never got to experience it. And the other mother wanted more for her son. She wanted an easy, money job even if he didn't like it.

In our society, mothers want the best for their children. They want their children to succeed in life, have innovating experiences and live meaningful lives. Often, mothers are willing to sacrifice a lot for their child's benefit.

In passage I, Geneva's mother wanted her daughter to go to the fair in St. Louis. She wanted her to experience the world and see the different things they saw in ~~the calendar~~ the calendar. The author gives us an extensive description of these pictures to show us the beauty and culture Geneva's mom wanted her to see. The "Castles from Europe and paper houses from Japan" give us a sense of the different cultures and the "great floral clock" symbolizes the natural beauty on display. The mother wanted Geneva to have the opportunity to experience all of those things. She didn't want her to stay at home her whole life. The description of the mother's hands as "fire red from strawberry juice and the heat of the stove" stands in contrast to the mother's aspirations for her daughter. The mother was also willing to spend the family's "egg money", the little money they have saved up, to ensure Geneva doesn't miss this opportunity.

In the second passage, Russell's mom wanted to ensure success for her son. She wanted him to be a successful businessman. She sends him out at an early age to start selling magazines. She dreamed of a better life for Russell with "desks, white collars, well-pressed suits" and "evenings of reading and lively talk."

This description is contrasted to Russell's dad, who lived a plain workman's life with "calluses on their hands, overalls on their backs, and fourth-grade educations in their heads." Russell's dad serves as a character foil for the dreams the mother has for Russell. The mother compelled Russell to go out and sell even though he doesn't want to because she thinks it would be good for Russell. She even threatened to whip him if he didn't go out and sell his magazines. Her only motive in threatening him was to help him succeed.

In each of these stories we see mothers who go to extreme measures to help their child. Geneva's mom wanted to make sure Geneva experienced the world and Russell's mom wanted economic success for her son. Geneva's mom was willing to spend her little savings to help her daughter, and Russell's mom fought with him to ensure his success. Both of those mothers are extremely caring and want the absolute best for their child.

Mothers are motivated by the desire of a better life for their children. In passage one, the mother tries to get her daughter to live an unusual experience. In passage two, the mother tries to get his son to start working at an early age because she wants him to become someone ^{in life}. Both authors use specific literary elements and techniques to convey the way mothers are motivated by a hope for a better life for their children.

Geneva's mother, Mary wants her to experience life. Geneva is invited by her Aunt Elvera to the Fair but Geneva's mother refuses to let her go. Geneva was a little cast down because she saw this as her opportunity to see the world. At the beginning of passage I Geneva's mother says "One day's live another on the farm." (line 6) Geneva's mother felt resigned. She had accepted the farm as her only home, as her life. Geneva's mother had never been anywhere else in her life. I think her decision in taking Geneva to the fair showed that she didn't want Geneva to be deprived of the outside world.

In passage II, Russell's mother makes him work hard to become someone in life. Even though Russell's mother seems to be pushing Russell a bit too hard I think her reason for doing this is that she wanted Russell to be someone in life. In line 41 ^{through 45} it says "...I was a country child in northern Virginia and my mother, dissatisfied with my father's plain workman's life, determined that I would not grow up like him and his people, with calluses on their hands, overalls on their backs, and fourth-grade educations in their heads." I think this shows that Russell's mother wanted

something better for him. She didn't want him to accept the fate of his father and his people as his own.

Both authors use literary elements and techniques to show that mothers have the hope of something better for their children. The point of view of both passages is first person. By doing this, we were able to learn about the thoughts and feelings of the narrators. I think this helps us understand how the narrators felt about their mothers and about what they were doing for them. The setting is very important in both passages because it helps us understand why the mothers wanted something better for their children. In passage one, the author indicates that Geneva and her mother live in a farm. We can associate the farm to be an isolated place away from the "world". Geneva's mother didn't want Geneva to be confined to the farm. She wanted Geneva to experience the outside world. In passage two, the author indicates they live near a busy shopping area. The author also points out Russell's father's work. The purpose of this was again to point out the reason why Russell's mother wanted him to work hard at an early age. She wanted to prepare him for the outside world.

Both passages indicate what mothers are willing to do to provide an opportunity of a better life for their children. In passage 1, the mother is willing to leave the farm to give Geneva a chance to see the outside world. In passage two, Russell's mother makes him work hard because she wants him to become someone in life. Both authors use literary elements to show how mothers hope for a better life for their children.

Mothers do things for their children like buy them stuff they need, put a roof over their heads keep them warm. Mother help their children with what they will need in life. In passage one the mother took her daughter to a fair. In passage two the mother was trying to help her son how to make money by telling him to sell magazines on the street or go house to house and ring the door bells.

well I think all mothers are terrific. If people didn't have a mother well then they wouldn't be here today.

Mother's often play an important role in a child's life. For the most part, the parents are there to encourage their kids to succeed at life and situations that come up throughout life. Usually the reason for this is because mothers would like to show their children what they've never had. This is evident in Passage I and Passage II.

Passage I is a short story told by the daughter Geneva. Throughout the story she tells of the fair that she and her mother were invited to, by her Aunt Elvera ^{and cousin Dorothy}. Even though her mother denied their offer, Geneva continued to speak very highly of the fair. Because Geneva is the narrator, she says what she feels and is aware that the only reason that she was invited along, was because Dorothy didn't want to be alone. The author uses setting to set up a more mature environment with "stimulants" being served and the fact that people of their kind would not even step foot on the pike, "the midway of the Fair, like a giant carnival with all sorts of goings-on. If Geneva would have went, she would have been considered one of the kids and obviously her mother felt she was getting to be too mature. Also, her mother never traveled before and she felt Geneva was old enough to dress the part of a woman and act like one also. Her mother specifically said no to her Aunt because she wanted it to be just her and her daughter

experiencing the Fair together for the first time.

In Passage II, an autobiographical excerpt, Russell speaks of his mother's goals that she set for him and her reasoning why. In the excerpt, Russell also gives background on his father and how it all comes together to form his mother's constant nagging to not give up and her want for him to succeed. Ironically, Russell's mother does not want him to turn out anything like his father. She refuses to have him work in the same field that her husband does. She prefers the well dressed, white collars, a nice office and more of a high class life than what she was actually living. From the story it seems like she still loves her husband, but she wants Russell to be able to live with more class and to enjoy life instead of working all day everyday. She wants him to have what she's never had.

The mother's in Passage I and Passage II both wanted their children to have things that they never had.

Practice Paper A–Score Level 3

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

Practice Paper B–Score Level 5

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

Practice Paper C–Score Level 4

Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in conventions.

Practice Paper D–Score Level 2

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

Practice Paper E–Score Level 4

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

**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:
Meaning: the extent to which the response exhibits sound understanding, interpretation, and analysis of the task and text(s)	-provide an interpretation of the "critical lens" that is faithful to the complexity of the statement and clearly establishes the criteria for analysis -use the criteria to make insightful analysis of the chosen texts	-provide a thoughtful interpretation of the "critical lens" that clearly establishes the criteria for analysis -use the criteria to make a clear and reasoned analysis of the chosen texts	-provide a reasonable interpretation of the "critical lens" that establishes the criteria for analysis -make implicit connections between criteria and the chosen texts	-provide a simple interpretation of the "critical lens" that suggests some criteria for analysis -make superficial connections between the criteria and the chosen texts	-provide a confused or incomplete interpretation of the "critical lens" -may allude to the "critical lens" but do not use it to analyze the chosen texts	-do not refer to the "critical lens" -reflect minimal or no analysis of the chosen texts
Development: the extent to which ideas are elaborated using specific and relevant evidence from the text(s)	-develop ideas clearly and fully, making effective use of a wide range of relevant and specific evidence and appropriate literary elements from both texts	-develop ideas clearly and consistently, with reference to relevant and specific evidence and appropriate literary elements from both texts	-develop some ideas more fully than others, with reference to specific and relevant evidence and appropriate literary elements from both texts	-develop ideas briefly, using some evidence from the text -may rely primarily on plot summary	-are incomplete or largely undeveloped, hinting at ideas, but references to the text are vague, irrelevant, repetitive, or unjustified	-are minimal, with no evidence of development
Organization: the extent to which the response exhibits direction, shape, and coherence	-maintain the focus established by the critical lens -exhibit a logical and coherent structure through skillful use of appropriate devices and transitions	-maintain the focus established by the critical lens -exhibit a logical sequence of ideas through use of appropriate devices and transitions	-maintain a clear and appropriate focus -exhibit a logical sequence of ideas but may lack internal consistency	-establish, but fail to maintain, an appropriate focus -exhibit a rudimentary structure but may include some inconsistencies or irrelevancies	-lack an appropriate focus but suggest some organization, or suggest a focus but lack organization	-show no focus or organization
Language Use: the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety	-are stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice and awareness of audience and purpose -vary structure and length of sentences to enhance meaning	-use language that is fluent and original, with evident awareness of audience and purpose -vary structure and length of sentences to control rhythm and pacing	-use appropriate language, with some awareness of audience and purpose -occasionally make effective use of sentence structure or length	-rely on basic vocabulary, with little awareness of audience or purpose -exhibit some attempt to vary sentence structure or length for effect, but with uneven success	-use language that is imprecise or unsuitable for the audience or purpose -reveal little awareness of how to use sentences to achieve an effect	-are minimal -use language that is incoherent or inappropriate
Conventions: the extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar, and usage	-demonstrate control of the conventions with essentially no errors, even with sophisticated language	-demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language	-demonstrate partial control, exhibiting occasional errors that do not hinder comprehension	-demonstrate emerging control, exhibiting occasional errors that hinder comprehension	-demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult	-are minimal, making assessment of conventions unreliable -may be illegible or not recognizable as English

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

Theodore Roethke said, "In a dark time, the eye begins to see..." How wrong he was. Roethke felt that, in the midst of evil, righteousness would prevail because the evil becomes apparent. Reality, contrary to Roethke's beliefs, has shown that evil is contagious and exponentially growing. It is more likely to spawn further wrongs than to awaken the ignorant. This has been proven in literature as well. The Crucible by Arthur Miller and 1984 by George Orwell.

The very theme of Miller's The Crucible is the polar opposite of Roethke's statement. The work contends that evil, once realized, is only built upon—not brought down. The mass hysteria of the witchhunt only grows as it is pushed further and further. It is unstoppable; only a few inconsequential attempts come close to threatening it. Miller is saying that evil will die in its own time and will not be influenced by the people it wields as tools.

This theme is reinforced by Miller's characterization of the symbolic John Proctor. He is a good and wholesome man, well respected and even idolized by his neighbors. He is the good that would prevail if Roethke's statement were to hold true, but Proctor is ultimately put to death. The act was ludicrous and went against all that is good, but no one could see that. No one deserved to die less than John Proctor, but the "dark time" in Salem (the witchhunt) only blinded the eye of justice. In this case Theodore Roethke could not have been more wrong.

While John Proctor personifies the contradiction to Roethke's statement, the irony of The Crucible being a play stresses it further. Since it is a play, it is closer

to real life. There is no omnipresent, all-knowing third party. The story unfolds in real time giving no one character, or even the audience (the readers) any control over the outcome. While we may see the evil, we do nothing about it; we are incapacitated by our reality. We are not actually in the work. The characters in The Crucible are incapacitated by a blinding evil, not one that opens their eyes.

In much the same way, in George Orwell's 1984, evil has become so normal and so regular that its existence has been lost to the minds of those that could stop it. Big Brother controls all, killing the essence of life. This is evil. But one of Orwell's themes concurs that if no one sees it, no one can stop it, a direct contention to Roethke's idealist illusions. In 1984, people can no longer recognize the evil all around them. Therefore, they cannot stop it. This is reality. Evil opening one's eyes and bringing about good is only a fairy tale.

An integral part of this theme, the symbolism of Big Brother must not be lost on the reader. "He" was evil. Big Brother parallels the mass hysteria of The Crucible's witchhunt. All the faults and iniquities of man had conglomerated into one presence, one enigma.

Further paralleling The Crucible (and real life), 1984 has a John Proctor as well. The main character sees the evil, but he has always known. His eyes were not newly opened by its existence. Because the world was blind to the evil, the man was tortured, persecuted, and tormented; again, proof that evil is not realized. It realizes us, using us at its

will. Roethke made the mistake of thinking that we are in control when, in reality, evil is.

Because of this, evil's presence does not open our eyes. It keeps them closed for as long as it wants. In *The Crucible* and *1984*, it is only hoped that the existing evil will die off on its own. Its cohorts are blind to its presence. It is engulfing, and that is why it cannot be stopped by a realization of its existence; it must fade away because such an epiphany will never come.

Anchor Level 6 – A

Quality	Commentary
Meaning	The response: Provides an interpretation faithful to the complexity of the critical lens, disagreeing by declaring that contrary to what the quotation might suggest (<i>righteousness would prevail because the evil becomes apparent</i>), <i>evil is engulfing, and that is why it cannot be stopped by a realization of its existence</i> . The response uses the criteria to make insightful analysis of <i>The Crucible</i> and <i>1984</i> .
Development	Develops ideas clearly and fully, making use of a wide range of relevant and specific evidence to discuss how <i>The Crucible contends that evil, once realized, is only built upon-not brought down</i> , and in <i>1984 why opening one's eyes and bringing about good is only a fairy tale</i> . The response discusses the use of literary elements such as structure, theme, and characterization in both texts.
Organization	Maintains the focus on the critical lens (<i>evil's presence does not open our eyes</i>). The response exhibits a logical and coherent structure by refuting Roethke's statement and then demonstrating the rejection with each text, reiterating the disagreement in the concluding paragraph, and further strengthening coherence with skillful use of transitions (<i>This theme is reinforced, While John Proctor personifies the contradiction, In much the same way</i>).
Language Use	Is stylistically sophisticated, using language that is precise and engaging (<i>Evil ... is more likely to spawn further wrongs than to awaken the ignorant</i>), with a notable sense of voice and awareness of audience and purpose (<i>How wrong he was</i>). The response varies sentence structure and length to enhance meaning (<i>In 1984, people can no longer recognize the evil all around them. Therefore, they cannot stop it</i>).
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>dillusions</i>) and grammar (<i>The irony of the Crucible being a play</i>) only when using sophisticated language.
Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in conventions.	

In times of adversity and hardship, one is often enlightened to a deeper level of thinking and feeling within. Theodore Roethke once said, "In a dark time, the eye begins to see;" people actually look closer at themselves and at God in a time of trouble, therefore, they may see things more clearly. I agree with Roethke's theory; I believe it holds many different answers and its ambiguity leaves it open to several different conclusions. In a time of peril or hardship one's mindset is altered; whether the result leaves the person enlightened or scared depends on the nature of the person in the situation. Two works in which characters are faced with difficult times are, The Things They Carried, by Tim O'Brien and The Grapes of Wrath, by John Steinbeck. In these works we see a transformation of the views of the main characters and supporting roles as well due to hardship faced.

In The Things They Carried, the narrator Tim O'Brien discusses his feelings and thoughts on his experience in the war in Vietnam. War is a devastating thing to anyone involved and through Tim's account we are exposed to the effects the war had on him. Never was Tim particularly courageous or adventurous, he even considered leaving the country to avoid being drafted. However when faced with death and extreme conditions he began to build a callous

strength within. He saw reality as it was; death was simply death, blood and fighting were nothing deeper than just that, everything was simple and unambiguous. Tim felt guilt on certain occasions and the compelling urge to speak, much later after the war, of the "crimes" he had committed. This dark time in his life opened his eyes to the realities of life, war, death, and gave him a better appreciation for the life he retained. Through Tim's point of view we are introduced to all of the mental and physical hardships of a man at war. We progressively see the changes it inflicted on him and his colleagues of which he often spoke. The specific characterization of Tim gave the audience a unique and personal account of the effects of a particularly dark time in Tim's life.

The Grapes of Wrath, a novel about the hardship and misery set in America's Great Depression in the 1930's, was both depressing and yet uplifting at the same time. The main character of the novel, Tom Joad, and his family experience the "wrath" that the Depression inflicted on most Americans at the time. Tom Joad, formally a rather sinful and self absorbed human being experienced the most admirable transformation through the

hardships he experienced. Tom easily found God in his religious family and became determined to take control of his family's fate and contribute to the efforts of getting to California, the goal. Along his journey he is faced with many difficult situations that continue to change him as a person. In seeing others sacrifice, such as his friend Casey, he becomes an increasingly moral man, willing to fight for what he believes in and for the good of his family. In his fight for the cause of migrant workers Tom begins to understand the importance of his actions and the positiveness of his transformation. Even in this time of hopelessness and darkness Tom Joad was able to see through the misery and take on responsibilities he never thought he would. He saw the reality of the desperate situation and the injustice, in being confident he had what it took Tom rose to the occasion and became a leader.

It is due to differing personalities and strengths in character that leads people to perceive things as they do in tough times. Some find inner strength and qualities they never have brought out before while some are forever haunted and disturbed by the hardship they went through. It is certain however, that

however ones sees life after a negative experience will surely be effected either for better or for worse.

Anchor Level 6 – B

Quality	Commentary
Meaning	The response: Provides an interpretation of the critical lens that is faithful to the complexity of the statement by pointing out that <i>people actually look closer at themselves ... in a time of trouble causing them to see things more clearly</i> . The response uses this criteria to make an insightful analysis of <i>The Things They Carried</i> and <i>The Grapes of Wrath</i> .
Development	Develops ideas clearly and fully. The response makes effective use of a wide range of relevant and specific evidence to illustrate how <i>in a time of peril or hardship one's mindset is altered</i> . The response discusses characterization in <i>The Things They Carried</i> (<i>The specific characterization of Tim gave the audience a unique ... account of the effects of a particularly dark time in Tim's life</i>) and setting in <i>The Grapes of Wrath</i> (<i>the "wrath" that the Depression inflicted on most Americans at the time</i>).
Organization	Maintains the focus on the idea of a <i>transformation of the views of the main characters ... due to hardship faced</i> . The response exhibits a logical and coherent structure, with each paragraph reinforcing the focus as it relates to the texts, moving from introduction to textual discussions to summation.
Language Use	Is stylistically sophisticated, using language that is precise and engaging (<i>Tim felt guilt on certain occasions, and the compelling urge to speak, much later after the war, of the "crimes" he had comitted</i>), with a notable sense of voice and awareness of audience and purpose. The response varies sentence structure and length, although occasionally misusing words (<i>formally, unjustice, effected</i>).
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>leval, devestating, percieve, negetive</i>), punctuation (<i>however when faced with death and adventurous, he even considered</i>), and grammar (<i>colleagues of which he often spoke</i>) when using sophisticated language.
Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in conventions.	

"In a dark time, the eye begins to see..." This statement said by Theodore Roethke can be interpreted in many ways. One way is that it is not until times of trouble when a person can see how the world really is. It can be a reawakening for a person. I believe this to be true as in such events as September 11 and war. War is a natural occurrence for many in ~~the other side of~~ the world, but it was not until something happened here when people opened their eyes to the world around them. This can also be seen in literature; in such works as Antigone and Othello where trouble did brew but with different plots in each case.

The quote said by Roethke can be applied to Antigone in the death of both Antigone's brother and herself. It isn't until the death of her brother that Creon's true colors shine. He becomes overbearing, uncompromising, and most of all: proud. Antigone sees this and is determined to do what she feels is right despite the consequences of possible death. When her impending death does happen as well as the death of Creon's son, it isn't until then Creon realizes he had been wrong in his actions. Creon's "dark time", which were the deaths of those close to him, resulted in both a tragic loss for him, but also a self-realization that he was wrong.

William Shakespeare's Othello can be applied to the quote as well. Although Iago continuously manipulated those around him, nobody really thought he was capable of being so cold-hearted. He was a person that Othello thought he could trust. What Othello didn't know was that Iago was

pushing his buttons and planting untrue ideas of Desdemona's infidelity which would eventually culminate into Othello murdering Desdemona. It isn't until her death that Othello finds out that all Iago had said to him were lies. Othello's "dark time" was the death of his love which led him to kill himself because of what he had done and the realization that Iago was not the person he seemed to be. This realization went for just about all the characters, including his wife who did not think he was capable of being so void of feelings, that is except for contempt and hatred for Othello.

Antigone and Othello are two works of literature in which "dark times" resulted in realizations in both others characters and themselves. It can also be seen in the world we live in through war and death among other occurrences. Theodore Roethke's quote, "In a dark time, the eye begins to see..." can be seen as that these occurrences, such as war, can open people's eyes and not stay in the sheltered bliss of denial of what really goes on in the world.

Anchor Level 5 – A

Quality	Commentary
Meaning	<p>The response: Provides a thoughtful interpretation of the critical lens that clearly establishes the criteria for analysis (<i>it is not until times of trouble when a person can see how the world really is. It can be a reawakening for a person</i>). The response uses the criteria to make a clear and reasoned analysis of <i>Antigone</i> and <i>Othello</i>.</p>
Development	<p>Develops ideas clearly and consistently, discussing plot and characterization in relation to the critical lens (<i>Creon’s “dark time”, which were the deaths of those close to him, resulted in ... a self-realization that he was wrong and Othello’s “dark time” was the death of his love ... and the realization that Iago was not the person he seemed to be</i>).</p>
Organization	<p>Maintains the focus on <i>when people opened their eyes to the world around them</i>. The response exhibits a logical sequence of ideas, with body paragraphs discussing the situations that lead Creon and Othello to dark times and to reawakenings. Coherence is further strengthened by references to contemporary “dark times” (<i>September 11 and war</i>) in both introduction and conclusion. The response uses appropriate transitions (<i>This can also be seen, When, This realization</i>).</p>
Language Use	<p>Uses language that is generally fluent and original (<i>not stay in the sheltered bliss of denial</i>), with evident awareness of audience and purpose, although an occasionally awkward (<i>except for contempt and hatred for Othello</i>). The response occasionally varies structure and length of sentences (<i>Antigone sees this and is determined to do what she feels is right despite the consequences of possible death</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling, punctuation (<i>seen in literature; in such works and When her impending death does happen as well as the death of Creon’s son</i>), grammar, and usage (<i>both ... but also</i>) only when using sophisticated language.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5 in all qualities.</p>	

"In a dark time, the eyes begin to ~~see~~ see"... In other words, this statement made by Theodore Roethke expresses the belief that during hard, dark, and cruel times, your eyes are opened: you have thoughts ~~you~~ you've never entertained before. In both The Crucible by Arthur Miller and Macbeth by William Shakespeare realization is obtained through "dark times".

In the Puritan colonies ^{in 1692} the echoing cry of the "witch" ~~accusations~~ ^{and his wife} could be heard, especially in Salem. ~~John~~ John Proctor ^{were} ~~was~~ ^{characterized as} enlightened during this especially dark time. Proctor, a rugged farmer, had ~~many faults~~ his wife accused of witchcraft by Abigail Williams. While in ~~the~~ jail Goody Proctor faced hardships, but during these awful times she realized that she did, in fact, forgive her husband of his adultery. Had she not had this dark period to endure, perhaps she wouldn't have "seen" her forgiveness and love for her husband. While Goody Proctor was in jail, her husband came to realize that Abby was a symbol of jealousy and revenge. Abby's "love" for John caused his hard times and his ability to see the faults with the ~~rotting~~ people of Salem.

The people of Salem represent stereotypes of all Puritans; closed minded and ~~unfor~~ gullible. The Puritans had an aversion to the forest which ~~repres~~ became a symbol of Satan and darkness.

It's ironic then, that several Puritan girls would be found in there, and even more rare to find a minister in the darkness. In this darkness ~~the girls~~ ^{Abby} saw a way to make John her own and would become a key role in the theme throughout the story: appearances can be deceiving.

Abby appeared to the townsfolk as a "Saint," bringing witches to trial, when she was only ~~accusing~~ making false accusations. It's more ironic that ~~the~~ the accused would ~~be~~ ^{not} ~~be~~ be killed if they lied and said they were witches. During this ^{dark} time, ~~and~~ ^{when} John spent time in jail as well, he saw himself for who he was and was able to forgive himself and stand up for what was right by not lying to save himself. In his dark time his eyes began to see.

Banquo's character in Macbeth was also able to see in a dark time. When Macbeth's future was foretold by the three witches Banquo was suspicious, but when Duncan was murdered and the kingdom was plunged into a dark time, Banquo's eyes were opened. Macbeth's ^{best} friend thought that ~~Macbe~~ he was ^{Duncan's} ~~the~~ murderer and their symbolic friendship was dashed apart.

Banquo's understanding cost him his life, because Macbeth, as king, had him killed.

ironically ^{if was} on the way to a feast Macbeth was having in his honor. Macduff as well as Banquo wasn't fooled by Macbeth's deceiving appearance, and took a stand to save the dark, destructed, and dismal kingdom. Macduff was to fulfill one of the 3 apparitions displayed by the witches. He would be the man not woman-born: an ironic situation, because he was taken out of his mother, not "born".

The happy, joyful setting at the beginning doesn't last very long: it soon becomes dark. During this dark time Banquo, Macduff, and even Lady Macbeth's eyes are opened, resulting in Lady Macbeth's suicide, Banquo's murder, and Macduff's challenge of Macbeth.

Just as Macdonwald's head was put on a stake ~~at the beginning~~ ^{put on a stake} at the beginning, Macbeth's head was ^{put on a stake} at the end.

In both of these works character's eyes were opened during dark times and they were able to see. Proctor and Banquo both took stands based upon what they "saw" during their dark times. "In a dark time the eyes begin to see..." - Theodore Roethke

Anchor Level 5 – B

Quality	Commentary
Meaning	<p>The response: Provides a thoughtful interpretation of the critical lens, stating that <i>during hard, dark, and cruel times, your eyes are opened: you have thoughts you’ve never entertained before</i>. The response uses the criteria to make a reasoned analysis of <i>The Crucible</i> and <i>Macbeth</i>.</p>
Development	<p>Develops ideas clearly and consistently, with reference to characterization, irony, and symbolism in both <i>The Crucible</i> (<i>It’s more ironic that the accused wouldn’t be killed if they lied and said they were witches and John ... saw himself for who he was and was able to forgive himself</i>) and <i>Macbeth</i> (<i>when Duncan was murdered and the kingdom was plunged into a dark time, Banquo’s eyes were opened</i>).</p>
Organization	<p>Maintains the focus on realizations made by characters during difficult times. The response exhibits a logical sequence of ideas, first introducing the characters and their hardships, then following with the realizations made by the characters. Coherence is further strengthened through the use of transitions (<i>both, While, also</i>).</p>
Language Use	<p>Uses language that is fluent and original (<i>the echoing cry of “witch”</i>), with evident awareness of audience and purpose (<i>The people of Salem represent stereotypes</i>). The response varies structure and length of sentences (<i>Had she not had this dark period to endure, perhaps she wouldn’t have “seen” her forgiveness and love for her husband</i>) to control rhythm and pacing.</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>decieving</i> and <i>Mcduff</i>), punctuation (<i>The Crucible by Arthur Miller and Puritans; closed minded</i>), and grammar (<i>Macbeth’s best friend thought that he was Duncan’s murderer</i>) only when using sophisticated language.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5 in all qualities.</p>	

There are many instances in life when people are forced to come to realization with certain situations. Theodore Roethke enforces this idea when he stated, "In a dark time, the eye begins to see..." There are many works of literature that express Roethke's idea two of which are To Kill a Mockingbird, by Harper Lee and The Crucible by Arthur Miller. Both works create an atmosphere that causes the audience to "see".

In order to relate this Critical Lens Statement with To Kill a Mockingbird, by Harper Lee, one must notice what is inferred by a "dark time." Set in a time of discrimination and bias treatment based on race, Lee demonstrated that this was a "dark time." Lee told of a black man by the name of Tom Robinson, who had been accused of raping a lower class, white woman. Because of the hostile feelings towards blacks during this time period, the audience could foresee that a fair trial was not in the cards. Robinson was treated as if he did not even matter throughout the trial. After Robinson had been ridiculed by the attorney, another character Lee created, Dill, ran out of the court room in tears. This was because the young boy could see that Tom Robinson was a good man and true to his word. Dill did not see the dark color of his skin, but the true colors of his heart.

This deception whether of appearance or actions affected people throughout time. It has influenced people even back to the Puritan days in Salem Mass. In The Crucible, by Arthur Miller, Miller also displayed a

"dark time". The notorious "witch-hunts" was Miller's main focus of the story. Betrayal, wrath, and violence were just some of the ideas Miller used to develop his story. As explained in the novel, if one was accused of being a witch, they would be hanged, unless they admit to practicing works of the devil. Therefore, even if people were falsely accused, they would lie in order to save their own lives. One man by the name of John Proctor (one of Miller's main characters) refused to do what many others had done when accused of witchery, lie a lie. After he was wrongly accused, he refused to sign a paper that stated he had practiced works of the devil. Proctor stood firm and as a result, he was hanged. However, he became a martyr and a hero. Proctor's actions caused the town's people to begin to see "what was really going on, and that a change must be made."

Both of these works reflect the idea that after placed in certain situations people begin to see the truth, and are not distracted by the majority's thoughts. They begin to see for themselves what is right and what must be done.

Anchor Level 5 – C

Quality	Commentary
Meaning	The response: Provides a thoughtful interpretation of the critical lens, stating that when <i>placed in certain situations people begin to see the truth, and ... see for themselves what is right and what must be done</i> . The response uses the criteria to make a clear and reasoned analysis of <i>To Kill a Mockingbird</i> and <i>The Crucible</i> (referred to as a novel).
Development	Develops ideas clearly and consistently, using the setting of each text as a literary element important in understanding the critical lens (<i>Because of the hostile feelings towards blacks during this time period and It has influenced people even back to the Puritan days in Salem Mass</i>). The response examines a character from each work who saw the truth (<i>Dill did not see the dark color of his skin, but the true colors of his heart and John Proctor ... refused to do what many others had done when accused of witchery, live a lie</i>).
Organization	Maintains the focus on people seeing a truth and changing. The response moves from general descriptions of plot and setting, to characters’ actions and abilities to see <i>what was really going on</i> . Coherence is somewhat weakened by the focus on audience in the introduction and on <i>people in the conclusion, rather than on characters, as discussed in the body of the response</i> .
Language Use	Uses language that is fluent (<i>After Robinson had been ridiculed</i>), with evident awareness of audience and purpose (<i>In order to relate this Critical Lens</i>). The response occasionally makes less successful word choices (<i>Roethke enforces and bias treatment</i>), but varies structure and length of sentences to control rhythm and pacing.
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>attorney, Betrayl, falsly</i>), punctuation (<i>The Crucible by Arthur Miller, idea two of which, This deception whether</i>), and grammar (<i>The notorious “witch-hunts” was, and one was accused ... unless they</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions.	

"In a dark time, the eye begins to see," Theodore Theodore Roethke once stated. In other ~~words~~ words, Roethke is saying that people usually realize how things really are when they are faced with bad times. The idea is successfully portrayed in the novels The Adventures of Huckleberry Finn and The Things They Carried by Tim O'Brien. In both of these novels, certain characters are confronted with bad situations, in which they realize things that they have never before realized.

In The Adventures of Huckleberry Finn, Huck Finn is the main character and fakes his death and runs away in order to get away from his abusive father. The author does a good job of establishing the mood, as it shows that Huck is lonely and does not know what to do with himself in the real world. He eventually meets up with the runaway slave Jim and they work together to survive and become good friends in the process. The two boys go from being scared and not knowing what to do, to attacking their problems and coming up with important solutions to survive. While with ~~the~~ Jim, Huck realizes that Jim, even though he is an African American, is a good person inside. It is easy to see that the tough situation Huck was put in helped him to realize what the real world is really like and that African Americans are important too.

Another novel in which a character's eyes are opened up during a bad is The Things They Carried. In this novel, the narrator goes off to war and experience the hardships of war first hand. O'Brien did not want to go to war, but he did, and when he was there he experienced killing

Anchor Paper – Part B—Level 4 – A

and saw what soldiers' lives ~~was~~ were really like. The whole novel uses flashback, as the narrator ~~remm~~ remembers his own experiences with death and the problems that he faced in Vietnam as a US soldier. This experience of war opened O'Brien's eyes to something that many of us will never see or feel. It is easy to see that war is definitely a bad thing, but it did open O'Brien's eyes and showed him what it was really like.

As you can see, both The Adventures of Huckleberry Finn and The Things They Carried successfully portray the idea of seeing a new side to things during dark times. The use of literary elements mood and flashback help to convey this message. Though ~~a~~ bad times are never good, they often open people's eyes to things they never before knew

Anchor Level 4 – A

Quality	Commentary
Meaning	The response: Provides a reasonable interpretation of the critical lens, stating that <i>people usually realize how things really are when they are faced with bad times</i> . The response makes implicit connections between the criteria and <i>The Adventures of Huckleberry Finn</i> (<i>the tough situation Huck was part in helped him to realize what the real world is really like</i>) and with <i>The Things They Carried</i> (<i>This experience of war opened O'Brien's eyes to something that many of us will never see or feel</i>).
Development	Develops some ideas more fully than others. The response gives general examples of the <i>bad situations</i> the characters faced (<i>being scared, experienced killing, what soldiers' lives were really like</i>). The discussion of the literary techniques is more specific, giving examples of mood (<i>Huck is lonely and does not know what to do with himself</i>) and flashback (<i>the narrator remembers his own experiences with death</i>), although the discussion of O'Brien's work is repetitive.
Organization	Maintains a clear and appropriate focus on characters who learn during difficult situations. The response exhibits a logical sequence of ideas, focusing the discussion of each text on characters in negative situations who learn as they survive their difficulties. The concluding paragraph reiterates the connection of each work to the critical lens.
Language Use	Uses appropriate language, with some awareness of audience and purpose (<i>The idea is successfully portrayed and The author does a good job</i>). The response occasionally makes effective use of sentence structure or length (<i>both ... successfully portray the idea of seeing a new side to things during dark times</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>O'Brien's</i> and <i>definitely</i>), punctuation, and capitalization (<i>The things they carried by Tim O'Brien and slave Jim and they work together</i>), and grammar (<i>The narrator ... experience the hardships and use ... help</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

Theodor Roethke said "in a dark time, the eye begins to see." This means that in a period of unhappiness or hard times, one often realizes the good in his or her life and finds new opportunities. This valid statement can be seen in Nathaniel Hawthorne's The Scarlet Letter and Mark Twain's Huckleberry Finn.

Hester Prynne in The Scarlet Letter is definitely experiencing a dark time. The discrimination she experiences and pangs of guilt are scars for life. Her characterization shows that her hardships enable her to appreciate more her daughter Pearl and all good things that go her way. The setting in which the novel takes place also provides Hester with an appreciation and better sense of good things.

Huckleberry Finn is another example of the validity of the lens. Huck is in an unpleasant setting and characterized as upset with his surroundings. This urges him to search for new opportunities. He makes light of the circumstance and decides to journey to a new place. This is a true example of

seeing despite darkness.
 Twain's *Huckleberry Finn* and Hawthorne's
The Scarlet Letter we characterization
 and conflict to show how the
 protagonists make light of a
 difficult situation. It is here that
 "in a dark time, the eye begins to see."

Anchor Level 4 – B

Quality	Commentary
	The response:
Meaning	Provides a reasonable interpretation of the critical lens by stating that <i>in a period of unhappiness or hard times, one often realizes the good in his or her life and finds new opportunities</i> . The response makes implicit connections between the criteria and the chosen texts, <i>The Scarlet Letter</i> (<i>hardships unable her to appreciate more her daughter Pearl</i>), and <i>The Adventures of Huckleberry Finn</i> (<i>This urges him to search for new opportunities</i>).
Development	Develops ideas briefly. The response mentions characterization, conflict, and setting in <i>The adventures of Huckleberry Finn</i> (<i>Huck is in an unpleasant setting</i>), but does not elaborate on these elements.
Organization	Maintains a clear and appropriate focus on characters who come to realizations after experiencing hard times. The response exhibits a logical sequence of ideas, with each paragraph stating the character and the dark times, and reiterating in the concluding paragraph <i>how the protagonists make light of a difficult situation</i> .
Language Use	Uses generally appropriate language with an occasional awkward sentence (<i>The setting ... provides Hester with an appreciation and better sense of good things</i>), but with some awareness of audience and purpose (<i>This valid statement can be seen and Huckleberry Finn is another example of the validity of the lens</i>). The response occasionally makes effective use of sentence structure and length.
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>decirdes</i>), punctuation (<i>Hawthornes'</i>), and grammar (<i>Huck is ... upset with his surrounding</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in development.	

In many literary works, it is necessary for a character to go through hard times in order to come out a better person. The critical lense "In a dark time, the eye begins to see" is a very true statement that describes many characters in many books.

In the story Needful Thing by Stephen King, a town is slowly torn apart by a new store that encourages people to pull pranks. These pranks although seem harmless are actually very dangerous and eventually lead to the death of many people. The town Sherrif Mr. Pangborn, does not know why his town is falling apart. As he sees things get worse and worse he finds himself focusing on the one store called Needful Things. Because he goes through so many bad things he is eventually able to find the culprit and destroy them. Only in his darkest hour did he figure out who was responsible for the pranks.

The story, Eyes of The Dragon, also by Stephen King, tells the story of a prince wrongly accused of his father, the king's murder. He is blamed for everything and sent to jail for the rest of his life. Just as he was about to lose hope, he found a letter in his jail cell from over 100 years before. As he reads it he realizes he is in the exact same situation as the person who wrote the letter. He thinks carefully, organizes an escape and is able to find his father's killer and fix his kingdom.

In conclusion, characters often need hardships in order to grow. It is in these times they get their best ideas and help themselves the most.

Anchor Level 4 – C

Quality	Commentary
Meaning	<p>The response: Provides a reasonable interpretation of the critical lens by stating <i>it is necessary for a character to go through hard times in order to come out a better person</i>. The response makes implicit connections between the criteria and the chosen texts, <i>Needful Things</i> (<i>Because he goes through so many bad things he is eventually able to find the culprit</i>) and <i>Eyes of The Dragon</i> (<i>Just as he was about to lose hope, he found a letter</i>) both by Stephen King.</p>
Development	<p>Develops ideas briefly, citing the characters' hard times. The response relies primarily on plot summary in <i>Needful Things</i> (<i>a town is slowly torn apart and Only in his darkest hour did he figure out who was responsible</i>) and <i>Eyes of The Dragon</i> (<i>tells the story of a prince ... sent to jail for the rest of his life and He ... organizes an escape and is able to find his father's killer and fix his kingdom</i>).</p>
Organization	<p>Maintains an appropriate focus on characters who <i>need hardships in order to grow</i>. The response exhibits a logical sequence of ideas, with each paragraph providing supporting evidence of hard times and character growth, and the conclusion reiterating the interpretation of the critical lens.</p>
Language Use	<p>Uses appropriate language with some awareness of audience (<i>The critical lense ... is a very true statement that describes many characters in many books</i>). The response occasionally makes effective use of sentence length (<i>The story, Eyes of The Dragon, also by Stephen King, tells the story of a prince wrongly accused of his father, the King's, murder</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>Sherrif</i>) and punctuation (<i>In the story Needful Thing by Stephen King and As he reads it he realizes</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>	

The critical LENS "In a dark time, the eye begins to see", means to me that when the times get grim you just got to keep on keeping on. In the story "Flowers For Algernon", Charlie is mentally impaired, he takes classes and so forth to get better but it doesn't help. when he discovers a new technological advance Mero surgery he takes it. The surgery is not 100% safe, Charlie would be testing out. In turn it is a success but in the long run it kills him. So in this literature the critical lens is reflected until the end, he begins to get smart, but he dies trying.

Also this critical lens reflects to, things happen when you least expect them to. Take for instance, "The Crucible" No one in Salem expected the country to go crazy about witchery, they just wanted to know what the girls were doing in the woods dancing. To sum it up the whole town went crazy, John got found out about cheating on Elizabeth, with young girl, many men & women were hung. So the whole witchcraft trial thing got blown outta proportion.

This concludes my Essay about the critical lens, "In a dark time, the eye begins to see". To me it meant that when the hard times come you gotta overlook them,

Anchor Paper – Part B—Level 3 – A

but be careful because some things
happen when you least expect it to.

Anchor Level 3 – A

Quality	Commentary
Meaning	The response: Provides a simple interpretation of the critical lens, stating <i>when the times get grim you just got to keep on keeping on</i> . The response makes superficial connections between the critical lens and <i>Flowers for Algernon</i> and <i>The Crucible</i> .
Development	Develops ideas briefly, noting that <i>Charlie is mentally impaired when he discovers of a new technological advance ... he takes it and no one in Salem expected the country to go crazy about witchery</i> . The response relies primarily on plot summary, although the last part of the <i>Flowers for Algernon</i> discussion contains references which are unjustified.
Organization	Maintains a clear focus on the idea of overcoming hard times even when faced with unexpected events. The response exhibits a rudimentary structure, using clear transitions (<i>Also</i> and <i>To sum it up</i>), but including some inconsistencies (<i>but in the long run it kills him and many men & women were hung</i>).
Language Use	Relies on basic and sometimes unsuitable vocabulary, with little awareness of audience (<i>what the girls were doin</i> and <i>the whole witchcraft trial thing got blown outta porportion</i>). The response exhibits some attempt to vary sentence structure for effect, but with uneven success (<i>The surgery is not 100% safe, Charlie would be testing out</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>nuero surgery</i> and <i>gotta</i>), punctuation (<i>In turn it is a success</i> and <i>“The Crucible”</i>), capitalization (<i>This concludes my Essay</i>), grammar (<i>some things happen when you least expect it to</i>), and usage that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in organization and conventions.	

Theodore Rexthke once said, "In a dark time, the eye begins to see..." This means when something bad is about to happen someone will see the truth. This statement is in terms of two books, Of Mice and Men and To Kill A Mockingbird.

In Of Mice and Men one character, ~~George~~ ^{George}, this statement was ~~true~~ ^{true} for him. When the mob was after Lenny he had to do something that only he could do. So George saw what he had to do he shot Lenny so no one could hurt him.

Another book that shows this is To Kill A Mockingbird. In this book the person who sees is Atticus. During the trial Atticus is the one of the white people but believed that Tom Robinson was innocent. He gave reason why Tom was not guilty but because the town was racist they voted guilty.

In conclusion both of these characters have shown when, "In a dark time, the eyes begins to see..." They both did what they had to do so they could spread light into the darkness.

Anchor Level 3 – B

Quality	Commentary
Meaning	The response: Provides a simple interpretation of the critical lens (<i>when something bad is about to happen someone will see the truth</i>). The response makes superficial connections between the criteria and <i>Of Mice and Men</i> and <i>To Kill a Mockingbird</i> .
Development	Develops ideas briefly, using some evidence from <i>Of Mice and Men</i> (<i>George saw what he had to do he shot lenny</i>) and <i>To Kill a Mockingbird</i> (<i>Atticus ... believed that Tom Robinson was innocent</i>). The response relies primarily on brief plot summaries.
Organization	Maintains a focus on characters doing what needs to be done after seeing the truth. The response exhibits a rudimentary structure with an introduction, separate paragraphs focusing on the texts, and a conclusion. Coherence is added through the use of transitions (<i>When, Another book, both</i>).
Language Use	Relies on basic vocabulary, with some awareness of audience and purpose (<i>They both did what they had to do so they could spread light into the darkness</i>). The response exhibits some attempt to vary sentence structure for effect, but with uneven success (<i>In <u>Of Mice and Men</u> one charater, George, this statement was true for him</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>rasics</i>) and grammar (<i>He gave reason why</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in organization and conventions.	

In both books both Characters changed thier ways. In the "Red Badge of Courage" Henry Fleming was afraid and he ran away. He got braver as the story when on. He saved the American flag and got the other people to fight again.

In My Side of the Mountain the character start off rough when he got there. He built shelter out of a tree. He learned how to live off the land.

I agree that "In a dark time, the eye begins to see. The character in these books saw the way they had to change to survive, because they went through hard times. They could see that there was hope.

Anchor Level 3 – C

Quality	Commentary
Meaning	The response: Provides a simple interpretation of the critical lens by agreeing with it, stating <i>the character in these books saw the way they had to change to survive because they went through hard times. They could see ... hope</i>). The response makes superficial connections between the criteria and <i>The Red Badge of Courage</i> and <i>My Side of the Mountain</i> .
Development	Develops ideas briefly, using some evidence from <i>The Red Badge of Courage</i> (<i>He got braver as the story when on and He saved the American flag and got the other people to fight again</i>). The response relies primarily on brief plot references, although a reference to <i>My Side of the Mountain</i> is vague (<i>the character start off rough when he got there</i>).
Organization	Establishes, but fails to maintain, a focus on characters who change to survive. The response exhibits a rudimentary structure, with separate paragraphs focusing on the texts, and a conclusion which includes the critical lens interpretation.
Language Use	Relies on basic vocabulary with some awareness of purpose (<i>I agree that "In a dark time, the eye begins to see</i>). The response exhibits some attempt to vary sentence structure for effect, but with uneven success (<i>In both books both Characters changed thier ways</i>).
Conventions	Demonstrates partial control, exhibiting errors in punctuation (<i>"Red Badge of Courage"</i>), capitalization (<i>Characters</i>), and grammar (<i>character ... they</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.	

"In a dark time, the eye begins to see..."
 Theodor Roethke means when things are bad, people notice more stuff, I agree, like in Romeo and Juliet by Shakespeare. And Death of a Salesman by A. Mills.

Romeo and Juliet wanted to be together so they needed help and it didnt work, They loved each other. Willy Lowman liked to sell things and some times in the past. He yelled at his son, ~~planted~~ ate a cheese sandwich.

These two works of literature best supports my opinion.

Anchor Level 2 – A

Quality	Commentary
	The response:
Meaning	Provides a simple interpretation of the critical lens, stating that <i>when things are bad, people notice more stuff</i> . The response alludes to the critical lens, but does not use it to analyze <i>Romeo and Juliet</i> or <i>Death of a Salesman</i> .
Development	Is largely undeveloped. References to the text are vague (<i>Romeo and Juliet wanted to be together so they needed help and it didnt work. They loved each other and Willy Lowman ... some times in the past</i>) or irrelevant (<i>Willy Lowman liked to sell things and ate a cheese sandwich</i>).
Organization	Lacks an appropriate focus, but suggests some organization. The response has an introductory paragraph, brief references to two texts, and a concluding sentence.
Language Use	Uses language that is imprecise (<i>I agree, like in Romeo and Juliet</i>). The response reveals little awareness of how to use sentences to achieve an effect.
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>Theodor, Shakesphere, Lowman</i>), punctuation (<i>stuff, I agree and by Shakespeare. And</i>), and grammar (<i>two works ... best supports</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in meaning.	

In this essay I will discuss two (2) works of literature I have read from the particular perspective of the statement that is provided for me in the critical lens. In this essay I will provide a valid interpretation of the statement, agree or disagree with the statement that I have interpreted it, and support my opinion using specific references to appropriate literary elements from the two works. The two work of literature I will be using in Oedipus Rex and ~~~~~ to support the critical lens "In a dark time, the eye begins to see..."

In the book Oedipus Rex Thesusus was a blind old man who was a prophet. although Thesusus was blind he still knew everything that had happened and everything that was going to happened. when you lose one of your senses one of of that five Senses may get stronger.

"In a dark time, the eye begins to see..." means it don't have to be light for that person to know what is going on

Anchor Level 2 – B

Quality	Commentary
Meaning	<p>The response: Provides a confused interpretation of the critical lens, first suggesting that the loss of one sense makes the other senses sharper and then suggesting that light is not necessary for understanding. The response alludes to the critical lens but does not use it to analyze <i>Oedipus Rex</i>.</p>
Development	<p>Is largely undeveloped, with the first paragraph copied from the prompt. The response hints at ideas, stating <i>Therisus was a blind old man who was a phropet</i>. The response addresses only one text, and the references are vague or irrelevant (<i>when you lose one of your senses</i>).</p>
Organization	<p>Lacks an appropriate focus but suggests some organization by introducing the lens, adding one paragraph mentioning <i>Oedipus Rex</i>, and ending with a sentence about the lens.</p>
Language Use	<p>Uses language that is imprecise and unsuitable for the audience or purpose (<i>means it don't have to be light for that person to know what is going on</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>although Therisus was blind he still knew everything that had happened and everything that was going to happened</i>).</p>
Conventions	<p>Demonstrates emerging control, exhibiting occasional errors in spelling (<i>refrences, Therisus, phropet</i>), punctuation, and grammar (<i>two work of literature and one of of that five senses</i>) that hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions.</p>	

In a dark time, the eye begins to see. In Fahrenheit 451 this statement would relate in the sense that the people in 451 lived in a dystopic world. If there was any chance in the book that people would change their views and think outside the box than In a dark time the eye begins to see would mean that everyone is now thinking for themselves and not following one way of living.

The "color purple" by Toni Morrison would relate to the quote "In a dark time, the eye begins to see. The man in the book treated the people he lived with very cruel and all the evil he did to them came to light he got what was coming to him

Anchor Level 2 – C

Quality	Commentary
Meaning	The response: Provides a confused interpretation of the critical lens, suggesting first that <i>everyone is now thinking for them selves and not following one way of living</i> , and then that <i>all the evil ... came to light</i> . The response alludes to the critical lens but does not use it to analyze <i>Fahrenheit 451</i> or <i>The Color Purple</i> .
Development	Is largely undeveloped, hinting at ideas (<i>the people in 451 lived in a distopic world</i>), but references to the text are vague (<i>people would change their views and think outside the box and he got what was coming to him</i>).
Organization	Lacks an appropriate focus, but suggests some organization. The response refers separately to each work, suggesting an interpretation of the lens that is different in each case.
Language Use	Uses language that is imprecise (<i>than</i> for “then” and <i>The “color purple” by Toni Morrison would relate to the quote</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>The man in the book treated the people he loved with very cruel</i>).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>farinheit</i> and <i>distopic</i>), punctuation (arbitrary use of periods), paragraphing, and capitalization that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.	

What did Theodore Roethke mean in his statement "In a dark time, the eye begins to see..."? I think that it's what they say "all in the eyes of the beholder." I feel this could mean many things.

I can't say that I've read books that explain my interpretation of this statement. Theodore Roethke (I'm sure) meant this for a reason. This statement (to me) means (for one) that, in bad times a person can see the good that comes with the bad. I feel that I would have to agree with Roethke. It is very true that people will see the light when times are dark.

This is a very true statement and Theodore Roethke was very sincere when he wrote/said that "In a dark time, the eye begins to see...". Coming from a personal stand point, people (eyes) do see when times are dark.

Anchor Level 1 – A

Quality	Commentary
Meaning	The response: Provides a simple interpretation of the critical lens, agreeing with the idea that <i>in bad times a person can see the good that comes with the bad</i> . The response makes no reference to any specific texts.
Development	Is minimal. The response reiterates a personal interpretation of the critical lens, but does not apply the lens to works of literature.
Organization	Suggests an appropriate focus (<i>I would have to agree with Roethke and people will see the light when times are dark</i>), and suggests some organization, using separate paragraphs for an introduction, body, and conclusion.
Language Use	Relies on basic vocabulary, with some awareness of audience and purpose [<i>This statement (to me) means (for one) that</i>]. The response reveals little awareness of how to use sentences to achieve an effect.
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>interpretation, ment, sencere</i>), punctuation (<i>its what they say</i> and <i>This is a very true statement and Theodore Roethke was</i>) and usage that do not hinder comprehension.
Conclusion: Although the response fits criteria for Levels 1, 2, 3, and 4, it remains at Level 1 because the response makes no reference to any text.	

Catcher in the Rye is funny. by J. J. Sallager. I didnot like Mark Skineback. in the Pearl killed a Baby & a skorpon. I read alot some times. except not potery.

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 Catcher in the Rye</i> and <i>The Pearl</i> , but contains no analysis of the chosen texts.
Development	Is minimal, relying on a reference to each work (<i>Catcher in the Rye is funny</i> and <i>in the Pearl killed a Baby & a skorpon</i>), and a personal reference.
Organization	Shows no focus or organization.
Language Use	Is minimal.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1 in all qualities.	

Theodore Roethke once said "In a dark time, the eye begins to see." Often times in life, as well as in literature, there comes a point of total destruction or hatred. People say or do things that they normally would not do. ~~on the other hand~~ only when things get to the point of almost no return is there one person who sees the light at the end of the tunnel. He or she recognizes the faults of society or the people around them and bring about an important change in human events. ~~this is~~ Both William Golding, author of Lord of the Flies and ~~Lee~~ Harper Lee, author of To Kill a Mockingbird prove this ~~is~~ statement to be true using the characters of Piggy and Atticus Finch respectively.

Lord of the Flies is a social commentary that takes place during the second world war. A boy's prep school is stranded on a deserted island after their plane went down during a forced escape from the school. One of the many boys stranded on the island is a fat boy named Piggy. Piggy becomes the moral voice for the novel. He is able to distinguish between right and wrong. One of the symbols of order in this novel ~~is~~ ^{are} the glasses Piggy ~~is~~ wears. No time during the course of the novel does he get swept up in the chaos and self-destruction that the other boys get caught in. Only when his glasses are broken does Piggy recognize that things need to change. The symbolism of the broken glasses indicates a serious lack in order and unity. In a very dramatic ending, Piggy forces the other boys to reevaluate their actions and behavior. The boys don't listen and instead they kill Piggy in savage rage. No sooner had the voice of reason been killed ~~than~~ then everyone started to see the truth in what Piggy had to say. They realized

how selfish they had been and how much easier ^{at the} they would have had, had they worked together from the start. Piggys death taught the boys to respect one another's opinions and actions more carefully.

To Kill a Mockingbird takes place in the South during the Great Depression. A man named Atticus Finch decides to defend a black man, Tom Robinson, who was charged with raping a white girl. News of the trial spread like wildflowers. Most people in the South were racists and did not think Atticus had a right to defend a black person. Atticus, ~~but~~ however, learned to take everything in stride. He's a man of honest morals. One moral that he lives by is one he shares with his daughter Scout when she was ready to judge a person before getting to know them: "You can't judge a person until you've climbed into their skin and taken a walk around in it." Atticus stuck to that moral till the very end. He gave a very convincing argument at Robinson's trial. However, being that the jury was made up of all white males, Robinson was convicted and sentenced to die. After the trial was over, people had more respect for Atticus. They also learned to see the positives about judging a person based on color. Atticus' morals live on in each one of us.

Both Lord of the Flies and To Kill a Mockingbird demonstrate how, through characterization, a dark and confusing situation can be overcome through the morals of one individual. Piggys and Atticus are the epitome of moral characters. They assess a situation and change people's attitudes.

in the process — they are the eye of wisdom ~~and~~ and
~~knowledge~~. Characters such as these exemplify how one person's
opinions impact many.

The Critical Lens has provided a ironic comparison of sorts. The interpretation is that people usually persevere in times of trouble. I believe that can persevere in the worst of times.

In the book "To Kill a Mockingbird" by Harper Lee, a time of "darkness" falls over Macomb County. The trial against the black person in town. The black man on trial is convicted of a crime he didn't commit. Although the trial goes against him and he loses, he still tries to persevere. By attempting to escape the black man is shot by police. So in affect, the only thing keeping the guy from freedom was a few bullets.

Another book that reflects the lens is called "A Raisin in the Sun". Joe and his family are oppressed for wanting to move into a white neighborhood. Even when a realtor gives the family offers to not live in the neighborhood, they decline. No one will ruin their dream of wanting to own a home. The family began to see what was gonna happen if they took the offer, they wouldn't be able to live in the house they had dreamed about.

These were two examples of how some people win out in the end when facing opposition. When a controversy arises, they will succeed no matter what.

~~It is~~ In a dark ~~is~~ time, the eye begins to see... Theodore Roethke. I agree with the statement by Roethke because the world can be seen more clearly when one is faced with ~~oppre~~ oppression. Such can be seen in two of Charles Dickens novels, Great Expectations and David Copperfield. In each of these ~~novels~~ novels ~~the~~ characters are not naive to the world around them. They are faced with many difficulties, but those difficulties are what allows them to see the facts and the fictions in the world.

In Great Expectations, ~~and~~ Charles Dickens uses the point of view of Pip to allow the illumination of the many flaws in the England ^{of} society. He allows the educational disadvantages to be seen in Pip's perception of those around him. Joe Gargery for example is a man of very little education and is looked down upon by many, but Pip knows he has a good heart and that Joe is smart in other ways. Through Dickens characterization of Mrs. Joe it can ~~also~~ be seen the flaws or darkness of many of the people in that time period. Mrs. Joe was characterized as mean, hateful, and abusive. She frequently abused Pip and Joe, not just physically but mentally also.

David Copperfield also is a prime example of characters seeing clearly in the midst of oppression. One of the main themes of this novel is the coming of age of David. He is forced to grow up at an early age and becomes a young man who understands the concepts of the world. He realizes that a person without education and money was rarely recognized as a person at all. Dickens uses irony to show that even David was not always coherent in the decision he made such as his first marriage. He married a woman who was beautiful and delicate. It was not until she became extremely sick and passed away that David realized the woman he should have married was his dear friend Agnes. It took something^{as} dramatic, depressing, and dark as death for him to see clearly the path he should have chosen.

In conclusion as shown in these two novels by ~~Charles~~ Charles Dickens, it takes something dark for a person to clearly see. During the Depression Americans saw that they were not indistructable, ~~but~~ such was the case for the characters in these novels. ~~If they could not see the flaws~~ Due to the circumstances of their lives they were able to decipher things others were blinded to.

Theodore Roethke once said that "In a dark time, the eye begins to see..." I believe that means if you have been having a bad time or are captured, you begin to see things differently. Two works of literature that support my opinion are "Macbeth" and "Night".

The play "Macbeth" by Shakespeare supports this because one of the themes is that power makes you evil. Macbeth takes over and starts to kill people and the town revolts and kills him. The town started to see that he was a bad king.

The novel "Night" by Elie Wiesel supports this because Elie starts to believe he will never get out alive because it's so bad in the concentration camps. His point of view changes from "hopefully we will get out" to "I'm gonna die here".

As you can see the statement "In a dark time, the eye begins to see" means that people will see things differently. In a bad time of their life. Both works of literature show this.

"In a dark time, the eye begins to see..."
Is by Theodore Roethke. Theodore means
that we don't finish what we start,
agree. Two works of literature are
MacBeth by Shakespeare and Mice and
Men by?

In Mice and Men Georg is
Lennie's friend they want their dr-
eam, they are friends to the end.
MacBeth gets what he wants but, isn't
good at all, but Lady MacBeth
tries to help him.

Georg and Lennie has a
successful friendship and MacBeth
and his wife Die, proving I'm
right about theod. Roethke "I'm
a dark time, the eye begins to see..."

Practice Paper A—Score Level 5

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

Practice Paper B—Score Level 3

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

Practice Paper C—Score Level 4

Conclusion: Overall, the response best fits the criteria for Level 4 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 2

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

The Chart for Determining the Final Examination Score for the June 2004 Regents Examination in Comprehensive English will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> on Friday, June 18, 2004. Conversion charts provided for previous administrations of the Regents Examination in Comprehensive English must NOT be used to determine students' final scores for this administration.