

# SESSION TWO

## FOR TEACHERS ONLY

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

### ENGLISH

# E

Thursday, June 17, 2010 — 9:15 a.m. to 12:15 p.m., only

#### SCORING KEY AND RATING GUIDE

##### Mechanics of Rating

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

The following procedures are to be used for rating papers in the 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 check mark each incorrect or omitted answer to multiple-choice questions on the Session Two answer sheet; do not place a check mark 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.

<p><b>Session Two</b> <b>Correct Answers</b></p>
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<p><b>Part A</b></p>
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| <p>(1) 1<br/>(2) 4<br/>(3) 2<br/>(4) 3<br/>(5) 4<br/>(6) 1<br/>(7) 2<br/>(8) 1<br/>(9) 3<br/>(10) 4</p> |
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## 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 on the Department's web site should be used for determining the final examination score.

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

<b>QUALITY</b>	<b>6</b> <b>Responses at this level:</b>	<b>5</b> <b>Responses at this level:</b>	<b>4</b> <b>Responses at this level:</b>	<b>3</b> <b>Responses at this level:</b>	<b>2</b> <b>Responses at this level:</b>	<b>1</b> <b>Responses at this level:</b>
<b>Meaning: the extent to which the response exhibits sound understanding, interpretation, and analysis of the task and text(s)</b>	-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
<b>Development: the extent to which ideas are elaborated using specific and relevant evidence from the text(s)</b>	-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
<b>Organization: the extent to which the response exhibits direction, shape, and coherence</b>	-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
<b>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</b>	-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
<b>Conventions: the extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization, and usage</b>	-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.

At some point, everyone gets a feeling of being separated from a family or friends. Passages I and II focus on the separation of young people from their families through the use of conflict and characterization.

In Passage I, a father notices that his daughter has something on her mind. During their fishing trip, she slowly reveals that she has changed her college plans so that she can graduate earlier. However, the father is devastated to realize that by doing so, she will hardly ever be home.

The father's feelings are in conflict as he listens to his daughter's plan. But a more significant conflict arises when a large fish bites his hook, and he struggles to reel it in. Both father and daughter were excited. As Holly exclaimed, "this is the one you have to take home and have mounted." But the father paused and then returned the fish to the lake, to swim away in freedom. This conflict of catching the fish resolved his conflict of letting his daughter go. He knew ~~that~~ <sup>that</sup> he had to answer her statement: "It's up to you."

The father is characterized as a man who loves his child but who realizes that she must be given the freedom to live her own ~~life~~ life as did the fish. ~~The~~ The last lines sum up his feeling about being a parent. His daughter can't understand, until she has a child, how difficult it will be when that child "walks out into the grown-up world forever."

Passage II is a poem about a young boy during the Depression who is walking through the grown-up world trading food for work from house to house. The boy is in conflict with the economic situation. He has had to leave his family at a young age and make his way, alone, to California, "that distant place of green vines and promise." Interestingly, the narrator who seems to live in a good home with parents and food and clean clothes, expresses



a wish to leave home, too: "Some day I'll leave behind the wind, and the dust and walk my way West." The boy may have had the conflict of separation from his family thrust on him; the narrator will someday bring this conflict to his or her own family.

The boy is characterized as honest when he offers to work for his meals. He is also portrayed as polite ("Yes, sir," "Much obliged") and then, the mother and father are generous, and the mother worries for the boy and for the boy's mother, saying, "His mother is wishing her boy would come home."

In both passages the children are planning to leave home and start new lives. The parents in both passages feel the ache of separation. The father accepts that his daughter must be set free and gives her his permission when he releases his prize fish. The mother feels the pain of the boy's mother without knowing that her own child longs to leave home, too. Circumstances in the passages may have been different, but the separation of young people from their families still causes pain.

**Anchor Level 6 – A**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Establishes a controlling idea that reveals an in-depth analysis of both texts, stating that <i>Passages I and II focus on the separation of young people from their families through the use of conflict and characterization</i>. The response makes insightful connections between the controlling idea and the ideas in Passage I (<i>The father’s feelings are in conflict as he listens to his daughter’s plan</i>) and in Passage II (<i>The boy may have had the conflict of separation from his family thrust on him; the narrator will someday bring this conflict to his or her own family</i>).</p>
<b>Development</b>	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific evidence to demonstrate the necessity of older children’s leaving home in Passage I (<i>The father is characterized as a man who loves his child but who realizes that she must be given the freedom to live her own life as did the fish</i>) and in Passage II (<i>He has had to leave his family at a young age and make his way, alone, to California, “that distant place of green vines and promise”</i>). The response uses appropriate literary elements from Passage I (<i>This conflict of catching the fish resolved his conflict of letting his daughter go</i>) and from Passage II (<i>The boy is characterized as honest when he offers to work for his meals</i>) to further the analysis.</p>
<b>Organization</b>	<p>Maintains the focus established by the controlling idea that <i>separation of young people from their families still causes pain</i>. The response exhibits a logical and coherent structure by first stating that <i>at some point, everyone gets a feeling of being separated from a family or friends</i>, then addressing how <i>conflict and characterization</i> are used by both authors to demonstrate how separation is difficult but necessary, and concluding with the idea that <i>in both passages the children are planning to leave home and start new lives despite the pain their parents will suffer</i>. Transitions are skillfully used (<i>However, As Holly exclaimed, Interestingly</i>).</p>
<b>Language Use</b>	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>devastated to realize, portrayed, the ache of separation</i>), with a notable sense of voice and awareness of audience and purpose. The response varies structure and length of sentences to enhance meaning (<i>During their fishing trip, she slowly reveals that she has changed her college plans so that she can graduate earlier</i>).</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions with essentially no errors, even with sophisticated language.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 6 in all qualities.</p>	

Separation, as shown through the passages, is key to human development. That is, as humans age and grow, separation from their original surroundings is inevitable. Thus, the concepts of independence and separation are almost synonymous.

Passage I brilliantly presents these concepts of separation and independence through the protagonist, Holly's decision to leave her father and attend college far from her father's sphere of ~~the~~ influence. While Holly's father agrees to Holly's decision, his reluctance in sending her is emphasized by the fish metaphor. The father compares the fish's desire for freedom to his daughter's desire to leave him in the sense that although both the fish and the daughter are treasured pieces of his life, he is forced to give them the freedom they seek. Thus, while separation is difficult for Holly's father to deal with, he finds it inevitable and a part of life.

Furthermore, the presence of repetition in the beginning of the passage shows the negative impact separation has on parents such as Holly's father. The father's happiness in the "usual" experiences with his daughter greatly contrasts with his reaction to his daughter's decision. In fact, by the end of the passage he separates himself from his daughter and signifies the distinction between their friendship. That is, the father contradicts his daughter's belief that she understands his predicament by her lack of experience as a parent. In other words, the father feels that his daughter couldn't

truly understand his agony until she herself became a parent.

Passage II, ~~and~~ the poor boy's anecdote, also emphasizes these ~~and~~ concepts of separation and independence. The poet's vivid description of this poor boy and his determination to work emphasizes the protagonist's desire to follow in the boy's footsteps and truly embrace independence. That is, the anaphoras present in the last stanza of the poem parallel with the protagonist's desire to leave home and start his or her own life in the West. This compares to Holly's desire, to go to a far away college and start a new, independent and successful life. The mother's reaction to the boy's ideal in Passage II, also relates to the father's reaction to Holly in Passage I; parents worry for their kids and long for them to stay near them in the safety of their spheres of influence. However, in spite of this common desire of parents, separation is inevitable; the protagonist of the poem will grow up and leave his parents in the same way that Holly left her father. The common thread that connects separation to independence is age; as people age, their need to leave becomes inevitable.

Both the passage and the poem present the inevitable impact of aging on readers. The author and the poet show readers that while parents wish that their children would stay within the confinements of their spheres of influence, the desire for children to make their own stand in

**Anchor Paper – Part A—Level 6 – B**

*the world is bound to happen. Thus, separation and independence are stems of the same tree.*

**Anchor Level 6 – B**

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Establishes a controlling idea that reveals an in-depth analysis of both texts, stating that <i>the concepts of independence and separation are almost synonymous</i> . The response makes insightful connections between the controlling idea and the ideas in Passage I ( <i>Passage I brilliantly presents these concepts of separation and independence through the protagonist, Holly's decision to ... attend a college far from her father's sphere of influence</i> ) and in Passage II ( <i>the poor boy's anecdote, also emphasizes these concepts of separation and independence</i> ).
<b>Development</b>	Develops ideas clearly and fully, making effective use of a wide range of relevant and specific evidence to show that Holly's father recognizes and then accepts her need for independence in Passage I ( <i>The father compares the fish's desire for freedom to his daughter's desire to leave him</i> ) and in Passage II how the poor boy, by his example, brings out the narrator's <i>desire to leave home</i> , and that the need for independence is inevitable ( <i>the protagonist of the poem will grow up and leave his parents in the same way that Holly left her father</i> ). The response uses <i>the fish metaphor and repetition (the father's happiness in the "usual" experiences)</i> in Passage I and <i>anaphoras ... in the last stanza of the poem</i> to further the analysis.
<b>Organization</b>	Maintains the focus established by the controlling idea on the belief that the need for <i>independence</i> necessitates a <i>separation</i> from home. The response exhibits a logical and coherent structure, first stating that the act of growing up makes <i>separation ... inevitable</i> , then presenting information about parents' struggle with letting go of their children ( <i>While Holly's father agrees to Holly's decision, his reluctance in sending her is emphasized by the fish metaphor and parents worry for their kids and long for them to stay near them</i> ), and concluding that despite what <i>parents wish</i> , their children will become independent. Appropriate devices and transitions are skillfully used ( <i>Thus, Furthermore, In other words</i> ).
<b>Language Use</b>	Uses language that is fluent and original, with evident awareness of audience and purpose ( <i>synonymous, sphere of influence, treasured pieces of his life</i> ) despite some awkward phrasing ( <i>the distinction between their friendship, parallel with, stems of the same tree</i> ). The response varies structure and length of sentences to control rhythm and pacing ( <i>Thus, while separation is difficult for Holly's father to deal with, he finds it inevitable and a part of life</i> ).
<b>Conventions</b>	Demonstrates control of the conventions, exhibiting occasional errors in comma use ( <i>protagonist, Holly's; passage he; Passage II, also</i> ).
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in language use and conventions.	

For some, the idea of separation is a blessing, because it's an opportunity for one to discover themselves without their loved ones involvement. Sometimes, however, separation is extremely hard for people to endure because of the extent of the relationship that exists between two people. Both of these ideas are expressed in the passages. The latter, coming from the first passage, while the former came from the second, and the authors of each passage used specific literary elements to get these points across.

The first passage describes a fishing trip that the author and his daughter taken together. From the beginning, he knew his daughter wanted to talk to him about something serious, but he wasn't prepared for the decision she had made, this being to leave home a full year earlier than she had originally planned. This news, coming as a shock, was interrupted when the author had hooked a large fish on his line. Though the author was very saddened by the news his daughter had given him, he knew that, as much as it hurt, he would have no choice but to let her go.

The author begins his work, by using characterization to describe his daughter. He describes how she first started fishing with him at six and now was on to different activities because she was older. This, being the first signs of the separation she would make. To make the story more realistic, the author employs extensive imagery of the lake and its surrounding forest. "The night mist was just beginning to lift, slowly unveiling the pines and birches that lined the shore." further along he inputs simile to compare being a

parent to the patience of fishing. In the closing, he tells his daughter he accepts her decision to leave by using the fish as a metaphor, "where he belonged, to live his own life."

The second passage took place after the Stock Market crash, which caused the Great Depression. A boy comes by the house looking for food and the author's mother gladly agrees. The boy is a symbol for nearly all teenage boys at the time were wandering the country searching for work. The author uses characterization to describe "legs like willow limbs and liars like reeds." The author also uses the "color green" as a symbol for hope and a simile to say that it "rises daily, like Sap in a stem." Clearly by using "Sap", which is a slow running substance, the author is saying it doesn't rise fast. Finally the author says he will "leave behind the wind, and the dust," meaning the barren farm and search for "green vines and promise." The author knows the separation from his mother would cause her much distress, for she feared for the wandering boys mother in lines 30-31, but knows if he is to achieve happiness he has no choice.

Separation is hard for the people having to endure it. However, while it is cause for distress by some, other find relief in it. The author of passage one, would forever miss his daughter but knew it was better for her if she left. The author of passage two knew his mother would be sad also, but knew that if he was ever to prosper, he couldn't do it at home.

**Anchor Level 5 – A**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b></p> <p>Establishes a controlling idea that reveals a thorough understanding of both texts, stating that <i>for some, the idea of separation is a blessing while for others, separation is extremely hard</i>. The response makes clear and explicit connections between the controlling idea and the ideas in Passage I (<i>Though the author was very saddened by the news his daughter had given him ... he would have no choice but to let her go</i>) and in Passage II (<i>The author knows the separation from his mother would cause her much distress ... but knows if he is to achieve happiness he has no choice</i>).</p>
<b>Development</b>	<p>Develops ideas clearly and consistently, with reference to relevant and specific evidence to describe the necessary separation of children from their parents in Passage I (<i>He describes how she first started fishing with him at six and now was on to different activities because she was older</i>) and in Passage II (<i>A boy comes by the house looking for food ... wandering the country searching for work</i>). The response includes examples of imagery in Passage I (<i>the author employs extensive Imagry of the lake and its surrounding forest</i>) and characterization in Passage II (<i>The author uses characterization to describe “legs like willow limbs and his arms like reeds”</i>).</p>
<b>Organization</b>	<p>Maintains the focus established by the controlling idea that although <i>separation is hard for the people having to endure it ... other find relief in it</i>. The response exhibits a logical sequence of ideas, first establishing the idea that separation is difficult because <i>of the relationship that exists between two people</i>, then addressing the father’s acceptance of his daughter’s <i>decesion to leave</i> in Passage I. The response then addresses the child’s desire to <i>“leave behind the wind, and the dust”</i> in Passage II and concludes with the idea that the children in both passages needed to leave home. Appropriate transitions are used (<i>Sometimes, however; This news; Clearly</i>).</p>
<b>Language Use</b>	<p>Uses language that is fluent and original, with evident awareness of audience and purpose (<i>barren farm and cause for distress</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>From the beginning, he knew his daughter wanted to talk to him about Something serious, but he wasn’t prepared for the decesion she had made</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>interrupted, similie, decesion</i>) and punctuation (<i>blessing, because its; made. This being; work, by</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions.</p>	



A lot of times in life, it is very difficult to let something or someone go and have separation. Whether it be starting college or starting a new life, it is always difficult being separated from the people you love. However, if you love something, or in this case, someone, you have to let it go and have its freedom.

Passage 1 talks about the relationship between a father and his daughter. The father loves the time that he gets to spend fishing with his daughter. He doesn't want her to grow up ~~or else~~ or else he wouldn't be able to spend time with her. When the daughter decides that she wants to go to college early, her father doesn't know what to do. He is aware of her desire to go to college and spend summers there, but he is dreading the idea of letting her go. Just as soon as he is about to answer his daughter, the father catches a huge bass; one he's always dreamed of catching. But then he thinks about his daughter and how his situation with her is like the situation with the bass. The father decides to let the bass free. The daughter is shocked by his action because she knows how important that catch was to her father. Then the father tells his daughter, "That fish was so full of life and fought so hard for his freedom that I had to let him go back where he belonged, to live his own life" (79-81). This statement was a metaphor for his daughter wanting to go to college early. He didn't want <sup>to be separated from</sup> his daughter, ~~or else~~

but he knew he had to give his daughter her freedom.

Passage 2 is written as a free verse poem and also describes how hard it is to be separated from your loved ones. In this passage, a young boy is traveling to California and stops at a house asking for food in return for labor. The family lets the young boy in and gives him food and clothing. After the boy leaves, the mother of the house says, "His mother is worrying about him... His mother is wishing her boy would come home" (30-31). The narrator is ~~watching~~ watching the young boy go <sup>back</sup> on his journey, and thinks about how he/she might do that one day too. ~~He/she~~ He/she knows that mothers never want to be separated from their ~~children~~ children, but the children have to grow up and be on their own. In Lines 37 through 42, the narrator desires to imitate the boy's actions one day. He/she says, "Some day I'll leave behind the wind, and the dust and walk my way West and make ~~myself~~ myself to home in that distant place of green vines and promise" (39-42). The use of imagery in this statement describes the kind of place the narrator wants to go. The narrator desires freedom, even if it means being separated from ~~his/her~~ his/her loved ones.

To put it brief, separation is a part of life. Loved ones will always become separated from one another, whether it be because of college or

Anchor Paper – Part A – Level 5 – B

starting a new life. The <sup>most</sup> important thing about dealing with seperation is ~~learning~~ how to let go.

Anchor Level 5 – B

Quality	The response:	Commentary
<b>Meaning</b>	Establishes a controlling idea that reveals a thorough understanding of both texts ( <i>if you love something, or in this case, someone, you have to let it go and have its freedom</i> ). The response makes clear and explicit connections between the controlling idea and the ideas in Passage I ( <i>He didn't want to be seperated from his daughter, but he knew he had to give his daughter her freedom</i> ) and in Passage II ( <i>The narrator desires freedom, even if it means being seperated from his/her loved ones</i> ).	
<b>Development</b>	Develops ideas clearly and consistently, with reference to relevant and specific evidence from Passage I to support a discussion about the struggles brought about by separation ( <i>When the daughter decides that she wants to go to college early, her father doesn't know what to do</i> ) and from Passage II ( <i>In this passage, a young boy is traveling to California and stops at a house asking for food in return for labor</i> ). The response refers to metaphor in Passage I ( <i>This statement was a metaphor for his daughter wanting to go to college early</i> ) and imagery in Passage II ( <i>The use of imagery in this statement describes the kind of place the narrator wants to go</i> ).	
<b>Organization</b>	Maintains the focus established by the controlling idea that <i>the most important thing about dealing with seperation is learning how to let go</i> . The response exhibits a logical sequence of ideas, first establishing the idea that <i>it is always difficult being seperated from the people you love</i> although it is necessary, then presenting information about how the father in Passage I <i>is dreading the idea of letting his daughter go</i> , moving to the narrator's observation of the young traveler in Passage II and the narrator's plans to leave someday, and concluding with the idea that <i>loved ones will always become seperated</i> . Appropriate transitions are used ( <i>Then the father</i> and <i>also describes</i> ).	
<b>Language Use</b>	Uses appropriate language, with some awareness of audience and purpose ( <i>aware of her desire to go to college and Passage 2 is written as a free verse poem</i> ). The response occasionally makes effective use of sentence length ( <i>Passage 1 talks about the relationship between a father and his daughter</i> ).	
<b>Conventions</b>	Demonstrates control of the conventions, exhibiting occasional errors in punctuation ( <i>up or else; daughter wanting; journey, and</i> ).	
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in language use.		

Separation can be a difficult thing to deal with, ~~and~~ Despite everyone having to go through at least one separation in their lifetime; it can be different for each person. For example, separation and the feelings and emotions involved for a parent can be very different than the feelings and emotions the child has. No matter what the point of view is, a separation of any kind is usually difficult and emotional.

The father in the first passage, is very emotional over his daughter leaving for college. They had planned for her to go to a college close to home, and then after two years transfer to a different university. With this plan in mind, the father had accepted that he really only had two more years to be this close with his little girl. When she changes her mind, and brings up the possibility of just going to a university, which would be away from home, he is filled with emotion. In his point of view, he doesn't yet want to let go of his little girl yet, as well as a general feeling of sorrow, acceptance and pride. He is genuinely sad that he will have to say goodbye to his child, but at the same time, he has accepted that she has become more independent. He takes some pride in knowing she is growing up. From his daughter's view, she is also sad to be separated from her father, but has accepted the separation as a part of life. She also in some ways feels sorrow ~~and~~ and guilt for leaving her father. She also feels some ~~uncertainty~~ uncertainty and natural fear; all which are expected when something changes.

Her father hooks a very large Bass, and rather than taking the fish home, he sees all that the fish symbolizes and lets it go. "But a fish on a wall is a lifeless thing, no matter how much you prize it. That fish was so full of life and fought so hard for his freedom that I had to let him go back where he belonged, to live his own life." (lines 78-81) He sees how similar that fish is to his own daughter soon leaving, and accepts the separation. The fish symbolized freedom, independence and vitality; all which he desired his little girl to have in life.

In the second passage, a young male child sees a boy who has left home to go West. He sees the young man as something to be admired and looked up to. He had not a penny to his name, but still offered to work off his meal he had generously gotten from the small boy's mother. The young boy wished that someday, soon, he would be just like this young man who had come to his home. The young boy's mother on the other hand, is filled with compassion and sympathy and understanding to how the young man's mother feels. She understands how his mother is worried about him and wishing her boy would soon return home.

The long journey of having almost nothing, all to try and better the quality of life symbolizes the journey of life. There are hard times, and often they pay off when work and effort is put in. The way the young boy's mother tends to the young man symbolizes her heart, hoping that someday, when it is her own

little boys turn to leave; and they are separated, another kind heart will take her son in and treat him as she is the young man.

④ The separation of a mother and son, or a father and daughter is a difficult one to make. This is because of the thickness of the bond they share on many levels. Despite the difficulty of a separation, it is necessary to have and grow because of it. Bonds formed in life between people are emotionally straining to have to separate for whatever reason. It is only human nature to grow attached to these bonds that they have worked so hard to build. These bonds usually last a lifetime, even if there is a separation. A bond between a child and their mother is one that can not be broken. These bonds formed are thick, and no amount of separation nor distance could break them.

**Anchor Level 5 – C**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Establishes a controlling idea that reveals a thorough understanding of both texts (<i>Seperation can be a difficult thing to deal with and a seperation of any kind is usually difficult and emotional</i>). The response makes clear and explicit connections between the controlling idea and the ideas in each text (<i>The father in the first passage, is very emotional over his daughter leaving for college and The young boys mother ... is filled with compassion</i>).</p>
<b>Development</b>	<p>Develops ideas clearly and consistently, with reference to relevant and specific evidence from both texts to demonstrate the difficulties of separation (<i>He is genuinly sad that he will have to say goodbye to his child and She understands how his mother is worried about him</i>). The response refers to point of view in Passage I (<i>In his point of view, he doesn't yet want to let go</i>) and symbolism in both passages (<i>he sees all that the fish symbolizes and The long journey ... symbolizes the journey of life</i>).</p>
<b>Organization</b>	<p>Maintains the focus established by the controlling idea on the difficulty associated with separation (<i>Bonds formed in life between people are emotionally straining to have to seperate for whatever reason</i>). The response exhibits a logical sequence of ideas for Passage I, first addressing the reluctance of the father and, finally, his acceptance of losing <i>his little girl</i>, and for Passage II by contrasting the son's excitement over the possibility of leaving with his mother's dread of it. Appropriate transitions are used (<i>For example, is also, Despite</i>).</p>
<b>Language Use</b>	<p>Uses appropriate language, with some awareness of audience and purpose (<i>It is only human nature to grow attached to these bonds</i>). The response occasionally makes effective use of sentence structure and length (<i>These bonds usually last a lifetime, even if there is a seperation</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>Seperation, genuinly, uncertanty</i>), punctuation (<i>passage, is; boys mother on; life symbolizes</i>), and agreement (<i>everyone ... their, work and effort is, child ... their</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in language use and conventions.</p>	

For some people, separation is a tough to get over. For others, separation is necessary. Separation can occur when someone has to go off to college and leaves their parents for the first time. Separation can also occur when someone has to leave to chase a dream or easier living conditions. In Passage I and Passage II, the authors convey the message of separation brilliantly through a diversity of literary elements.

In Passage I, the narrator wakes up and begins by going fishing. He ~~discovers~~ discovers his daughter awaiting his arrival at the car to go fishing. While fishing, his daughter, Holly, decides to ask him about changing her future college plans. She would like to go away to college sooner than her father (the narrator) would have liked. The author uses the element of a metaphor to capture the narrator's understanding of the separation he must commit to. When the narrator catches the most beautiful fish he had ever seen, he throws it back to live its own life instead of keeping it at his house. This also could be seen as symbolism. By letting the fish go, he realizes he must let his daughter go away to college.

In Passage II, the author conveys separation in a complete different light. Through the use of setting, the author puts emphasis on younger boys that want to go out west. The setting was the 1930's around the middle of the United States. At that time, there were droughts and



Anchor Paper – Part A – Level 4 – A

a Depression. Many younger folks would pick up and try to make their way towards California where there ~~was~~ <sup>was</sup> rain and green pastures. Many parents had to watch their sons leave them. It was hard to see their young boys separate from them. The author of Passage II, ~~utilizes~~ <sup>utilizes</sup> mood to establish a sympathetic idea to the poem. It is sad to see a mother wishing to know where her son is and if he is doing okay.

Separation usually isn't easy to deal with. Especially when it is a parent and their child. The authors of Passage I and II convey that message brilliantly.

Anchor Level 4 – A

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Establishes a controlling idea that shows a basic understanding of both texts ( <i>For some people, separation is tough ... For others ... necessary</i> ). The response makes implicit connections between the controlling idea and the ideas in each text ( <i>She would like to go away to college sooner than her father ... would have liked and It is sad to see a mother wishing to know where her son is</i> ).
<b>Development</b>	Develops some ideas more fully than others. The response uses specific and relevant details from Passage I to support a discussion about the father's <i>understanding of the separation he must commit to</i> and his symbolic release of the bass which helped him to realize that <i>he must let his daughter go away to college</i> . The discussion of Passage II is less developed and is based on the effects of the setting ( <i>droughts and a Depression</i> ), and relies more on general statements than on specific references ( <i>It was hard to see their young boys separate from them</i> ).
<b>Organization</b>	Maintains the focus established by the controlling idea on <i>separation which usually isn't easy to deal with</i> . The response exhibits a logical sequence of ideas, first establishing that separation is <i>tough but necessary</i> , then relating the difficulty of separation to the father and the daughter in Passage I and to the need for a better life in the poem. Appropriate transitions are used ( <i>This also, In Passage II, in a complete different light</i> ).
<b>Language Use</b>	Uses language that is appropriate, although sometimes inexact ( <i>their</i> for "there" and <i>okay</i> ), with some awareness of audience and purpose ( <i>The author of Passage II, utilizes mood</i> ). The response occasionally makes effective use of sentence structure and length ( <i>While fishing, his daughter, Holly, decides to ask him about changing her future college plans</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in punctuation ( <i>it's own life; Passage II, utilizes; deal with. Especially</i> ) and grammar ( <i>someone ... their parents, complete different light, a parent and their child</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in organization.	

Throughout many aspects of life people have to deal with separation. This is displayed in Passage I and Passage II. The author used several literary elements explaining his view of separation throughout both passages. Separation is the concept of splitting up or leaving for a while.

In Passage I the author uses the controlling idea of separation. He displays separation by the daughter going away to college, but she decides to go to the state university right away, and graduate in three years. He was very distraught by this because he had planned on her going to community college, so she would be home. Also she would be home in the summer, until the decision to graduate in three years, and stay through the summer. He had a great vision in his head and it was ripped away all at once. His daughter had grown up in a heartbeat. Although he was disappointed with the idea he felt like it was selfish to say no, she had planned what she wanted and it would lead to quicker success. He displayed that idea through symbolism. He used the fish he caught to symbolize his relationship with his daughter. He said he had always wanted a big bass mounted on his wall, and then he could look at it whenever he wanted. He also said, "But a fish on a wall is a lifeless thing, no matter how much you prize it. That fish was so full of life and fought so hard..." This closely

represents his relationship with his daughter. For example he had always dreamed of having his daughter around so they could go fishing and hang out, but she had fought hard for what she wanted and she has a full life ahead of her. Him letting go of the fish represents him letting go of his daughter. Separation is a very difficult thing to deal with.

The thought of ~~separation~~<sup>separation</sup> is also shown in Passage II. It is shown because that boy separated from his family to go west. He was around sixteen, and he had already left his family. He had no money, but he was very polite. The narrator who is portrayed to be a young boy believes one day he will separate his family to do the same. His parents were worried about the sixteen year old, and had said his mom must want him to come home. He used foreshadowing to show that their son will do the same when he is of age. Separation is a hard idea to come by.

Separation happens to everyone. The difference is it is at times more mild than others. Everyone has to deal with it, but parents realize it is selfish to be mad their kids are leaving. Separation is a part of growing up.

**Anchor Level 4 – B**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Establishes a controlling idea that shows a basic understanding of both texts ( <i>Throughout many aspects of life people have to deal with separation</i> ). The response makes implicit connections between the controlling idea and the ideas in Passage I ( <i>the author ... displays separation by the daughter going away to college</i> ) and in Passage II ( <i>It is shown because that boy Separated from his family to go west</i> ).
<b>Development</b>	Develops some ideas more fully than others. The response uses specific and relevant evidence from Passage I to explain the emotional difficulty of separation ( <i>She decides to go to the State University right away and the father had Planned on her going to community college so she would be home</i> ) and includes a discussion of symbolism ( <i>He used the fish he caught to symbolize his relationship with his daughter</i> ). The discussion of Passage II is less specifically developed, including a brief and inaccurate example of foreshadowing.
<b>Organization</b>	Maintains a clear and appropriate focus on the idea that <i>separation happens to everyone ... Everyone has to deal with it</i> . The response exhibits a logical sequence of ideas by contrasting the daughter's new college plan with the father's reaction ( <i>His daughter had grown up in a heartbeat</i> ) and then compares the incident with the bass to the father's <i>relationship with his daughter</i> . The response lacks internal consistency in paragraph 3, presenting a series of loosely related ideas without clear transition.
<b>Language Use</b>	Uses appropriate language, which is sometimes inexact ( <i>distraught by this, seperate his family, more mild than others</i> ) or informal ( <i>a great vision in his head and mad their kids are leaving</i> ). The response occasionally makes effective use of sentence structure and length ( <i>He had no money, but he was very polite</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>seperation, untill, dissapointed</i> ) and punctuation ( <i>away, and graduate; Idea he felt; wanted and it</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 4 in all qualities.	

In life people face the hardest things sometime. Separation of family is the hardest thing a parent will have to do. ~~The passage~~ <sup>the memoir</sup> ~~and the poem~~ both show how separation of family's can be good but also sad. The memoir shows ~~In the first passage~~ how separation can be good and bad through conflict and symbolism. The poem also shows the pros and cons of separating families. through situation, and theme.

The memoir uses conflict to show separation. ~~by~~ Holly doesn't want to hurt her father's feelings so instead of hurting her father's feelings by telling him that she didn't need him any more she goes on a fishing trip and talks about it with him. ~~the~~ Holly's father then faced the facts and realized what was good for her and let her go to college away from home. Her father doesn't like this but he knows that he won't be able to have his "big little girl" around all the time.

The memoir also uses symbolism to show separation. The fish is just like Holly, the fish fought hard to get free and to be let go. Holly did the same she is graduating from High School and moving on to college. Her father realizes that the fish is just like Holly and even though he wants to keep both he lets the fish back into the water and lets Holly go ~~to~~ to college out of ~~town~~ <sup>town</sup>. Although the father doesn't want to let go of his daughter he knows that if he lets her go now she will be happier and more successful just like the bass.

The poem also shows the good and bads of separation. Theme shows how separation can be good but also bad. The little boy sets out to get a better life. But on his way he realizes that being separated from his family is hard because he now needs to fend for himself which is hard. He needs to go ~~to~~ <sup>to</sup>. Even with the help of others he still finds separation hard.

Separation is a hard thing to experience. Although

Anchor Paper – Part A—Level 4 – C

Good things can arise from it. In the media and poem theme, context, situation, and symbolism ~~the~~ are used to show the good and bad about Separation.

Anchor Level 4 – C

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Establishes a controlling idea that shows a basic understanding of both texts ( <i>Separation of family is the hardest thing a parent will have to do and separation can be good and bad</i> ). The response makes implicit connections between the controlling idea and the ideas in Passage I ( <i>Although the father doesn't want to let go of his daughter he knows that ... she will be happier and more successful</i> ) and in Passage II ( <i>Even with the help of others he still finds separation hard</i> ).
<b>Development</b>	Develops some ideas more fully than others, with reference to specific and relevant evidence from Passage I ( <i>even though he wants to keep both he lets the fish back into the water and lets Holly go to college out of town</i> ). The discussion of Passage II is less developed with more general references to the text ( <i>The little boy sets out to get a better life</i> ). The response discusses the <i>conflict and symbolism</i> in Passage I and mentions, but does not develop, <i>theme</i> for Passage II.
<b>Organization</b>	Establishes an appropriate focus on <i>the good and bad about Separation</i> but fails to maintain this focus beyond the insertion of various forms of the phrase ( <i>The poem also shows the good and bads of separation. Theme shows how separation can be good but also bad</i> ). The focus on a parent's response to separation is not maintained. The response exhibits a rudimentary structure, but is inconsistent by failing to clearly relate <i>the pros and cons of separating families to situation, and theme</i> , first established in the introduction.
<b>Language Use</b>	Uses appropriate language, with some awareness of audience and purpose ( <i>Separation is a hard thing to experience</i> ). The response occasionally makes effective use of sentence structure and length ( <i>Her father doesn't like this but he knows that he won't be able to have his "big little girl" around all the time</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>separation, memior, relizes</i> ) and punctuation ( <i>situation, and theme; her fathers feelings; Holly, the fish</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in organization.	

many parents go through separation with their children. This could be hard to deal with. However most parents can accept it.

In passage one Holly signals her father impatiently, which means she has something important to talk about. Her father flashes back to ~~at~~ a time when ~~he~~ they went fishing and remember how much fun they had together. What Holly had to tell her father was her plans for junior college. ~~She wanted to~~ she wants to go away for college. Her father's reaction showed that he wanted her to stay home. Her dad was disappointed because he wanted to still go fishing with her over the summer. However she told him she wouldn't be home for the summer. The father says, "that fish was so full of life and fought so hard for freedom that I had to let him go back where he belonged, to live his own life." This shows that her father is accepting her suggestion even though he's going to miss her he has to let her experience life and let her do what she wants to do.

Anchor Paper – Part A – Level 3 – A

In passage # two a boy comes in a ~~summer's~~ family house and they are feeling sympathy towards him. He wanted to work for food, he was thin as a rail. He had very good manners. This shows that the mother wants her son back. She misses her son. The ~~boy~~ boy is characterized as honorable.

many parents, ~~cannot~~ don't want their children to move out. However its a part of life and they grow to accept that.

Anchor Level 3 – A

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Establishes a controlling idea that shows a basic understanding of the texts ( <i>Many parents go through separation with their children</i> ). The response makes few connections between the controlling idea and the ideas in the texts ( <i>What Holly had to tell her father was ... she wants to go away for college and She misses her son</i> ).
<b>Development</b>	Develops ideas briefly, using some evidence from the texts ( <i>Her father flashes back to a time when they went fishing and a boy comes in a familys house and they are feeling sympathy towards him</i> ). The response relies primarily on plot summary.
<b>Organization</b>	Establishes an appropriate focus on the fact that <i>many parents do not want their children to move out</i> . The response exhibits a rudimentary structure but includes inconsistencies due to the lack of internal transitions ( <i>she wouldn't be home for the summer. The father says, "that fish was so full of life and He had very good manners. This shows that the mother wants her son back</i> ).
<b>Language Use</b>	Relies on basic vocabulary ( <i>deal with, how much fun they had together, He wanted to work for food</i> ), with little awareness of audience. The response exhibits some attempt to vary sentence structure and length for effect, but with uneven success ( <i>Her dad was dissapointed because he wanted to still go fishing with her over the summer however she told him she wouldn't be home for the summer</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>dissapointed</i> and <i>showes</i> ), punctuation ( <i>summer however she, her he, food he</i> ), and apostrophe use ( <i>fathers reaction and its a part</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.	



Something hard to deal with is separation. Everyone goes through it during their life, whether it be with a pet, a loved one, or even a home or school.

During the first story, it explains how the father knowing his daughter so well ~~is~~ is thinking about what's long. He is reading her signs and knows not everything is ~~is~~ ok. So he lets her bring up the topic, not rushing her and she gives him the bad news. She wants to go to college for 3 years straight and leave home. The problem is daddy doesn't want ~~to leave~~ his little girl to leave him & go into the big world. Before he ~~catches~~<sup>says</sup> anything he catches the bass of his dreams and then has a apifiny, the fish had so much life let in it so much to experience he had to let ~~it~~ it go, and he thought for his daughter the same, the more you care about something the harder it is to let go.

In the poem it is viewed from a different perspective, a daughter sees a young boy, about 16 who is homeless and comes to the door to ask for a meal. ~~the~~ the boy who was a good man offered to work for the meal in which he did. Later that day he was on his way pursuing down his path, ~~the~~ the mother wondered how she felt if that

**Anchor Paper – Part A – Level 3 – B**

When her son, she knew the boys mother had to be worried, so she became more appreciative that her children were safe.

**Anchor Level 3 – B**

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Establishes a controlling idea that shows a basic understanding of the texts ( <i>Something hard to deal with is seperation</i> ). The response makes few connections between the controlling idea and the ideas in the texts ( <i>daddy doesn't want his little girl to leave him and She knew the boys mother had to be worried</i> ).
<b>Development</b>	Develops ideas briefly, using some evidence from the texts ( <i>he had to let it go, and he thought for his daughter the same and the mother wonderd how she felt if that where her son</i> ). The response relies primarily on plot summary.
<b>Organization</b>	Establishes, but fails to maintain, an appropriate focus on the emotional effects of separation. The response exhibits a rudimentary structure with an introduction and a paragraph for each passage. There is no conclusion.
<b>Language Use</b>	Relies on basic vocabulary ( <i>everyone goes through it and she gives him the bad news</i> ) which is sometimes imprecise (3 for “three,” + for “and,” <i>where</i> for “were”), with little awareness of audience or purpose. The response exhibits some attempt to vary sentence structure for effect, but with uneven success ( <i>the boy who was a good man offerd to work for the meal in which he did</i> ).
<b>Conventions</b>	Demonstrates emerging control, exhibiting occasional errors in spelling ( <i>seperation, rong, apifiny</i> ), punctuation ( <i>father knowing, well is, whats</i> ), and capitalization ( <i>story, It; he is Reading; later that day</i> ) that hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in language use.	

Often in life people face many hardships in life, one which would be being separated from your loved ones for example being separated from your parents when your just a baby or being separated from your wife and kids to get sent to war.

In passage one Holly is getting separated from her dad because she's in college and Holly has new plans for her junior year in college. Holly and her dad were really close when she was only a little girl but as she grew older, she grew more apart from her dad. After a while the only time she'd go fishing with her dad was when she needed to have a private talk, and the most private place they had was their little boat on a remote lake at dawn.

In passage two a boy is separated from his mom and has no where to live, until he found a family that helped him give him food, new clothes and a job for a couple of hours. Then they watched him work down the road, then the girl's mom said that the kid's mom wishes he came home

Anchor Paper – Part A – Level 3 – C

and she wouldn't want her daughter to leave the house and go off on her own.

Being separated from your loved ones is very hard, but many people go through it and does that do may or may not turn out how they want their lives to be.

Anchor Level 3 – C

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Establishes a controlling idea that shows a basic understanding of the texts ( <i>often in life people face many hardships in life, one which would be being separated from your loved ones</i> ). The response makes few connections between the controlling idea and the ideas in the texts ( <i>Holly is getting Separated from her dad and a boy is separated from his mom</i> ).
<b>Development</b>	Develops ideas briefly, using some evidence from the texts ( <i>as she grew older, She grew more apart from her dad and she wouldn't want her daughter to leave the house and go off on her own</i> ) with some inaccuracy ( <i>She's in college and ... has new plans for her Junior year</i> ). The response relies primarily on plot summary.
<b>Organization</b>	Establishes an appropriate focus on <i>being separated from your loved ones</i> . The response exhibits a rudimentary structure, with an introduction, a paragraph focusing on plot for each passage, and a conclusion.
<b>Language Use</b>	Relies on basic vocabulary that is sometimes imprecise ( <i>but many people go through it and does that do may or may not turn out how they want their lives to be</i> ), with little awareness of audience. The response reveals little awareness of how to use sentences to achieve an effect ( <i>often in life ... war</i> ).
<b>Conventions</b>	Demonstrates emerging control, exhibiting occasional errors in spelling ( <i>beeing</i> and <i>no where</i> ), punctuation ( <i>ones for example beeing, helped him gave, wouldnt</i> ), and use of the possessive ( <i>girls mom</i> and <i>kids mom</i> ) that hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in language use.	

In both passages they both talk about separation between father and daughter. They don't want their children to be away from them. Still want them to be by their side. In passage I I will explain the separation between them.

Passage I Molly and her father are going out fishing on a summertime on Saturday morning. Molly gets really annoyed with her father because he is taking long with getting stuff ready for their fishing trip. She will blink the horn. That basically shows she is really impatient. Later in the passage she talks about her college plans and her father did not want to hear that from her.

In passage II (the poem) the son offers to work to get in his own way. He doesn't want to work for things get spoiled. He wants to work for his things. But his parents doesn't want him to work his things she wants to spoil him.

As you can see the passage and the poem have both similarities and differences.

**Anchor Level 2 – A**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Conveys a confused and an incomplete understanding of the texts ( <i>They dont want their children to be away from they still want them to be by their side</i> ). The response makes few connections to Passage I ( <i>She talks about her college plans</i> ) and Passage II ( <i>the son offers to work to get in his own ways</i> ).
<b>Development</b>	Is incomplete and largely undeveloped, hinting at ideas, but references to the texts are unjustified ( <i>he is Taking long with Getting stuff ready, She will honk the Horn, She wants to spoil him</i> ).
<b>Organization</b>	Suggests a focus on separation and suggests organization with an introduction, a body paragraph for each passage, and a brief conclusion which introduces a new idea ( <i>Similarities and Differences</i> ).
<b>Language Use</b>	Relies on basic vocabulary that is sometimes imprecise ( <i>passage I Holly, on a summertime, her for “hear”</i> ), with little awareness of audience and purpose ( <i>As you can see the passage and the poem have both similarities and Differences</i> ). The response exhibits some attempt to vary sentence structure for effect, but with uneven success ( <i>But his parents doesnt want him to work his things</i> ).
<b>Conventions</b>	Demonstrates emerging control, exhibiting occasional errors in spelling ( <i>sepretation, shoud, impaticent</i> ), punctuation ( <i>dont, plans and, spoiled he wants</i> ), and random capitalization that hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use and conventions.	

**Anchor Paper – Part A – Level 2 – B**

During a summer day on Saturday morning Holly made some plans. The college plan she disquest with her father to go away for a couple years and be independent and leave her home. In passage one to finish up schooling earlier than expected. In both passages they showed the seperation of individuals.

In passage one Holly out her father which is her fishing butte. she signated that there was a problem and she was in need of talking. And as Holly got older she created more interest of her own and that leads her to the college plan to leave the house and go to college out of town for three years.

**Anchor Level 2 – B**

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys a confused and incomplete understanding of the texts. The suggestion of a controlling idea ( <i>both passages ... showed the seperation of individuals</i> ) is only superficially connected to Passage I and not connected to Passage II.
<b>Development</b>	Is incomplete and largely undeveloped, hinting at ideas, but references to Passage I are vague and plot related ( <i>During a summer day on Saturday morning Holly made some plans</i> ). There is no development of Passage II.
<b>Organization</b>	Suggests a focus on the <i>seperation of individuals</i> but lacks organization.
<b>Language Use</b>	Relies on basic vocabulary that is sometimes imprecise ( <i>In passage one to finish up schooling earlier than expected</i> ), with little awareness of audience or purpose. The response exhibits some attempt to vary sentence structure and length for effect, but with uneven success ( <i>The college plan she disquest with her father to go away for a couple years and be independent and leave her home</i> ).
<b>Conventions</b>	Demonstrates emerging control, exhibiting occasional errors in spelling ( <i>disquest, seperation, signated</i> ), punctuation ( <i>morning Holly and problem and</i> ), and grammar ( <i>The college plan ... to go away and father which</i> ) that hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use and conventions.	

Anchor Paper – Part A – Level 2 – C

In today days they use a lot of reasons for separation. The separation is not only separation mentally also can be physically. In passage I we going to see how the separation is develop physically. In passage II the separation is more develop mentally.

The passage I is about a father and daughter who always share time together special pet when she was a littler girl. They usually go to fish together the daughter becomes her fishing buddy. One day she decides to go away for college for State University, but she was worried about what he father going to think if she going away the house. The only think that he can said to her is understand that she want go away for college and that she is grown up. One literary elements that we can found is the passage I is symbolism. Is symbol because at the end of the passage her father reconizes the fish as a symbol of independense.

Anchor Level 2 – C

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Establishes a controlling idea that shows a basic understanding of the texts by stating that <i>in passage I and in passage II the separation is more develop both physically and mentally</i> . The response makes superficial connections between the controlling idea and the ideas in Passage I ( <i>The only think that he can said to her is understand that she want go away for college and that she is grown up</i> ). There are no connections to Passage II.
<b>Development</b>	Is incomplete and largely undeveloped, with little discussion of Passage I beyond vague references to plot and literary elements ( <i>Is symbol</i> ) and no discussion of Passage II.
<b>Organization</b>	Suggests a focus on <i>separation</i> but lacks organization. Passage II is only addressed in the first paragraph, and there is no conclusion.
<b>Language Use</b>	Uses language that is imprecise ( <i>they</i> for “there,” <i>specialist</i> for “especially,” <i>think</i> for “thing”) for the audience and purpose. The response reveals little awareness of how to use sentences to achieve an effect ( <i>Is symbol because at the end of the passage her father reconizes the fish as a symbol of independense</i> ).
<b>Conventions</b>	Demonstrates a lack of control, exhibiting frequent errors in spelling ( <i>littler, reconizes, independense</i> ), grammar ( <i>In today days, we going, is develop, father going to think, he can said</i> ), and usage ( <i>away for College for State University and going away the house</i> ) that make comprehension difficult.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in meaning.	



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**Anchor Paper – Part A—Level 1 – A**

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Separation can be a good and a bad thing at the same time. By getting separated from your parents, by for example moving out you learn a lot about yourself and get a chance to make your own decisions. Not everybody deals with separation in a good way, they can get in trouble because they don't have a parent to give them guided lines. Separation can also be between to adult, like a married couple that end their married. it can be hard to start your life own ~~est~~ after living with the same person for years.

**Anchor Level 1 – A**

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Provides no evidence of textual understanding. The response makes no connections between the texts or among ideas in the texts, offering only a personal response.
<b>Development</b>	Is incomplete and largely undeveloped, providing only a general discussion of separation as a <i>good and a bad thing</i> . There are no references to the texts.
<b>Organization</b>	Suggests a focus on the conflicting aspects of separation but lacks organization, switching between second and third person in a grouping of loosely connected ideas.
<b>Language Use</b>	Relies on basic vocabulary that is sometimes imprecise ( <i>to adult and end their married</i> ), with little awareness of audience or purpose. The response exhibits some attempt to vary sentence structure and length for effect, but with uneven success ( <i>Not everybody deals with separation in a good way, they can get in trouble because they don't have a parent to give them guided lines</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>eksample and guided</i> ) and punctuation ( <i>out you and way, they</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Although the response fits the criteria for Levels 1, 2, 3, and 4, it remains at Level 1 because the response makes no reference to either text.	

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**Anchor Paper – Part A—Level 1 – B**

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separation is common in the world today, due to some life change people face. Sometimes the separation is for a good reason other times it is for bad reasons

**Anchor Level 1 – B**

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Provides no evidence of textual understanding. The response makes no connections between the texts or among ideas in the texts.
<b>Development</b>	Is minimal, with no evidence of development.
<b>Organization</b>	Shows no focus or organization.
<b>Language Use</b>	Is minimal, making assessment of language use unreliable.
<b>Conventions</b>	Is minimal, making assessment of conventions unreliable.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 1 in all qualities.	

Separation is a difficult thing to face, but everyone at one point in their life will have to go through some form of separation. Whether it is a child going off to college or a young child who has left his home 'walking to California', separation is unavoidable. No matter how hard it is to leave or how difficult the journey becomes separation is something that we all must face at some point in our lifetime.

Passage 1 is written in first person through the eyes of a loving father. Foreshadowing is seen immediately at the end of the first paragraph when Holly is waiting at the car to go fishing. From this it is inferred that there is bound to be a conflict later on. There is also characterization, "... I looked at the long, brown hair that curled out from under the old fishing hat. She looked so little - so fragile." This quote not only characterizes the daughter, Holly, but it also shows that even though Holly is all grown up her father loves her so much he still views her as his little girl. When the father lets the fish go and he tells Holly that "~~he~~ I had to let him go back where he belonged, to live his own life." it is symbolic and foreshadows that he is not going to hold Holly back, he needs to let her go free even if he doesn't want to.

Passage II is written in first person through the eyes of a young child. There is characterization and we get a picture of what this wondering boy looks like when the child says "he wasn't more than sixteen. Thin as a fence rail." There are also

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Part A – Practice Paper – A

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similies when the child says "his legs like willow limbs, his arms like reeds." Foreshadowing is also seen when the child says "and I think, some day I'm going to walk there too, through New Mexico and Arizona and Nevada."

Separation is a difficult thing to face, but Passage I and Passage II both show that even though it is a difficult thing to do it must be done. Separation is unavoidable. No matter how hard it is to leave or how difficult the journey becomes separation is something that we all must face at some point in our lifetime.

I will be writing about how separation had a big impact on these two passages. How it affect the people around and how they deal with it.

In passage one show how Holly's is trouble because she is so scare to tell her father that she wants to go away for college. Her father had understood that, when he told her a "fish is lifeless thing, no matter how much you want it as a prize, that fish was still ~~of~~ life and fought so hard for his freedom that he had to let it go and live his life". ~~And~~ someday Holly would understand being separated it make a good thing.

Separation is not a choice we always have, sometimes life leads people down different paths. People get opportunities and by taking them it furthers everyone. Two passages that show separation in life are passage I and passage II. Separation is usually necessary to become independent in life and make your own decisions.

Passage I explains how separation is sometimes unexpected. The daughter is telling her father about how she is leaving for college soon. When they are on the boat the father says "I know she would talk to me when she was ready." This statement is ironic because she does talk to him when she's ready to leave home.

Another literary element the passage uses is ~~metaphor~~ symbolism. When the father uses separation when he lets his fish free and he really is talking about his daughter.

Separation from one's family is sometimes for independence. Passage two shows this idea about separation. The boy is on his way to independence from his family. The narrator looks up to this boy and hopes to someday be like him and claim his independence by moving to California. The use of characterization. The narrator says "He want more than water from a rail!" This shows what the boy has been through to get his independence.

Separation is usually necessary to become independent in life. Two passages that show this are passage I, and passage II. Separation isn't always pleasant but it's mostly for the better.

Separation affects many people in multiple ways. In passage I, a girl named Holly wants to change college plans, which is exciting for her, but hurtful to her father. In passage II, a wandering boy, who's left home, comes upon a family and asks for food. Once fed he offers to work for what he's received and move on. The narrator's mother feels the wandering boy's pain and the narrator actually wants to follow in his footsteps.

Actions towards separation happen over time. Plans may have been set but they can be altered. In passage I, Holly decides that she wants to go to a university, reap round, and finish in three years. She changes the plans to fit her life style.

Symbolically, as they are fishing, her father catches a beautiful bass. Holly urges her father to have it mounted. Instead, he realizes he has to let the fish go. Holly is like the fish; she is also being let go.

When actions are taken by one person, those actions can affect the people in an individual's life. A majority of people are affected when actions are taken. In passage II, the narrator's mother feels the sadness and worry of the <sup>wandering</sup> boy's mother. Even though she hasn't actually experienced it, she can imagine how it feels from her point of view in sympathy with the other mother.

In both passages, the girl, Holly,



Part A — Practice Paper — D

in passage I, and the narrator in passage II will eventually understand what people are going through in their situations. Holly thinks her dad understands her plans and excitement towards college when really he's hurt. The narrator saw the wandering boys actions and wanted to experience them himself. With both passages, the people don't understand the hurt they have caused or will cause in that separation. Life is about experiences, for someone to experience separation is a valuable lesson.

In literature as in life, separation is difficult but necessary to become independent. The memoir in passage I and the poem in passage two show this common idea. Even though the passages share a common idea, the author's use of different literary elements and techniques to get their point across.

In passage one the daughter wants to separate from her father and go away to college. The father was hesitant at first but soon realized what needed to be done. He realized through the use of the author's symbolism. The symbol was the fish. After catching it he said "But a fish on the wall is a lifeless thing, no matter how much you prize it. That fish was so full of life and fought so hard for his freedom that I had to let him go back to where he belonged, to live his own life." He was talking about the fish but he was also talking about letting his daughter go. He knew he couldn't make her stay home because she would be unhappy. He had to let her go and live her life.

In passage two it talks about a boy who has separated from his family to take a journey to California in the hope of a better life. Even though those mothers wish their sons would come home they continue to head west. They are honorable people who inspire others they need to do the same. This boy inspired the narrator to say "some day I'm going to walk there too. . . . Some day I'll leave behind the wind, and the dust and walk my way west and make myself to home in that distant piece of green vines and promise." The author of the poem uses

Part A — Practice Paper — E

the literary technique of irony to convey his controlling idea. The irony of the story is that the narrator sees how hard separation and the journey to California is but he still wants to take that journey when he gets older.

The memoir and the poem prove that separation is difficult. But it also proves it is necessary to be able to let go so you can live your own life. The author in passage one expressed this idea through the use of symbolism. Meanwhile the author of passage two expressed the same idea through the use of irony.

**Practice Paper A–Score Level 4**

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

**Practice Paper B–Score Level 2**

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

**Practice Paper C–Score Level 3**

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

**Practice Paper D–Score Level 5**

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

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

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

Author George Moore observed that "the difficulty in life is the choices." This statement suggests that when a situation arises and a choice must be made, making that choice is quite difficult. This is especially true when the final decision can lead to serious outcomes. One literary work that supports Moore's quote is William Shakespeare's Julius Caesar. In this case, the character of Brutus is faced with difficult and disturbing decision making. Such a dilemma is also evident in the novel The Kite Runner, by Khaled Hosseini, where a series of choices lead to a crossroad in the friendship of two young boys from Afghanistan.

William Shakespeare based his play, Julius Caesar, on actual historical events taken from the ancient times of the Roman Empire. One of the play's main characters, Brutus, is the advisor and friend to Caesar, the new emperor of Rome. This bond of friendship is in contrast to the feelings of his comrade, Cassius, a senator, who, out of jealousy, begins to instill the fear in his fellow senators that Caesar will become a tyrant and bring about the fall of Rome. In order to prevent this from happening, Cassius and his newly recruited co-conspirators plot to assassinate Caesar. Cassius tries to enlist Brutus's help in the murder, but Brutus is not willing to listen initially. With the seed planted, however, Brutus soon begins to have doubts, as he observes Caesar's domineering and pompous attitude and ostentatious celebrations. Thus, Brutus becomes conflicted with the idea that it may be necessary to kill Caesar, his best friend, for the good of Rome. The theme of Julius Caesar centers about the impact jealousy and doubt can have upon the parties involved. Cassius was jealous of Caesar, which led to his orchestration of the assassination plot. Brutus, as a result, becomes doubtful of his "trusted friend" and confused about what to do for the good of his country. Eventually, Brutus agrees to join Cassius and the other conspirators in the carrying out of the assassination. The choice was a very difficult one to make, but Brutus succumbed, putting what he felt was best for his country over his personal feelings of friendship.

Difficult choices and decisions are not always just adult problems. Children can be faced with difficult choices as well, and their decisions can affect them for the rest of their lives. This is exemplified in ~~in The Kite Runner~~ The Kite Runner by Khaled Hosseini through its narrator, Ali, a wealthy youngster who was best friends with his Hazara, or servant, Hassan. Hassan did everything for Ali; he cooked for him, cleaned for him, and even picked out clothes for him. Hassan and Ali were usually inseparable. In compliance with cultural expectations, however, Ali never invited Hassan to play with him when he was with his rich friends, and he ignored him at parties where Hassan was expected to serve and remain silent. Despite this, most people knew of their close friendship, including the neighborhood gang of bullies. Though both were subjected to the gang's taunting, Assef, the leader of the bullies, would routinely beat only Hassan. This was because ~~Assef knew~~ he knew Ali was of the upper class, but he also knew that seeing Hassan hurt physically would cause Ali to hurt emotionally. Even though Hassan stood up for Ali in all situations, Ali never once stood up ~~for~~ to the bullies when they beat Hassan. The author emphasizes the differences in these characters by having Ali, of his own admission, label himself as cowardly, selfish and spoiled. This is in contrast to the portrayal of Hassan as being loyal, humble and innocent. The defining moment comes one December during a kite running competition. To win such a competition is considered an honor, Ali and Hassan, known for their expertise to win. When Hassan goes to retrieve their kite, however, he is attacked and violated by Assef and his gang. Ali witnesses the entire incident, but ~~for~~ fearful for his own safety, does nothing to help. This external conflict between the boy and Assef's gang, leads to ~~an~~ a further painful conflict within Ali, ~~after that day~~ <sup>can</sup> and causes Ali and Hassan to drift apart. Ali ~~can't~~ no longer look Hassan in the face and, out

of guilt and shame, avoids him. To further distance himself from his guilt, he "frames him" for a theft which permanently removes him from his presence. As a result of Ali's decision to ignore what happened to Hassan, a rare friendship ended and Ali was forever haunted by his guilt. It was a difficult choice to make because of his own fears and social standing; however, he could have redeemed himself and proved a worthy friend by "being there" for Hassan.

If we search through any literary work, we will most likely find some sort of choice that a character must face. Usually, the choice creates an internal conflict which, as George Moore aptly put it, causes "the difficulty in life." Both Brutus in Julius Caesar and Ali in The Kite Runner are faced with choices that might cost them the loss of a treasured friend. In each case, their decisions bring this sad outcome to fruition. While Brutus's loss comes from the nobler concern for the greater good of his countrymen, Ali's comes at the hand of selfishness. Both, however, were unable to escape the consequences of a nagging guilt that haunted them throughout the remainder of their lives.



**Anchor Level 6 – A**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b> Provides an interpretation of the critical lens that is faithful to the complexity of the statement and clearly establishes the criteria for analysis (<i>This statement suggests that when a situation arises and a choice must be made, making that choice is quite difficult</i>). The response uses the criteria to make an insightful analysis of both <i>Julius Caesar</i> (<i>The choice was a very difficult one ... but Brutus succumbed, putting what he felt was best ... over his personal feelings</i>) and <i>The Kite Runner</i> (<i>It was a difficult choice to make because of his own fears ... however, he could have redeemed himself</i>).</p>
<b>Development</b>	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific evidence in both <i>Julius Caesar</i> (<i>Brutus ... becomes doubtful of his “trusted friend” and confused about what to do</i>) and <i>The Kite Runner</i> (<i>As a result of Ali’s decision to ignore what happened to Hassan, a rare friendship ended</i>). The response includes references to setting (<i>the Roman Empire and Afghanistan</i>), conflict (<i>Brutus becomes conflicted and This external conflict ... leads to ... painful conflict within</i>), theme (<i>theme ... centers about the impact jealousy and doubt can have</i>), and characterization (<i>portrayal of Hassan ... loyal, humble and innocent</i>).</p>
<b>Organization</b>	<p>Maintains the focus established by the critical lens on the idea that literary works contain <i>some sort of choice that a character must face</i> that leads to “<i>the difficulty of life</i>.” The response exhibits a logical and coherent structure by moving from a general introduction to the lens, works and characters and then to specific body paragraphs which demonstrate how characters were put in situations (<i>Cassius tries to enlist ... Brutus and Ali witnesses the entire incident</i>) that left them with a difficult choice to make and consequences to face, summed up in a unifying conclusion (<i>their decision brings this sad outcome to fruition and Both ... unable to escape the consequences of a nagging guilt</i>). Coherence is further achieved through the skillful use of appropriate transitions (<i>This is especially true, In this case, This bond of friendship is in contrast</i>).</p>
<b>Language Use</b>	<p>Is stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice (<i>Brutus soon begins to have doubts, as he observes Caesar’s domineering and pompous attitude and ostentatious celebrations</i>) and awareness of audience and purpose. The response varies structure and length of sentences to enhance meaning (<i>Difficult choices and decisions are not always just adult problems</i>).</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions with essentially no errors, even with sophisticated language.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 6 in all qualities.</p>	

The statement by George Moore, that "The difficulty in life is the choice" is an accurate observation of the crucial nature associated with painstaking decisions. Often, choosing between options that will greatly impact one's life is the greatest test of an individual's moral standing. In Edith Wharton's novel, *Ethan Frome*, the protagonist, Ethan Frome, must ultimately choose between a life of happiness with his secret lover, Mattie Silver, thereby ~~relief~~ relinquishing any moral obligations to his sickly wife, Zenobia, or remaining faithful to his cold, passionless wife and destroying his hope for true love. Similarly, the Reverend Arthur Dimmesdale, of Nathaniel Hawthorne's work, *The Scarlet Letter*, must make a vital choice; either he will admit to committing the sin of fornication with his parishioner, Hester Prynne, producing a child ~~and~~ <sup>that</sup> condemns his partner as a result, or he will live a hypocritical life, basking in the glory of his church's devoted adulation.

Edith Wharton's character, Ethan Frome, has done his duty to his sickly wife for long, cold, and miserable years; however, when he is presented the opportunity to leave his wife for her household helper, Mattie Silver, Ethan is suddenly called to act upon his longstanding morals to make the hardest choice of his ~~live~~ life. The author uses characterization to reveal Ethan's good intentions and faithfulness to his wife, Zeena, through his actions. The reader quickly gains respect for Ethan as he works hard on his farm to provide dutifully for his miserable wife. He shows concern for her well-being, inquiring after her doctor visits, "What did the doctor say, Zeena?" It is easy to sympathize with Ethan for the lonely life he has endured. However, at the arrival of Zeena's relative, Mattie Silver, Ethan's life becomes vibrant and hopeful. Cheerful, young Mattie brings laughter under the Frome roof and spirited gait to Ethan's heart. She is the exact opposite of his cold, unfeeling, and health-obsessed spouse. With Mattie, Ethan feels like he can share his dreams and opinions to someone who genuinely cares. And slowly, ~~subtly~~ <sup>secretly</sup>, the pair begin to fall in love. Unfortunately, Zenobia senses the bond being cultivated on the floor below her sickbed, and she insists that Mattie,

Quite useless at housework, be sent away at once. Ethan, distraught, grows quite desperate— for his entire married life, he has succumbed to Zeena's needs, preferences, and demands as she slowly drained all passion from his life. Now that hope has finally brimmed on his horizon, his wife wants to take Mattie away as well. Consequentially, Ethan is presented with a choice: he can continue to obey Zeena and let her take away his happiness, or he can run away with Mattie and obliterate all his morals in the pursuit of passion. The author presents these two choices most clearly on Mattie's last night at the Frame house, when Ethan contemplates his options in his study. As Ethan thinks, however, he realizes that, unless married to her, there is no possible way he can provide for Zeena in her illness. He comes to the heartwrenching conclusion, that forsaking his wife to love Mattie is no option for a good-hearted man. The difficulty of this decision weighs heavily on his heart, so much that the lovers try—and fail—to commit suicide to defy fate and the inevitable. In the end, Ethan makes his difficult decision out of an over-riding sense of moral obligation to his wife, leading the reader to admire and agree with his choice for piety's sake at the conclusion of Ethan's decision.

In a similar manner, Nathaniel Hawthorne's character, Reverend Arthur Dimmesdale, must also make an extremely difficult moral choice which will affect the rest of his life: whether to admit to his sexual sin with Hester Prynne and face the severe consequences of his own congregation, or to keep his transgression a secret, living a life of hypocrisy even as his townspeople look up to him as a saint. Ever since his partner in sin, Hester, has been found with child and without a lover, Dimmesdale has been too ashamed and frightened to admit to fathering her child. However, the distress of living a lie that Dimmesdale feels is clearly evident in his characterization, particularly his hidden, night-time actions. First, the reverend punishes himself by inflicting torturous physical pain by scourging himself behind his closet doors. He also makes himself deathly ill by refusing to eat and remaining awake intentionally, performing vigils of

punishment on behalf of his disgust for himself. While all of these hateful actions are performed in the secrecy of his home, the minister, by day, is praised and admired for his purity and pristine example. Hawthorne furthers Dimmesdale's duplicitous characterization through the attitudes of the villagers toward their minister. The old men consider Dimmesdale to be the most influential reverend, while the maidens of the village blush in the presence of so "pure" a man. The contrast between who the townspeople perceive Dimmesdale to be and the reality of his sinfulness and the hypocritical nature in which he hides his sin to make the minister's choices as to <sup>tell</sup> ~~to~~ remain silent even more unbearable. To admit ~~for~~ to so ~~grave~~ grievous a transgression for which his partner in crime is being shunned by the villagers under his very nose is unthinkable. All of Dimmesdale's parishioners think of him as no less than sacred, a model for godly behavior in every sphere—and Dimmesdale knows that he could be no ~~far~~ further from that cursed assumption! To further the irony of the reverend's heart-wrenching choice, the author provides for the reader a single scene to portray the hypocrisy in ~~which~~ in which he lives. On Election Day, when Dimmesdale ~~he~~ must give an important sermon to his adoring congregation, Hester, prohibited from the "holy ~~&~~ nature" of the church building, stands outside on the scaffold of judgment: "The sainted minister in the pulpit... the traitorous woman on the scaffold... who ~~was~~ would imagine that the same transgression had united them both..." The ~~hypocritical~~ life of hypocrisy or the life of condemnation—Dimmesdale knows he must choose one path, and ultimately he does. Standing with Hester and their illegitimate daughter on the scaffold, he admits to the villagers his shameful sin. Like Ethan, Dimmesdale's morals prevail in the ruling of his heart's decision, leaving the reader satisfied that such an impossible choice has been made possible through ~~righteous~~ the sake of righteousness.

"The quote "The difficulty in life is the choice" is a true ~~it~~ observation that a decision is often painstaking, especially when the outcomes considered are so drastic in importance. In Edith Wharton's novel,

**Anchor Paper – Part B – Level 6 – B**

Ethan Frome ultimately follows the intuition of his strong moral character, leading him to make a sacrificial choice of loyalty. Similarly, Nathaniel Hawthorne's character, Arthur Dimmesdale, follows the spiritual guidance that he fervently preaches and makes the ~~our~~ righteous decision to admit and take responsibility for his serious transgression.

**Anchor Level 6 – B**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Provides an interpretation of the critical lens that is faithful to the complexity of the statement and clearly establishes the criteria for analysis (<i>Often, choosing between options that will greatly impact one's life is the greatest test of an individual's moral standing</i>). The response uses the criteria to make an insightful analysis of <i>Ethan Frome</i> (<i>In the end, Ethan makes his difficult decision out of an over-riding sense of moral obligation to his wife</i>) and <i>The Scarlet Letter</i> (<i>Dimmesdale's morals prevail in the ruling of his heart's decision</i>).</p>
<b>Development</b>	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific evidence in both <i>Ethan Frome</i> (<i>When he is presented the opportunity to leave his wife for her household helper</i>) and <i>The Scarlet Letter</i> (<i>Arthur Dimmesdale, must also make an extremely difficult moral choice which will affect the rest of his life</i>). The response uses appropriate literary elements, discussing character in both texts (<i>The author uses characterization ... good intentions and faithfulness and the distress of living a lie ... clearly evident in his characterization</i>) and the irony of <i>the reverend's heart-wrenching choice in The Scarlet Letter</i>.</p>
<b>Organization</b>	<p>Maintains the focus established by the critical lens (<i>The quote "The difficulty in life is the choice" is a true observation that a decision is often painstaking</i>). The response exhibits a logical and coherent structure, first introducing the main characters and the choices they face, followed by a character analysis which explains the <i>distraught</i> feelings of each that leads to a moral decision and, finally, reaching a unifying conclusion. Transitions are skillfully used (<i>thereby, Now that hope has finally, In a similar manner</i>).</p>
<b>Language Use</b>	<p>Is stylistically sophisticated, using language that is precise and engaging with a notable sense of voice (<i>he will live a hypocritical life, basking in the glory of his church's devoted adulation</i>) and awareness of audience and purpose (<i>The statement ... is an accurate observation of the crucial nature associated with painstaking decisions</i>). The response varies structure and length of sentences to enhance meaning (<i>Hawthorne furthers Dimmesdales duplicit characterization through the attitudes of the villagers toward their minister</i>).</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>gaity, influencial, grievous</i>) and grammar (<i>producing and contrast ... make</i>) only when using sophisticated language.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in conventions.</p>	

~~Although~~ Life offers us many choices, but as George Moore points out, "The difficulty in life is the choice..." The choices we make ~~in~~ life affect us for ~~evr~~ the rest of our lives, and perhaps that is why it can be so difficult to make such important ~~these~~ decisions. Literature can provide exaggerated examples of characters who are faced with complicated choices that will impact them for the rest of their life. Examples of such literature are The Alchemist by Paulo Coelho, and The Lord of the Flies by William Golding. Both books place young boys in a difficult place where life-changing decisions must be made.

The Alchemist by Paulo Coelho, takes a young boy who only wants to travel the world, and sets him before a long journey, presented in a very difficult manner. The boy, a seminary school drop-out, is named Santiago, and has become a shepherd so that he can travel almost anywhere he pleases. When a strange old man encourages the boy to begin a journey and discover a treasure that he has been dreaming about, the boy is faced with his first choice: to sell all his sheep and leave the chance of a stable life behind, or to forfeit the chance of following his strange, and inexplicable dream of finding treasure. The choice between leaving a comfort zone and finding treasure is certainly difficult, and life-changing. As soon as the boy decides to leave his life behind and begin that journey, new choices are thrown at him. As the boy's journey progresses, his knowledge and understanding of the world grows, and he is yet again faced with choices time after time. Decisions like staying with a girl he falls in love with, or following

a wise alchemist to the discovery of his treasure forces him to realize that these choices he must make only make life more difficult as it pulls his heart in two directions. The boy's long and difficult journey in search of treasure proves to be a life changing choice that turns him into a wise and experienced young man from the poor shepherd he had started out as. Although ~~he turned~~ his decisions and choices turned out for the better, they did not make his life any more simple and, in fact, it proved to ~~be~~ <sup>be</sup> an exhausting journey. This only reinforces Moore's idea that choice is what makes life difficult.

Another example, or series of examples, of where choice provides difficulty is in William Golding's The Lord of the Flies. After surviving a plane crash onto a strange, uninhabited island, a group of ~~young~~ young school boys must survive. The first, and most obvious choice that the boys must make was that of who would be their leader. Ralph, who was not the oldest, nor the most experienced boy, was chosen, putting him in a strange position, with more power than he had ever had. This choice, though the boys didn't know it at the time, would lead to a difficult and torn life on the island that would test the strength of the group as a whole. Ralph was then forced to make decisions about things such as food and shelter, which was difficult as he could not seem to please anyone, especially the older boys of the group. As Ralph's choices continued to displease the older boys, the group began to split in two. The decision for the group to split was very difficult for Ralph, and in the end, resulted in the death of two boys on the island. When the boys



Anchor Paper – Part B—Level 5 – A

were eventually rescued, they could hardly be recognized as innocent young boys. Rather, their choices had led them to become murderers that were forced to grow up ~~too~~ too fast. Although literature is often fiction, and the choices that are forced upon the characters are extreme, the difficulty and power behind those choices are no exaggeration. Choices provide difficulty in life as Moore explains in his statement, and they can cause extreme turmoil within a person. Life, it seems, could be far simpler if choices were made by someone else, and the consequences would seem far less painful. It is inevitable, however, that choices must be made, and consequences must come about, for life to continue, regardless of how difficult it may be.

Anchor Level 5 – A

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Provides a thoughtful interpretation of the critical lens that clearly establishes the criteria for analysis ( <i>Literature can provide exaggerated examples of characters who are faced with complicated choices that will impact them</i> ). The response uses the criteria to make a clear and reasoned analysis of <i>The Alchemist</i> ( <i>these choices he must make only make life more difficult as it pulls his heart in two directions</i> ) and <i>The Lord of The Flies</i> ( <i>Ralph was then forced to make decisions about things ... which was difficult as he could not seem to please anyone</i> ).
<b>Development</b>	Develops ideas clearly and consistently, with reference to relevant and specific evidence from both texts ( <i>the boy is faced with his first choice: to sell all his sheep and leave the chance of a stable life behind, or to forfeit the chance ... of finding treasure and This choice ... would lead to a difficult and torn life on the island</i> ). The response includes references to setting ( <i>uninhabited island</i> ), characterization ( <i>turns him into a wise and experienced young man</i> ), and conflict ( <i>place young boys in a difficult place where life-changing decisions must be made</i> ).
<b>Organization</b>	Maintains the focus established by the critical lens ( <i>Choices provide difficulty in life as Moore explains ... and they can cause extreme turmoil within</i> ). The response exhibits a logical sequence of ideas, first explaining the critical lens, then presenting choices that characters in each work faced and the decisions and consequences that followed, concluding with a generalization of the lens as it applies to life. Transitions are appropriately used ( <i>As the boy's journey progresses and This only reinforces</i> ).
<b>Language Use</b>	Uses language that is fluent and original ( <i>The choice between leaving a comfort zone and finding treasure is certainly difficult and life-changing</i> ), with evident awareness of audience and purpose ( <i>Life offers us many choices, but as George Moore points out</i> ). The response varies structure and length of sentences to control rhythm and pacing ( <i>As soon as the boy decides to leave his life behind and begin that journey, new choices are thrown at him</i> ).
<b>Conventions</b>	Demonstrates control of the conventions, exhibiting occasional errors in spelling ( <i>shepard and surviving</i> ) and grammar ( <i>characters ... life, begin ... and discover, Knowledge and understanding ... grows</i> ).
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 5 in all qualities.	



## Anchor Paper – Part B – Level 5 – B

Life, an unpredictable gift to all human beings is described as a difficult journey. "The difficulty in life is the choice..." This critical lens by George Moore, generalizes that the source of an individual's trouble, comes from the situation of having to make a decision. We struggle because we are aware that each individual choice we make will impact our lives. While at the point where we must make a decision, we are overwhelmed with the possibilities it may cause to bring. Agreeing with Moore, I have seen this theory present in the novels The Natural by Bernard Malamud and The Crucible by Arthur Miller. Both novels show a main character who has to make an important decision based on their morals. The separate times which these individuals contemplate over what is right, are very significant to the plot.

In the novel The Natural by Bernard Malamud, the main character Roy develops from a country bumpkin into a successful professional league baseball player. Experiencing the life he had once only dreamed about, he also faces many troubling situations brought on by the corruptness of the world. The setting of this story is in a big city where big industries have taken over. An individual is not as important as the money and revenue they may be worth. Roy, the protagonist, is in conflict with the team's manager and deceitful seductress Memo. He isn't able to see through the vanity and realize they only care about themselves & money. At the end of the story the manager offers Roy a huge amount of money to purposely throw the game. Roy realizes he is becoming too old for baseball and knows someone younger & fresh will take over soon. He is tempted by this offer but while thinking over the situation he makes a decision based upon by what is right. He seems to have overcome

## Anchor Paper – Part B – Level 5 – B

this conflict & when he returns the money to the manager and quits the league. Throwing the game and letting his team down along with declining the bribes & cutting all ties with the corrupt individuals he became attached to were huge decisions he was left responsible to make.

Returning home and ending his career was extremely difficult, but after he prevailed and carried on ~~the~~ with his life contently.

The Crucible by Arthur Miller is a dramatic novel where a large amount of individuals are wrongfully accused of being involved in witchcraft. One of the innocent defendants is John Proctor. When his wife is accused, by a young girl who he had previous relations with, he chooses to come forth with this confession. The conflict brought upon by the antagonist Abigail, is that he can admit to being involved in witchcraft and to be let go free of charges or he can plead innocent and be punished by the death penalty.

The paper he must sign, he feels, symbolizes the signing away of his morals & values in life. Even with much pressure by his neighbors he makes the decision to not sign his name, & to plead innocent. Making this decision is hardest ~~adventure~~ in life he must go through. However he feels that he must stay true to himself. Surrendering to a corrupt lie was the worst scenario even before ~~death~~ facing death. Even though making this decision would end his life, it was one he put a bit of analysis into to make ~~his~~ a confident decision. This choice motivated him as an individual with great integrity and the will to seek out justice.

Both Characters in the two Novels had to go through troubling occurrences, which they were able to endure. With these events come important decisions

**Anchor Paper – Part B—Level 5 – B**

that had to be made. While making their choices all suffering experienced, was overlooked. The choices they made were difficult to much more difficult to make than the pain and troubles they had experienced in their lives. So it was confirmed that the difficulty in their lives was their choices.

**Anchor Level 5 – B**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Provides a thoughtful interpretation of the critical lens, by stating <i>we struggle because we are aware that each individual choice we make will impact our lives</i>. The response uses the criteria to make a clear and reasoned analysis of <i>The Natural</i> (<i>Returning home and ending his career was extremely difficult but after he ... carried on with his life contently</i>) and <i>The Crucible</i> (<i>Making this decision is hardest ... However ... he must stay true to himself</i>).</p>
<b>Development</b>	<p>Develops ideas clearly and consistently with reference to relevant and specific evidence from both texts, through a discussion of setting (<i>a big city where big industries have taken over. An individual is not as important as the money</i>), conflict (<i>The conflict ... is that he can admit to being involved in witch craft ... or he can plead innocent and be punished</i>), characterization (<i>makes a decision based upon ... what is right and an individual with great integrity</i>), and symbolism (<i>The paper ... symbolizes the signing away of his morals</i>) to illustrate how characters made important decisions based on their morals.</p>
<b>Organization</b>	<p>Maintains the focus established by the critical lens (<i>With these events came important decisions that had to be made</i>). The response exhibits a logical sequence of ideas, beginning with a generalized interpretation of the lens, then applying it to the literary works <i>The Natural</i> and <i>The Crucible</i>, and concluding that <i>both characters ... had to go through troubling occurrences, which they were able to endure</i>. Appropriate devices and transitions are used (<i>He is tempted by this offer but</i> and <i>When his wife is accused</i>).</p>
<b>Language Use</b>	<p>Uses language that is fluent and original (<i>He isn't able to see through the vanity and Surrendering to a corrupt lie was the worst scenario</i>), although sometimes inexact (<i>it may cause to bring</i> and repeated use of the ampersand), with evident awareness of audience and purpose (<i>While at the point where we must make a decision, we are overwhelmed</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>Experiencing the life he had once only dreamed about, he also faces many troubling situations brought on by the corruptness of the world</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>seperate</i> and <i>decietful</i>), punctuation (<i>character Ray, seductress Memo, but while</i>), and grammar (<i>character ... their and younger &amp; fresh</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions.</p>	

## Anchor Paper – Part B – Level 5 – C

The life we humans have inherited on Earth is riddled with struggles. Struggles that are brought upon everyone by both man's greatest gift, and also his greatest curse, Free ~~the~~ will. Free will ~~is~~ gives every individual the ability to make choices. With each choice is a repercussion, a reaction, a result that man must accept and live with. The fear of the unknown creates indecisiveness and anxiety before every choice humans make. George Moore was quoted saying, "The difficulty in life is the choice," which is a universal truth that is evident in everyday life, as well as in literature. Atticus Finch from Harper Lee's To Kill A Mockingbird and the Rev. Dimmesdale <sup>from Nathaniel Hawthorne's Scarlet Letter</sup> both provide ~~prime~~ premiere examples of the difficulty the choices in life make living and the torment and exile felt from the impending consequences.

In Harper Lee's novel To Kill A Mockingbird, Atticus Finch is the epitome of the "good neighbor." As a lawyer in a small southern town, he is very well respected and held in high esteem for his understanding and forgiving nature. Atticus Finch has outstanding moral character and a very firm set of beliefs. Where he runs into trouble is when he sticks to his beliefs in the face of ignorance and racism. When a young white girl cries rape and points the finger at a young black man, the case becomes one that no one in their "right mind" would take. Unfortunately for Atticus Finch, what is right in his mind contrasts sharply with what is right in the minds of the townspeople when it comes to race. Atticus Finch is given ~~the~~ <sup>a</sup> choice. He can either defend the black man, or he can refuse to be "appointed" by the judge. He chooses the latter. The choice made by Atticus Finch to take the case was most certainly a difficult ~~one~~, as he knowingly put his career, his life, and his children's lives at risk. Negro sympathizers were not welcome in small southern town like that and Atticus' decision was not appreciated by many. One of the biggest difficulties in life is making choices, and when the choices you make can affect your loved ones and yourself, as Atticus Finch found out, firsthand, it can make everything much more convoluted.

The difficulty of choices is evident in not only Harper Lee's novel, but can also be seen in The Scarlet Letter by Nathaniel Hawthorne. The Rev.

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## Anchor Paper – Part B – Level 5 – C

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Dimmesdale experienced the torment of his choices firsthand, as he suffered and withered away under the extreme guilt he experienced in his Puritan town. His first choice, to commit adultery, brought on the second choice, whether or not to admit he had committed adultery. The initial sin of adultery was more of an impulsive action that would later lead to much anguish and deliberation about what to do. For the last half of the book Rev. Dimmesdale's health seems to wither away and no one knows what's causing it, which in effect, is the cause of his misery. Because no one knows that he is the one who slept with ~~Esther~~<sup>Hester</sup>, he has been torn between telling the town the truth ~~or~~ and accepting the ridicule with her or not say anything and pretend like he didn't know anything. Eventually by the end of the book his is ended by the gift of death. The choice of to tell, or not to tell, created a monster inside of him and ended up taking his life.

The choices we make everyday do not always have ominous consequences, but the choices ~~we~~ we make in life can. With the power of free will, humans can choose their own destiny, while it ~~is~~ may seem freeing, the wrong path is often the best lit, with all the enticements of temptation that can eventually lead, in Rev. Dimmesdale's case, to death. Even the right choices can have adverse effects, like Atticus Finches case, where doing the right can be dangerous for you and your family. Therein lies the difficulty of choice.

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**Anchor Level 5 – C**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b>            Provides a thoughtful interpretation of the critical lens that clearly establishes the criteria for analysis (<i>With each choice is a repercussion ... that man must accept and live with</i>). The response uses the criteria to make a clear and reasoned analysis of <i>To Kill a Mockingbird</i> (<i>The choice made by Atticus Finch ... was most certainly a difficult one, as he ... Knowingly put his career, his life, and his children's lives at risk</i>) and <i>The Scarlet Letter</i> (<i>Dimmesdale experienced the torment of his choices firsthand, as he suffered and withered away under the extreme guilt he experienced</i>).</p>
<b>Development</b>	<p>Develops ideas clearly and consistently, with reference to relevant and specific evidence in both texts (<i>he sticks to his beliefs in the face of ignorance and racism and His first choice ... brought on the second choice, whether or not to admit he had committed adultery</i>). The response uses the elements of setting (<i>small southern town and Puritan town</i>) and characterization (<i>understanding and forgiving nature and his misery</i>) to elaborate on the discussion of the conflicts created by the choices each character faced.</p>
<b>Organization</b>	<p>Maintains the focus established by the critical lens on the idea that <i>the choices we make everyday do not always have ominous consequences, but the choices we make in life can</i>. The response exhibits a logical sequence of ideas, first introducing the idea of human struggles with choice, then applying this concept, first to Atticus in <i>To Kill a Mockingbird</i> and the <i>risk</i> taken in defending a black man and, next, to Dimmesdale in <i>The Scarlet Letter</i> and the <i>anguish and deliberation about what to do</i>. Further coherence is achieved through a unifying conclusion and appropriate transitions (<i>unfortunately for Atticus Finch, The difficulty of choices is evident in not only ... but can also be seen, Because</i>).</p>
<b>Language Use</b>	<p>Uses language that is fluent and original (<i>While it may seem freeing, the wrong path is often the best lit, with all the enticements of temptation</i>), although occasionally inexact (<i>premiere examples and the choices in life make living and the torment and exile felt</i>), with evident awareness of audience and purpose (<i>The fear of the unknown creates indecisiveness and anxiety before every choice humans make</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>Therein lies the difficulty of choice</i>),</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>repercussion, conviluted, whither</i>), punctuation (<i>mans ... gift and Eventually by the end of the book his</i>), capitalization (<i>Free and Literature</i>), and grammar (<i>accepting ... or not say anything and pretend</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions.</p>	

## Anchor Paper – Part B – Level 4 – A

Choices define your life. From the moment you are born, to the moment you die, choices are being made. These choices have the ability and the probability to change ones life. Thus, the quote, "The difficulty in life is the choice." is a valid and wise quote. The difficulty comes from realizing and understanding that not only will a choice lead life in a different direction, but in some cases drastic changes may unknowingly arise. Choices define life, whether ~~it~~ be simple, or abstract and complicated. One may be able to <sup>they</sup> predict the outcome of a choice, for example, breathing; one will never know the exact outcome of a choice until it has been made.

This theme of difficult choices is prevalent in two beautiful literary works. The Bell Jar by Sylvia Plath is a tragic autobiography of a young girl traveling from childhood to adulthood, and how the many choices she has to make cause her entire emotional state to be shaken and ~~distorted~~ disturbed. MacBeth by William Shakespeare is a perfect example of the choices being made drastically changing ones life. In a matter of moments, a man's life goes from loyalty, happiness, and success, to death, suffering, sadness, and murder.

Esther Greenwood of The Bell Jar goes clinically insane because of <sup>the</sup> many choices she faces in adulthood. She is a very successful student and published writer, and receives an internship in NYC. Despite all of these accomplishments, Esther becomes depressed and inferior when she realizes how her life will predictably go. She realizes that there are so many options for her to choose, so many roads for her to take, ~~and~~ <sup>and</sup> she wants to do all of them. If she chooses one, she can't do anything else. If she waits too long.

to choose what she wants to do, her opportunities will pass her by and she will have no options. It is only when Esther receives medical attention does she figure out an easier way of choosing, and recovers.

Macbeth, like Esther, has it all. He is extremely loyal to his king and his kingdom, and it does not go unnoticed. He has a loving wife and loving friends, and he is truly happy. Things take a turn for the worse when Macbeth learns from 3 witches that he will become king. This causes Macbeth to make drastic choices. In a split second, his whole world changes. He has killed his king, and starts lying to his kingdom. A common theme in Shakespeare's works would be that once somebody has killed, it becomes more necessary and easier for them to kill again. This is exactly what happened to Macbeth. His difficult choice ended up changing not only his life, but the lives of many around him.

"The difficulty in life is the choice..." clearly applies to Macbeth and The Bell Jar, and due to the character driven ~~plot~~ plot, both exhibit the true meaning of the quote. Both characters have very difficult choices to make, and both suffer greatly from them. Neither Esther or Macbeth could have predicted how their lives would suffer from their choices, and both unknowingly drastically changed the path ~~their~~ their lives would follow.



**Anchor Level 4 – A**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b> Provides a reasonable interpretation of the critical lens that establishes the criteria for analysis by explaining that choices are difficult because <i>a choice can lead life in a different direction and in some cases drastic changes may unknowingly arise</i>. The response makes implicit connections between the criteria and <i>The Bell Jar</i> (<i>If she chooses one, she can't do anything else</i>) and <i>Macbeth</i> (<i>His difficult choice ... changing not only his life</i>).</p>
<b>Development</b>	<p>Develops some ideas more fully than others. The response characterizes Esther (<i>She is a very successful student ... and recieves an internship in NYC</i>) and Macbeth (<i>He has a loving wife ... and is truly happy</i>), but the discussion about the theme of difficult decisions is less specific (<i>She will have no options</i>) and occasionally confused (<i>A common theme ... easier for them to kill again</i>).</p>
<b>Organization</b>	<p>Maintains the focus established by the critical lens (<i>Both characters have very difficult choices to make, and both suffer greatly from them</i>). The response exhibits a logical sequence of ideas by first acknowledging the impact of choices and then presenting information about how choices affected the characters of Esther (<i>goes clinically insane because of the many choices</i>) and Macbeth (<i>his whole world changes</i>). Appropriate devices, such as repetition of the quote, and transitions are used (<i>Despite all of these; It is only when; Macbeth, like Esther</i>).</p>
<b>Language Use</b>	<p>Uses language that is appropriate, although occasionally awkward (<i>becomes depressed and inferior</i>), with some awareness of audience and purpose (<i>From the moment you are born ... choices are being made</i>). The response occasionally makes effective use of sentence structure and length (<i>Choices define your life</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>tradgic, MacBeth, recieves</i>) and punctuation (<i>ones life; the choice." is; Esther Greenwood of, The Bell Jar goes</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in organization.</p>	

According to George Moore, "The difficulty in life is the choice." This statement means that making the right decisions in life or choosing what is to be done in a ~~stiff~~ situation is the hardest thing to deal with in life. The statement is quite accurate and is shown through many works of literature. Examples of literary works that support Moore's statement are My Sister's Keeper by ~~Jodi Piccolt~~ Jodi Piccolt and Of Mice and Men by John Steinbeck. Evidence of the quote can be found through the characterizations of Sara Fitzgerald and George.

Sara Fitzgerald has a dying daughter, Kate, who will need a donor in order to increase her chances of survival. Sara ~~and her~~ decides to have another child, but the new child will be genetically assembled to act as a perfect donor for Kate. Another daughter is born into the Fitzgerald family, named Anna, and is seen by Sara only as Kate's salvation. Kate ultimately becomes favored by Sara and Anna is neglected by her mother. No matter what happens, everything has to be for the benefit of the sick child, in Sara's eyes. She decides the fate of Anna before the girl was even born and fights to protect the life of Kate constantly. Her actions cause tremendous tension between the family members. She ends up staying strong in her opinions even through court battles with Anna to ensure Kate can live ~~and prosper~~. The choices of Sara make into a close-minded person who follows her emotions over reason. She now has to face with a distraught family as well as the constant concerns over the health of her older daughter.

George has to deal with his companion Lenny ruining their chances at achieving the "American Dream". They are always getting into some sort of trouble due to the childlike, innocent mind of Lenny. It gets to the point where Lenny is being hunted

## Anchor Paper – Part B—Level 4 – B

down by their boss Curly because of the accidental killing of Curly's wife. George realizes he is trapped in a vicious cycle. He wants it all to end and believes that getting rid of Lenny is the only way both will find solace. George shoots Lenny in the back while the man is unaware of it. Both men are now free from Curley and any other problems that could have followed soon after, but George loses his closest friend and possibly the only person he ever truly cared about.

Choices in life definitely leave a permanent stain on the way people live. Sara ~~had~~ has to sort out issues within in family. George has to fight any adversity in the cruel, competitive world of jobs by himself.

### Anchor Level 4 – B

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Provides a reasonable interpretation of the critical lens that establishes the criteria for analysis by emphasizing the difficulty of decision making ( <i>making the right decisions ... is the hardest thing</i> ). The response makes implicit connections between the criteria and <i>My Sister's Keeper</i> ( <i>She decides the fate of Anna</i> ) and <i>Of Mice and Men</i> ( <i>George realizes he is trapped in a vicious cycle</i> ).
<b>Development</b>	Develops some ideas more fully than others. The response uses specific and relevant evidence from <i>My Sister's Keeper</i> regarding the plot ( <i>Anna is neglected by her mother</i> ), but the discussion of Sara's character and the complexity and repercussions of her decisions is less developed. The response refers to some specific and relevant evidence from the plot in <i>Of Mice and Men</i> , but George's character and decision making process are less developed ( <i>He wants it all to end</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus on the idea that <i>choosing what is to be done in a situation is the hardest thing</i> . The response exhibits a logical sequence of ideas, first interpreting the quote and then presenting the circumstances that forced Sara and George to make difficult choices. The conclusion reiterates agreement with the quote ( <i>choices in life ... leave a permanent stain</i> ). Internal consistency is weakened through a lack of external transitions.
<b>Language Use</b>	Uses appropriate language ( <i>will need a donor in order to increase her chances of survival</i> ), that is occasionally awkward ( <i>make into a close-minded person and has to face with</i> ). The response occasionally makes effective use of sentence structure and length ( <i>Both men are now free ... but George loses</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>definitely</i> and <i>competitive</i> ) and punctuation ( <i>My Sister's Keeper</i> by Jodi Picolout and <i>Of Mice and Men</i> by, Sara and Anna is, family as well as) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 4 in all qualities.	

"The difficulty in life is the choice..." This quote by George Moore is very powerful. Its meaning, is just as stated. ~~The primary aspect in life~~ in life, people have to make choices, and those particular choices aren't always necessarily going to be easy. We agree with this quote because we find much truth in it. Two literary works that can be related to this quote are The Crucible by Arthur Miller and The Secret Life of Bees by Sue Monk Kidd.

In The Crucible by Arthur Miller, <sup>set in the time of the</sup> ~~there were~~ <sup>Witchcraft Trials,</sup> many difficult choices that needed to be made. One of the choices that needed to be made was by the protagonist John Proctor. He was accused of being involved with witchcraft and either had to sign a paper admitting to it that would be posted on the church's door, or to not sign it and have his life taken. This was an incredibly difficult decision for Mr. Proctor because if he signed the paper to be posted, he'd be publicly humiliated and his family would be disgraced, and the alternative, which was to not sign the paper would end in his death. Another example of a difficult decision that needed to be made was by John Proctor's wife during his trial. All she wanted to do was save her husband, so when she was asked if Mr. Proctor was a good husband or adulterous, she had to decide if she would tell the truth about his being an adulterer or lie for him saying he was a magnificent husband. For this

literary piece the quote remains true, "the difficulty in life is the choice".

Some decisions that need to be made aren't always the safest or the make the most sense. In *The Secret Life of Bees* by Sue Monk Kidd, the protagonist Lily has to make a few of those difficult decisions. Her father, who happened to be the antagonist of the story was very abusive, so Lily had to make the nasty decision to run away or stay with him. Another difficult choice that needed to be decided was if Lily was going to break her housekeeper ~~For~~ Rosellen out of the hospital where she was kept as a prisoner. After her decision to do both of those things, Lily had yet another difficult choice. She went to a house and found a family to stay with for a while hoping to gain information on her mother who had passed away many years before. These sisters, the Boatwright's took Lily in, and Lily needed to either tell them the truth to why she was at their home or lie to them risking their trust.

In conclusion, *The Crucible* by Arthur Miller and *The Secret Life of Bees* by Sue Monk Kidd are both works that have difficult choices needed to be made. Life in itself isn't difficult, it's the choices in it that is.

**Anchor Level 4 – C**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b> Provides a reasonable interpretation of the critical lens that establishes the criteria for analysis (<i>choices aren't always ... easy</i>). The response uses the criteria for a clear and reasoned analysis of <i>The Crucible</i> (<i>she had to decide ... or lie for him</i>), while connections between the criteria and <i>The Secret Life of Bees</i> are more implicit (<i>if Lilly was going to break her housekeeper ... prisoner</i>).</p>
<b>Development</b>	<p>Develops some ideas more fully than others. The response uses specific and relevant evidence to explain aspects of the choices faced by John Proctor and his wife, such as to lie or tell the truth, but the complexity of the decisions and their consequences are less developed. The response offers three choices faced by Lily, but specific evidence explaining these choices is not developed (<i>lie to them risking their trust</i>). Some evidence of the setting is offered for <i>The Crucible</i> (<i>set in the time of the Witchcraft Trials</i>) but the importance of the setting is not discussed.</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus (<i>Life in itself isn't difficult, its the choices in it that is</i>). The response exhibits a logical sequence of ideas, first interpreting the critical lens, next referring to John Proctor's and Mrs. Proctor's choices, then Lilly's choices. Internal consistency is weakened in paragraph 3, presenting a listing of decisions with little connection between ideas, followed by a brief conclusion.</p>
<b>Language Use</b>	<p>Uses appropriate language, with some awareness of audience and purpose (<i>I agree with this quote because I find much truth in it</i>). The response occasionally makes effective use of sentence structure (<i>This was an incredibly difficult ... end in his death and After her decision ... difficult choice</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in punctuation (<i>The Crucible by Arthur Miller and The Secret Life of Bees by; the Boatwright's; isn't</i>) and grammar (<i>either had to ... or to not and tell them the truth to why</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 4 in all qualities.</p>	

George Moore once said "The difficulty in life is the choice..." In literature such as Perfect by Natasha Friend, and Fahrenheit 451, by Ray Bradbury support this statement in ways such as characterization, and symbolism. Isabelle Lee, from Perfect, and Guy Montag from Fahrenheit 451, both share situations in their lives that obtain choices, that bring along difficulty on their own.

Isabelle Lee, a 13 year old girl of Perfect, by Natasha Friend, experiences harsh emotional pain, and suffering from the loss of her father in a tragic motorcycle accident. On top of that, Isabelle is in Junior high, and is experiencing the insecurity of her weight like many girls do. Isabelle feels that making herself vomit, will make her pain go in both cases of her life. The life at home is very emotional, dark, and sad. Isabelle's mother, and sister April, are feeling the emotional pain, but are trying to help Isabelle with the physical pain. Isabelle is sent to therapy group ~~for many~~ of Bulimia, to receive help, and recover. Isabelle doesn't want to be apart of this, but eventually finds out, it's for the better after all. Isabelle gains a friend, and recovers from Bulimia. Isabelle Lee represents characterization, as a young teenager, and copes with a situation that many girls can relate to her for. Symbolism

is represented through food. Food in this text ~~represents~~ demonstrates Isabelle's strengths and weakness, how she chose to make food a problem, but also a turnover, and recover through a tough transition of her young teen life.

Guy Montag, an older gentleman, shares a problem in his life, based on choices he made. Guy Montag is a fireman, and instead of putting out the fire, they create them. In ~~the~~ the society that Montag is apart of, bans books, and any home found with them are burned to the ground at 451° Fahrenheit, the degree that burns books to ashes. This society bases news, stories, information, through electronics. One day, Guy Montag randomly meets a mistress, and she knew he was a fireman, but made him think about books in a way he never thought of them before. She wanted him to realize that books are not bad, and they can be very educating, especially, in genres one may desire more. Characterization is played throughout this text with Guy Montag representing a fireman who is an authoritative in the society he is apart of, to help keep citizens, away from books, burns them down, but ends up reaching out to books. Books are the symbolism of this text, demonstrated as life for Guy Montag. Guy Montag



Anchor Paper – Part B—Level 3 – A

made the choice, and the sacrifice to depart from his family, marriage, and job, to be apart of a new society where stories are memorized, and shared to one another.

In conclusion, these two pieces of literature, support the statement, by including clear elements that support the choices these characters made, that made their life difficult, but pushing their ways through it. The reasoning behind these texts are the difficulty of life, and getting their way through these situations. The difficulty of their life is the choice to do what's right for Isabelle Lee, and Guy Montag.

Anchor Level 3 – A

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Provides a simple interpretation of the critical lens ( <i>Isabelle Lee ... and Guy Montag ... both share situations in their lives that obtain choices</i> ) that suggests some criteria for analysis. The response makes superficial connections between the criteria and the chosen texts, <i>Perfect</i> and <i>Farenheit 451</i> ( <i>Isabelles ... make food a problem, but also a turnover, and recover through a tough transition and Montag made the choice ... to be apart of a new society</i> ).
<b>Development</b>	Develops ideas briefly, using some evidence from the texts ( <i>Isabelle is sent to therapy group ... to recieve help ... but eventually finds out, it's for the better and Guy Montag ... shares a problem in his life based on choices he made</i> ). The response relies primarily on plot summary. Inappropriate references to literary elements from both texts are made ( <i>Isabelle Lee represents characterization, symbolism is represented through food, characterization is played through out this text with Guy Montag representing a Fire man</i> ).
<b>Organization</b>	Establishes an appropriate focus ( <i>The difficulty of their life is the choice to do right</i> ) but loses focus by lapsing into plot summary. The response exhibits a rudimentary structure, presenting an introduction, a separate paragraph for each text that includes a description of the plot and the inner conflicts of the characters, and a short concluding paragraph that reiterates agreement with the critical lens.
<b>Language Use</b>	Relies on basic vocabulary that is sometimes imprecise ( <i>situations ... that obtain choices, can relate to her for, but also a turnover</i> ), with little awareness of audience or purpose. The response exhibits some attempts to vary sentence structure and length for effect, but with uneven success ( <i>This society bases news stories, information, through electronics</i> ).
<b>Conventions</b>	The response demonstrates partial control, exhibiting occasional errors in spelling ( <i>apart, authoritative, demonsttraited</i> ), punctuation ( <i>vomit, will; sister April; Isabelles strenghts; made. that</i> ), capitalization ( <i>Junior high, Fire man</i> ), grammar ( <i>strenghts and weakness and fireman ... they</i> ), and usage ( <i>a 13 year old girl of Perfect, and shared to one another</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.	

## Anchor Paper – Part B – Level 3 – B

"The difficulty in life is the choice..." A quote by George Moore, a quote that basically sums up everyday life. Everyday you are stuck ~~with~~ with a choice that will either be a bad or good situation or even no effect on you but on somebody else. Which I agree with this quote because many times I've had made a choice that made my life more ~~more~~ difficult. As well as ~~the people in~~ the people in "The Crucible" by Arthur Miller and Romeo and Juliet by William Shakespeare.

In the Crucible, John Proctor a well respected man who has a wife and kids, also has a big choice to make in the process. His old house maid Abigail has an affair with John and it can not be told to any one, for if anyone knows about it they both can be disrespected in their town. John has a choice to make, if he tells he and who ever was involved or his family will be like nobody's in their town, but if they keep it a secret and someone finds out that they did have the affair they both will be ~~be~~ hung. They choose not to tell but John is stuck with another choice. His wife is on trial because of Abigail John can either tell that he had an affair and free wife or try to save his wife but let Abigail keep doing things to his wife and family.

In Romeo + Juliet, Romeo is faced with so many ~~choices~~ choices that he has to run and hide to ~~free~~ free him and marry Juliet. In the process he kills ~~Monique~~ Mercutio and can't confess to it because he is love with Juliet that he will be killed ~~for~~ for it. Juliet comes up with a plan to fake ~~her~~ <sup>her</sup> death and ~~Romeo~~ <sup>Romeo</sup> will wait for her in 3 days that she will be "died". She ~~writes~~ writes a letter to ~~Romeo~~ Romeo but never gets it so he has no clue ~~of~~ of Juliet's plan. In the end Romeo kills himself by the unconscious body of Juliet before she wakes up, and

**Anchor Paper – Part B—Level 3 – B**

kills her self by speering the sword in the life less body of Romeo.

people have many chooices in there life that they have to make in order to go on in life. life is all about chooices and how we play ~~them~~ <sup>them</sup> out to good or bad choice we can allways make another choice later.

**Anchor Level 3 – B**

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Provides a simple interpretation of the critical lens that suggests some criteria for analysis ( <i>Everyday you are stuck with a chocie ... somebody else</i> ). The response makes superficial connections between the criteria and <i>The Crucible</i> ( <i>If he tells ... his family will be like nobodys</i> ) and <i>Romeo and Juliet</i> ( <i>Romeo is faced with so many chooices that he has to run and hide</i> ).
<b>Development</b>	Develops ideas briefly. The response offers some evidence of the choices faced by John Proctor ( <i>it can not be told to any one ... they both can be disrespected</i> ) and Romeo ( <i>cant confese to it</i> ) but the discussion consists primarily of plot summary.
<b>Organization</b>	Establishes a focus on the idea that people face difficult choices. The response exhibits a rudimentary structure, beginning by interpreting and agreeing with the quote, and then offering separate paragraphs discussing choices faced by John Proctor and Romeo. A concluding paragraph reflects on the critical lens. The response includes some irrelevancies ( <i>Good or bad we can allways mak another choice later</i> ).
<b>Language Use</b>	Relies on basic vocabulary ( <i>Which I agree with, has a big choice to make, Juliet comes up with a play to fake her death</i> ). The response exhibits some attempt to vary sentence structure for effect, but with uneven success ( <i>In the end ... the life less body of Romeo</i> ).
<b>Conventions</b>	Demonstrates emerging control, exhibiting occasional errors in spelling ( <i>basicly, prosses, invold</i> ), punctuation ( <i>the people in "The Crusible by Arthor Millor, and Romeo and Juliet by and free wife or try ... wife but</i> ), capitalization ( <i>House made, but If they, to Free him</i> ), and grammar ( <i>I've had made, he is love with, in 3 days that she will be "died"</i> ) that hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 3 in all qualities.	

"The difficulty in life is the choice..." said by George Moore. In other words, this statement means, to make a decision is not easy in our life. This is a true statement. There are two works that can prove this statement. One is "Macbeth" written by <sup>William Shakespeare</sup> ~~Shakespeare~~, and the other one is "Of mice and Men" written by John.

The story "Macbeth" the main character Macbeth because he wants more ~~poor~~ power, he kills his cousin Duncan. Before he killed Duncan, he ~~felt~~ ~~was~~ ~~not~~ had hard time. Because Duncan is his cousin, they are related, and Duncan gave him everything, include house, power, money, he thought that without him, he had nothing. But at the end, the jealous won his heart and mind. He decided to kill him.

The story "Of Mice and Men", the main character George and Nenny escaped from North to South. Because Nenny got trouble, when they arrived ~~new place~~ <sup>and get new job</sup>, George told Nenny ~~if he get~~ <sup>letter</sup> don't get any trouble. After few months ~~ago~~, Nenny killed a woman which ~~was~~ <sup>only</sup> ~~most~~ boss's daughter-in-law. But Nenny escaped, George knows where is ~~him~~. He decided to kill him. At this point, George ~~think~~ concentrated Nenny is his friend, before he ~~said~~ told Nenny he would build a house, they would ~~had~~ have many animals. And Nenny has mental problem, but he only trust George. Finally George decided to kill him, he does not want Nenny get any ~~trouble~~ trouble.

Those two works are talk about the main characters had hard time when they decided to kill people who ~~are~~ were related and closed to them. Even though, they might not want to. But they choiced other way. Macbeth killed Duncan because

**Anchor Paper – Part B – Level 3 – C**

his greedy and jealous. George killed Lenny because of friendship, both of them made decision <sup>with</sup> ~~in~~ hard time, with different purpose. They didn't want to be killers, but they have to.

As you can see, as ~~the~~ George Moore said so, "the difficult in life is the choice." No matter things around you easy or not, you still have a deep thought and to make decision. Maybe you will ~~get~~ get wrong choice, <sup>but</sup> that was what you choice, you still <sup>have</sup> to continue on.

**Anchor Level 3 – C**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Provides a simple interpretation of the critical lens that suggests some criteria for analysis (<i>to make a decision is not easy in our life</i>). The response presents superficial connections between the idea that decision making is difficult and the decision making process in <i>Macbeth</i> (<i>the jealous won his heart ... to kill him</i>) and <i>Of Mice and Men</i> (<i>He decided to kill him</i>).</p>
<b>Development</b>	<p>Develops ideas briefly, using some evidence from the texts (<i>Duncan gave him everything, include house, Power, money ... he had nothing</i> and <i>George decided to kill him, he does not want Lenny get any trouble</i>). The response relies primarily on plot summary and does not explain the complexities of the decisions to kill Duncan or Lennie.</p>
<b>Organization</b>	<p>Establishes an appropriate focus on the idea that people struggle when making decisions (<i>Both of them made decision with hard time</i>). The response exhibits a rudimentary structure by introducing and explaining the quote and offering some evidence explaining Macbeth's decision to kill Duncan and George's decision to kill Lennie. The concluding paragraph refers to the critical lens (<i>You still have a deep thought and to make decision</i>), but offers an irrelevancy (<i>You will get wrong choice, but that was what you choice</i>).</p>
<b>Language Use</b>	<p>Relies on basic vocabulary (<i>this is a true statement</i> and <i>Because Duncan is his cousin they are related</i>) that is occasionally imprecise (<i>George knows where is him</i> and <i>George concentrated Lenny</i>). The response exhibits some attempt to vary sentence structure for effect, but with uneven success (<i>One is "Macbeth" written by ... and other one is</i>).</p>
<b>Conventions</b>	<p>Demonstrates a lack of control, exhibiting frequent errors in punctuation (<i>means, to; escaped, only; friend, before</i>) and grammar (<i>The story "Macbeth" the main character Macbeth because he wants more power, include house, No matter things around you easy or not</i>) that make comprehension difficult.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in conventions.</p>	

## Anchor Paper – Part B—Level 2 – A

Difficulty, life and a choice. "The difficulty in life is the choice..." a quote by George Moore gives us an understanding of what it asks you. Difficulty in life is a given from small to adulthood, the road of life is a hard road but the choice is what or where you want to lead yourself. From the Pact, the three doctors and their choices to "How to Kill a Mockingbird" a book. Choices is what makes it, difficulty.

"How to Kill a Mockingbird" is a book based on an event that happened around when prejudices and racism still circle around. A circular type of story that in the book, Arthur, a white lawyer defeating a black man. The quote pretty much sums up how that situation. Arthur and "The difficulty in life is the choice", had deal him a great choice but a difficult road to walk upon.

"The Pact" an autobiography about three doctors, written by those three doctors. In their lives, they had to make difficult choices. From childhood to college, from girls to family, from work to life, choice surround their lives. It goes to show, "The difficulty in life is the choice."

"The difficulty in life is the choice", which explains itself. Life is difficult and choices made is a part of the difficulty. There are not easy choices and there is not short cuts. Face the choice at hand because hard part is there waiting for you.

**Anchor Level 2 – A**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Provides a confused interpretation of the critical lens ( <i>the road of life is a hard road but the choice is what or where you want to lead yourself</i> ). The response alludes to the critical lens but does not use it to analyze the chosen texts, <i>To Kill a Mockingbird</i> and <i>The Pact</i> .
<b>Development</b>	Is incomplete and largely undeveloped. The response hints at characters facing difficult decisions, but references to the chosen texts, <i>To Kill a Mockingbird</i> and <i>The Pact</i> , are vague and largely undeveloped ( <i>Arther a white lawyer defenting a black man</i> and <i>From childhood ... choice suround</i> ). The response contains some inaccuracies.
<b>Organization</b>	Establishes a focus on the idea that <i>there are not easy choices and there is not short cuts</i> . The response exhibits a rudimentary structure by interpreting the critical lens and presenting separate paragraphs for each text, followed by a concluding paragraph.
<b>Language Use</b>	Uses language that is imprecise ( <i>gives us a understand, from small to adulthood, the quote pretty much sums up how that situation</i> ), with little awareness of how to use sentences to achieve an effect.
<b>Conventions</b>	Demonstrates a lack of control, exhibiting frequent errors in spelling ( <i>predgeades, rasistum, circlutlar</i> ), punctuation ( <i>From the Pact, the three doctors and their choices to “How to kill a Mockin Bird” a book. Choices</i> ), and grammar ( <i>Difficulty, life and a choice and Life is difficult and choices made is a part of the difficulty</i> ) that make comprehension difficult.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in organization.	



## Anchor Paper – Part B – Level 2 – B

The quote "The difficulty in life is the choice..." by George Moore is one that many of us have never heard of before. The quote means that life is difficult and it won't always be easy, however, you have the choice. Personally, I agree with the quote. Two works that I have read that fit this quote are *Romeo and Juliet* by Shakespeare and also *Stuck in Neutral* by Terry Trueman are two novels that fit the quote. *Romeo and Juliet* support my opinion to the quote because they both have a difficult life that they can't get out of. As they fall in love with each other, they learn to know their families are enemies.

### Anchor Level 2 – B

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Provides a confused interpretation of the critical lens ( <i>life is difficult ... you have the choice</i> ). The response alludes to the critical lens but does not use it to analyze <i>Romeo and Juliet</i> and <i>Stuck in Neutral</i> .
<b>Development</b>	Is incomplete and largely undeveloped. The response hints at the idea that <i>Romeo and Juliet</i> face difficult decisions. The response states that <i>Stuck in Neutral</i> relates to the quote, but offers no other references to this text.
<b>Organization</b>	Suggests a focus on the idea that people <i>have a difficult life</i> . The response restates the quote and offers some interpretation and agreement. Two texts are offered that <i>fit the quote</i> , but the response concludes with some brief information regarding only one text, <i>Romeo and Juliet</i> .
<b>Language Use</b>	Uses language that is imprecise ( <i>they can't get out of</i> and <i>they learn to know</i> ). The response reveals little awareness of how to use sentences to achieve an effect ( <i>Two works that I have read ... fit the quote</i> ).
<b>Conventions</b>	Demonstrates emerging control, exhibiting occasional errors in punctuation ( <i>wont, Romeo and Juliet by Shakespeare and also stuck in Neutral by Terry Trueman are, enemy's</i> ) and grammar ( <i>that fit's and my opinion to the quote</i> ) that hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions.	



**Anchor Paper – Part B – Level 2 – C**

~~The~~ "According to George Moore "The difficulty in life is the choice"

In other words it is tru life without a

In other words ~~extreme~~ environment without a love is terrible. An example that will prove this quote is,

~~The~~ Raisin in Sun by Laurine Hansbery and The Crucible by Author Miller.

In Raisin in the Sun the author use Irony, Conflict and ~~Imam~~ Imagery to show spacificts point that will prove

this quote. In a Raisin in the Sun Walter is ~~tryig~~ puting pressure on his family to use his ~~form~~ late father, insurances money ~~for~~ for liquor stor.

**Anchor Level 2 – C**

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Provides a confused and incomplete interpretation of the critical lens ( <i>environment without a Love is Terrible</i> ). The response alludes to the critical lens but does not use it to analyze the texts, <i>A Raisin in the Sun</i> and <i>The Crucible</i> .
<b>Development</b>	Is incomplete and largely undeveloped. The response hints at the use of literary devices in <i>A Raisin in the Sun</i> ( <i>the author use Irony, Conflict and Imagery</i> ), but references to the text are vague. The response names <i>The Crucible</i> , but offers no references to the text.
<b>Organization</b>	Lacks an appropriate focus. The response suggests some organization by restating the quote and referring to two texts. The response offers a paragraph about <i>A Raisin in the Sun</i> , but lacks any reference to <i>The Crucible</i> or a conclusion.
<b>Language Use</b>	Uses language that is imprecise, with little awareness of how to use sentences to achieve an effect ( <i>In other words it is tru Life without a</i> ).
<b>Conventions</b>	Demonstrates a lack of control, exhibiting frequent errors in spelling ( <i>prouve, spacificts, stor</i> ), punctuation ( <i>"According to George More "the difficulty in Life is the choise"</i> ; <i>In Raisin in the Sun the; father, in</i> ), and grammar ( <i>the author use and spacificts point</i> ) that hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2 in all qualities.	

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**Anchor Paper – Part B—Level 1 – A**

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George Moore once wrote "the difficulty in life is the choice". I think this quote means that you choose what you want to do in life that's why your life is your choice. I agree to this quote and two literatures to support my answer are

**Anchor Level 1 – A**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Provides an incomplete interpretation of the critical lens by stating it and then commenting that <i>you choose what you want to do in life that's why your life is your choice</i> . The response mentions <i>two literatures</i> , but contains no reference to any texts.
<b>Development</b>	Is minimal, with no evidence of development.
<b>Organization</b>	Suggests a focus on the critical lens ( <i>means that you choose</i> ) but is too minimal to suggest organization.
<b>Language Use</b>	Is minimal.
<b>Conventions</b>	Is minimal, making assessment of conventions unreliable.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in meaning.	

**Anchor Paper – Part B—Level 1 – B**

"The Difficulty in life is the choice"...  
is a very good quote. If there  
weren't choices life would be easy, but boring.  
Lifes all about Choices,

**Anchor Level 1 – B**

Quality	The response:	Commentary
Meaning	Alludes to the critical lens by stating it and commenting that it <i>is a very good quote</i> . The response contains no reference to any texts.	
Development	Is minimal, with no evidence of development.	
Organization	Suggests no focus or organization.	
Language Use	Is minimal.	
Conventions	Is minimal, making assessment of conventions unreliable.	
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in meaning.		

George Moore once said "The difficulty in life is the choice". This statement is true on so many levels and I agree with it. No matter what you do there will be difficulties in life, and the one to get out is to make a choice. It also shows that some times what you choose can be difficult to deal with. Two books that show this quote very well are Speak and To Kill a Mockingbird.

In Speak this quote really stands out and was how <sup>Melinda's</sup> ~~Melinda's~~ life had turned out. The difficulty in her life was her calling the cops at a party. The choice was a good one but it made her life difficult. Melinda was raped and called the cops at a party, which caused her to lose her friends. That made her next year a ~~school~~ school horrible, none of her friends talked to her and she was all alone. Melinda tried to get it back on track and couldn't turning to art as an escape. The difficulty in her life was the choice she made to save her self at the party.

To Kill a Mockingbird also shows this quote really well. In

this book half the people respect Atticus where others don't causing his family to be in danger. \*The difficulty in this book is that people don't think Tom should be defended were Atticus believes he does.

Atticus doing right and standing up for Tom, causes his daughter Scout to fight people. The theme for this book would be "the difficulty in life is the choice". because the Finches are given a hard time for helping Tom when no one else would. Atticus knew they'd be given a hard time so he wanted Scout to learn not to fight. Their life was difficult because of the choice Atticus made defending Tom.

George Moore's quote is explained really well ~~and~~ for both books and even sets the theme for one. Both books show characters who have difficulty in life because of the choice they made. The characters do make different choices but then see how what they did affects their life in the grand picture. I agree strongly with the quote because the difficulty of life is the choice, it can be

Part B – Practice Paper – A

both short term or long term  
but it will effect you life and  
~~it~~ not only for you but it  
could be your whole family in  
the end.

"The difficulty in life is the choice." means that out of all the hardships in life you may encounter making decisions can be the most difficult. Making a choice is almost like being given an ~~ultimatum~~ ultimatum. Being faced with choices are some of people's biggest fear because it's almost as if you are being told what to <sup>do</sup> and sometimes even becoming pressured into making an impulse decision. I agree with this lens because I know from experience that choices are hard to make, regardless of what you may <sup>be</sup> choosing ~~between~~ <sup>to do</sup>. I have an easier time working out the hardest problem in math class rather than making a decision. It is not easy to explain why this kind of thing happens to people.

One piece of literature that supports this lens is ~~"1984"~~ ~~by~~ a novel by George Orwell titled "1984". In this novel, the main character Winston is faced with many hard decisions that when made could alter his life forever. The setting of this story makes some of his decisions kind of difficult because he lives in a town called Oceania in London where they live under a harsh ~~govt~~ government. ~~They~~ He as well as the other citizens are basically forced to make life or death situations. He is forced to make the decision of keeping his life with Julia a secret because if not he risks the possibility of living in torture forever. Another literary element

that helps to support this lens is foreshadowing, because all the little decisions made by the citizens of Oceania lead up to probably the biggest decision made by the government. To the reader this decision may ~~not~~ seem like a big deal, because of how it affects the lives of the citizens this decision deals with the safety and security of this town. These people don't really have that much say in the way they live their lives.

Another piece of literature that supports this lens is ~~the~~ a short story by Willa Cather titled "Paul's Case" this short story relates to this lens because the main character Paul ~~is~~ feels as if he has been let down in life so he decides to find a way to make it better. Many of his choices foreshadow what happens to him at the end of the ~~the~~ story. Paul chooses to leave his family and friends in search of a life that he thinks he will love. There is also symbolism in the story and these symbols play a huge role in his decisions. His decisions cause him to be in trouble with his father and the law.

In both pieces of literature you can see why decisions can be hard to make. Some of them are hard mainly to challenge or test you on how well you know right from wrong and which decision will benefit you the most.



When I make decisions, if given the time/chance I think ~~through~~ the choices through before giving an answer. Multiple choice tests/quizzes are another form of a decision making situation because people usually start to struggle when they have narrowed the choices down to two. I can relate to that example because I start to give up when I feel that I am being pressured to pick an answer. This line is a great way to summarize how a lot of people consider their lives to be. Life in some cases is one big decision in itself.

Literature gives us good examples of the difficulty of making decisions, and the consequences that follow. ~~As~~ As George Moore states, "The difficulty in life is the choice...". In other words. The greater challenge in our lives is choosing the correct way to live, and which set of consequences has more good than bad. The better choice in life is many ~~the~~ times the more difficult one, and choosing <sup>the better best choice</sup> shows strength of character. An example of a ~~poor~~ immoral decision is in Arthur Miller's Death of a Salesman, and an example of a heroic decision is in The Crucible, also written by Arthur Miller.

In Death of a Salesman, Willy Loman, a mentally unstable salesman in his 60s, makes a decision that haunts him for the rest of his life. He commits adultery while out on a call in Boston, and his son Biff, ~~more~~ then motivated by his dad's ~~encouraging~~ encouragement, character, and success, discovers his father's secret. Because Willy gave in to temptation — the easier choice ~~for~~ at ~~the immediate present~~ the time — the consequences ~~was~~ of him being found out were monumental. Biff lost all hope in his father, and the good character he saw in him was ~~totally~~ destroyed, rendering ~~him~~ Willy a fake in Biff's eyes. The easy, ~~the~~ instantly gratifying choice ~~of~~ Willy's led Biff to a life of underachievement and indecision, with nothing to aspire to. Willy's choice that one night also destroyed his <sup>own</sup> inner character. Left to deal with the guilt of being the cause for his son's lack of career, Willy was driven mad: talking to himself, hallucinating, fighting with Biff, and ultimately committing suicide. The more difficult choice of resisting temptation could have saved ~~the~~ two and more people's lives by keeping them whole and pure.

Miller gives us an example of ~~the~~ hard choices that

paved off in The Crucible. In the little town of Salem, ~~the~~ Massachusetts, during the Witch Hunts, John Proctor ~~is~~ was one of the few who stood up for what was right. Persuaded by his wife, he is the first one to stand up to Abigail, ~~and~~ in court and call her bluff, ~~and~~ <sup>regarding the accusation of ~~wishes~~ witchery of</sup> the few people she doesn't like ~~and~~ <sup>was</sup>. This choice ~~is~~ the difficult one because of ~~his~~ <sup>Proctor's</sup> past romantic relations with Abigail. Proctor knows that it is better for innocent people to go free and risk Abigail revealing his lechery than protect his own reputation and pride. In those times, staying faithful to one's spouse was about as important as not committing murder, ~~see one could~~ can see ~~the~~ ~~amount~~ the amount of bravery it took for Proctor to ~~take~~ <sup>he meant</sup> challenge Abigail's claims. Though ~~meaning~~ <sup>meaning</sup> to reveal the truth about Abigail's accusations, his claims backfired and he ~~is~~ <sup>was</sup> put in jail. Even while in jail, however, Proctor ~~made~~ the gallant decision to stick to the truth even though it meant ~~the~~ <sup>ve</sup> eventual death. He would rather saved his name, and the names of his wife and future children, than become a coward and have his name posted on the church door for lying in court. His decisions were difficult, especially because the consequences were so high, but Proctor became a ~~hero~~ hero for choosing the morally right thing to do.

Every choice has consequences, both good and bad, and ~~the~~ ~~choice~~ ~~of~~ whichever one a person chooses dictates which set of consequences he or she ~~then~~ ends up with. ~~the~~ <sup>whether</sup> the outcomes are known ~~or~~ or unknown, the difficulty of a choice is picking which set of outcomes one ends up with. Some ~~are~~ <sup>for the time being,</sup> consequences may be beneficial for oneself, ~~but~~ <sup>ultimately</sup> harmful to others, ~~or~~ ~~beneficial~~ as in Death of a Salesman, or risky for oneself, but beneficial for others, as in The Crucible. whichever <sup>one a person</sup> ~~one~~ chooses reveals the character within that person.

Part B — Practice Paper — D

"The difficulty in life is the choice..." Is a famous quote said by George Moore. This quote may be interpreted as Making decisions between right and wrong is the hardest part of life. 2 works entitled Macbeth by William Shakespeare and Of Mice and Men by E.B White show this quote to be true.

Macbeth is a noble warrior and is stuck with the biggest choice of his life, kill his own cousin for the crown or not. The authors theme of never let greed make up your mind plays a major role. Macbeths greed ended up <sup>be</sup> his demise.

The statement "the difficulty in life is the choice..." by George Moore is a very true to life saying. It means that choices are the most difficult part of life. I agree with this statement, because I have learned from mine and many other's lives, how true it is. Two books that prove this statement true are Romeo and Juliet by William Shakespeare and To Kill a Mockingbird by Harper Lee. Both of these works of literature give examples of how difficult choices are to make, and to live out.

The difficult choice in Romeo and Juliet by William Shakespeare, is the choice Romeo must make once he arrives home and finds Juliet supposedly dead. He knows that he cannot live without his true love. He has to make a difficult decision between ending his life because he cannot live her, and continuing on alone. The choice between living a life of misery alone, or ending it to be with her must have been the most difficult decision of his life.

To Kill a Mockingbird, by Harper Lee is another example of how difficult decisions in life truly are, not only for yourself but for those around you also. Atticus Finch must make the hard choice to defend a man accused of raping a girl, or saving his children and himself from humiliation and ridicule by everyone they know and almost certain failure. The choice here is deciding to either do what is right, or to simply take the safest road in life and not have any difficulty. Atticus decides to defend this man in court, and he and both his children must deal with the consequences of this choice.

Both these works of literature support my opinion that choices are the most difficult thing in life. Even though both of these characters knew in their hearts what they

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**Part B – Practice Paper – E**

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had to do, what was the right thing to do, the decision is a hard choice to make. The difficult choices we have to make in life change the course of where our lives are going, and how we will live from that point on. George more was completely accurate when he said "the difficulty in life is the choice ---."

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**Practice Paper A–Score Level 3**

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

**Practice Paper B–Score Level 4**

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

**Practice Paper C–Score Level 5**

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

**Practice Paper D–Score Level 2**

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

**Practice Paper E–Score Level 4**

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

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

<b>Standards</b>	<b>Part of Test</b>
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 2010 Regents Examination in Comprehensive English is also posted on the Department's web site <http://www.emsc.nysed.gov/osa/>. 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.***

### **Submitting Teacher Evaluations of the Test to the Department**

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

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