



**New York State Regents Examination in English Language Arts
Part 3 Rubric**

Text Analysis: Exposition

Criteria	4 Responses at this Level:	3 Responses at this Level:	2 Responses at this Level:	1 Responses at this Level:
Content and Analysis: the extent to which the response conveys complex ideas and information clearly and accurately in order to respond to the task and support an analysis of the text	-introduce a well-reasoned central idea and a writing strategy that clearly establish the criteria for analysis -demonstrate a thoughtful analysis of the author's use of the writing strategy to develop the central idea	-introduce a clear central idea and a writing strategy that establish the criteria for analysis -demonstrate an appropriate analysis of the author's use of the writing strategy to develop the central idea	-introduce a central idea and/or a writing strategy -demonstrate a superficial analysis of the author's use of the writing strategy to develop the central idea	-introduce a confused or incomplete central idea or writing strategy and/or -demonstrate a minimal analysis of the author's use of the writing strategy to develop the central idea
Command of Evidence: the extent to which the response presents evidence from the provided text to support analysis	-present ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis	-present ideas sufficiently, making adequate use of relevant evidence to support analysis	-present ideas inconsistently, inadequately, and/or inaccurately in an attempt to support analysis, making use of some evidence that may be irrelevant	-present little or no evidence from the text
Coherence, Organization, and Style: the extent to which the response logically organizes complex ideas, concepts, and information using formal style and precise language	-exhibit logical organization of ideas and information to create a cohesive and coherent response -establish and maintain a formal style, using precise language and sound structure	-exhibit acceptable organization of ideas and information to create a coherent response -establish and maintain a formal style, using appropriate language and structure	-exhibit inconsistent organization of ideas and information, failing to create a coherent response -lack a formal style, using language that is basic, inappropriate, or imprecise	-exhibit little organization of ideas and information -use language that is predominantly incoherent, inappropriate, or copied directly from the task or text
Control of Conventions: the extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling	-demonstrate control of conventions with infrequent errors	-demonstrate partial control of conventions with occasional errors that do not hinder comprehension	-demonstrate emerging control of conventions with some errors that hinder comprehension	-are minimal, making assessment unreliable -demonstrate a lack of control of conventions with frequent errors that make comprehension difficult -are minimal, making assessment of conventions unreliable

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored a 0.

By structuring her piece to transition from personal anecdotes to a broad analysis of her choices and actions, the author illustrates how the scarcity within a communist society led to her materialism. The author begins by recounting memories of her most prized possessions as a child, for example, a record of Beethoven's Fifth Symphony. "I listened to it so often that to this day I can hum the whole piece from beginning to end," she says. The author also recounts a memory of her rushing home after seeing a copy of *War and Peace* in a book store to borrow money from her father so she could go back and buy it. "I realize that what I'm saying may sound pathetic to a person raised in the comforts of a free-market economy where it's enough to think of something to find it immediately in the store" she writes. By emphasizing ~~her~~ ^{her} bond with the things she had in the first three paragraphs of this piece, the author contextualizes the situation by grounding her possessiveness in her background and upbringing.

Right when the author begins to make the contrast between the communist society and the "free market economy" (quoted above) is when the piece shifts from personal to analytical. Maintaining first person, the author still directly connects herself to the situation; however, in the latter half of the piece, she takes a step back and begins to assess why the personal experiences led to her "youthful materialism". She describes this as a "disproportionate attachment to things that was caused by scarcity", distinguishing it from the materialism caused by overabundance in a free market economy. She reflects on her life bluntly, stating that

"She learned to practice self-limitation". The author faces the causes of her possessiveness head on in this section, whereas before she focused on illustrating its effects. In structuring her piece like this, the author effectively illustrates the central idea that scarcity and shortage of material possessions led to a form of possessiveness and materialism.

Anchor Level 4–A

The response introduces a well-reasoned central idea and a writing strategy that clearly establish the criteria for analysis (*By structuring her piece to transition from personal anecdotes to a broad analysis of her choices and actions, the author illustrates how the scarcity within a communist society led to her materialism*). The response demonstrates a thoughtful analysis of the author's use of structure to develop the central idea (*The author begins by recounting memories of her most prized possessions as a child and Right when the author begins to make the contrast between the communist society and the "free market economy" ... is when the piece shifts from personal to analytical*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*"I listened to it so often that to this day I can hum the whole piece from beginning to end," ... By emphasizing her bond with the things she had ... the author contextualizes the situation by grounding her possessiveness in her background and upbringing and She reflects on her life bluntly, stating that "she learned to practice self-limitation"*). The response exhibits logical organization of ideas and information to create a cohesive and coherent response, first introducing a central idea and a writing strategy, then illustrating how the author moves from *recounting memories* to, *in the latter half of the piece*, assessing *why the personal experiences led to her "youthful materialism"*, concluding with a reiteration of the claim (*In structuring her piece like this, the author effectively illustrates the central idea that scarcity and shortage of material possessions led to a form of possessiveness and materialism*). The response establishes and maintains a formal style, using precise language and sound structure (*She describes this as a "disproportionate attachment to things that was caused by scarcity", distinguishing it from the materialism caused by overabundance in a free market economy*). The response demonstrates control of conventions with infrequent errors.

One's surroundings influence the person they will become. This text's central idea is that different circumstances affect people's attitudes towards objects and other people.

The author develops this central idea using point of view. In this case, the point of view is from a narrator describing her youth during the 1950's in a Communist country.

Early in the text the author clearly states the main idea, "... circumstance may have been responsible for my complicated attitude towards objects", and then goes on to reinforce this idea. From the point of view of a citizen of a Communist regime, the author describes how living in such a different environment than what most Americans are accustomed to living in affects a person's temperament. The author mentions early and frequently that shortages of, not only material possessions but also necessities, made the narrator more possessive over the little she owned, and would also make people more reserved and patient.

Being circumscribed by their government and told that materialism and consumerism typical of western societies was "considered an ugly outgrowth of western culture," people

were forced to deal with the shortages and appreciate the little they had. Doing this from youth to adulthood, the narrator states that she and the rest of her people did not see the gray drab reality in which they lived. Instead, due to such circumstances, the narrator learned self-limitation, along with learning the things ~~to~~ which she wanted and did not want, claiming it to be a good thing. "When you're faced with overabundance, assaulted by things and more things, it's often difficult to say what you like or want, but that at least wasn't our problem. I don't mean to praise privation or claim that we are somehow better or more virtuous than those inhabiting a consumer heaven... I'm just saying that my relationship to things was developed over a different set of circumstances."

All in all, a person's environment influences their attitude. Whether it be in a communist country or a consumer heaven, different circumstances create different people. From different points of view we can understand how and why people act and think the way they do.

Anchor Level 4–B

The response introduces a well-reasoned central idea (*This text's central idea is that different circumstances affect people's attitudes towards objects and other people*) and a writing strategy (*The author develops this central idea using point of view. In this case, the point of view is from a narrator describing her youth during the 1950's in a communist country*) that clearly establish the criteria for analysis. The response demonstrates a thoughtful analysis of the author's use of point of view to develop the central idea (*From the point of view of a citizen of a communist regime, the author describes how living in such a different environment than what most Americans are accustomed to living in affects a person's temperament and Doing this from youth to adulthood, the narrator states that she and the rest of her people did not see the gray drab reality in which they lived*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*Early in the text the author clearly states the main idea, "... circumstance may have been responsible for my complicated attitude towards objects", and then goes on to reinforce this idea and Being circumscribed by their government and told that materialism and consumerism typical of western societies was "considered an ugly outgrowth of western culture," people were forced to deal with the shortages and appreciate the little they had*). The response exhibits logical organization of ideas and information to create a cohesive and coherent response, with an introductory paragraph that presents a central idea and a writing strategy, followed by a paragraph that focuses on how the narrator's point of view reinforces the central idea by showing how living in different environments affect people differently (*due to such circumstances, the narrator learned self-limitation, along with learning the things which she wanted and did not want and "When you're faced with overabundance ... it's often difficult to say what you like or want*), concluding with a paragraph that reiterates the claim (*Whether it be in a communist country or a consumer heaven, different circumstances create different people*). The response establishes and maintains a formal style, using precise language and sound structure (*The author mentions early and frequently that shortages of, not only material possessions but also necessities, made the narrator more possessive over the little she owned, and would also make people more reserved and patient*). The response demonstrates partial control of conventions with occasional errors (*one's ... they, temperament, habitting, person's ... their*) that do not hinder comprehension.

In this text the central idea that is portrayed is to make the most out of what you have in life. The author does well at supporting this by using the literary element tone. Tone is the attitude that the author has throughout the text. Tone is a very good way to support the central idea of this text.

Tone is used throughout the whole text to support its central idea. This author maintained a positive attitude throughout the text even though he had nothing as a child. In lines 6-7 it states "abundance, had no place in our vocabulary or in our world, but we were happy with what we had." This shows the author's positive tone on how he always was happy with what he had. Another example of the author's positive tone is in lines 17-20 there are multiple examples of how the author made do with what he had and kept happy with it, such as the three pens that he had and kept safe, and his records and record player in which he would listen to all the time and hum along with, and finally how he made sure he kept his books safe because he didn't want anything to happen to them. "It might ~~sound~~ ^{seem} more poignant if I said that

books and records helped me escape the surrounding grayness and drabness," is stated in lines 35-36. This is another prime example of the author's use of tone to show that he was happy with what he had and it helped him stay positive. Another way that the author shows use of making do with what he had was when he stated that he had self-limitation. He showed this by not showing that it was a bad thing that he self-limited himself but his tone was more positive because his own self-limitation helped him to be happy. The author also had a hopeful tone because in the last paragraph he shows how he was optimistic to find something new within the pit of worthlessness that was already there. The author did a very good job at displaying the central idea of the text with the use of tone in many different parts of the text.

Anchor Level 3–A

The response introduces a clear central idea (*In this text the central idea that is portrayed is to make the most out of what you have in life*) and a writing strategy (*The author does well at supporting this by using the literary element tone*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author’s use of tone to develop the central idea (*This shows the authors positive tone on how he always was happy with what he had and This is another prime example of the authors use of tone to show that he was happy with what he had and it helped him stay positive*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (“ ‘abundance,’ had no place in our vocabulary or in our world, but we were happy with what we had” and “It might sound more poignant if I said that books and records helped me escape the surrounding grayness and drabness”). The response exhibits acceptable organization of ideas and information to create a coherent response, with an introductory paragraph that presents the central idea, the writing strategy and a definition of the writing strategy (*Tone is the attitude that the author has throughout the text*), then exemplifying and discussing tone and the author’s *positive attitude* in a second paragraph, and concluding with a summative statement (*The author did a very good job at displaying the central idea of the text with the use of tone in many different parts of the text*). The response establishes and maintains a formal style, using appropriate language and structure (*This author maintained a positive attitude throughout the text even though he had nothing as a child*). The response demonstrates control of conventions with infrequent errors (*‘abundance,’ ; authors; in which*).

The author of this text uses imagery as a way of showing the possessiveness that occurs when one is brought up with little. The author lived in a communist country that had shortages and the author ~~shows it~~ ^{uses imagery} to show how they became a possessive person.

The author of this piece tells about how they enjoyed books, but they were hard to come by. ~~In this~~ Throughout the piece, the author discusses books. They say in ~~the~~ line 24, "My possessiveness may have had a lot to do with how difficult books were to come by." This shows a bit of the ~~the~~ point of how ~~their~~ possessiveness ~~was~~ ^{came} about by not having much. "When my younger sister took ~~the book~~ [a book] out, I insisted she put it back in the exact same spot." (lines 23-24). The author demanded of their sister that she put books back in the place the author had them on their shelf. This shows how possessive they were of their books and how they wanted their few possessions their way. This imagery kind of paints a picture in one's head of the author telling their sister to put the book back where they got it, and of a young girl placing it back in the gap the book left on the shelf.

The author uses imagery in the lines 31-32. ~~the~~ "Clutching the money, I ran back to the bookstore, breathless and worried that the book would no longer be there." ⁽³¹⁻³²⁾ ~~the author~~ The author paints a picture in the reader's mind when they say these lines. The picture they paint is of a person running back to a bookstore, clutching money they borrowed from their father, worried the book would be gone. They paint this picture to show how desperate they were for this book, and how worried that it could be taken away so easily. This shows how the author was possessive, and kind of why they were possessive, since things could so easily be taken away from them. Their hope could easily be taken away,

the joy in their life. The author says later that "It may seem poignant if I ~~say~~ said that books and records helped me escape the surrounding grayness and drabness... But if I said that, I'd be practicing revolutionist history. The truth is that we didn't see the grayness ~~and~~ drabness — not yet." (35-39). ^{This realization came much later.} This shows that the author didn't quite collect books to escape the situation of their childhood, but instead shows that they were just being possessive and did this because it is what people did. They didn't realize the "grayness and drabness" of their life until later. The author says later that basically, the people of their childhood frowned upon materialism so that they could get by thinking the shortages and the like were okay, and that everything was alright. (Lines 41-43). "My brand of materialism didn't belong in ~~to~~ a consumer society, either, because it was a kind of disproportionate attachment to things that was caused by scarcity, something unheard of in a market economy." (lines 44-46). These lines use slight imagery to show the reader how the author had a possessiveness that scarcity brought about. ~~at scarcity that~~

The author uses imagery to get their point across of how scarcity brings about possessiveness.

Anchor Level 3–B

The response introduces a clear central idea and a writing strategy (*The author of this text uses imagery as a way of showing the possessiveness that occurs when one is brought up with little*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author’s use of imagery to develop the central idea (*This imagery kind of paints a picture in one’s head of the author telling their sister to put the book back and The picture they paint is of a person running back to a bookstore, clutching money they borrowed from their father ... They paint this picture to show how desperate they were for this book*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*“My possessiveness may have had a lot to do with how difficult books were to come by.” This shows a bit of the point of how their possessiveness came about by not having much and “My brand of materilism didn’t belong in a consumer society, either, because it was a kind of disproportionate attachment to things that was caused by scarcity ... These lines use slight imagery to show the reader how the author had a possessiveness that scarcity brought about*). The response exhibits acceptable organization of ideas and information to create a coherent response, with an introductory paragraph that presents the central idea and the writing strategy, followed by a second paragraph that focuses on the role of books in promoting possessiveness (*This shows how possessive they were of their books and how they wanted their few possessions their way*) and a third paragraph which expounds on the function of scarcity in promoting possessiveness (*This shows how the author was possessive, and kind of why they were possessive, since things could so easily be taken away from them*) with a one-sentence summation. The response establishes and maintains a formal style, using appropriate language and structure (*The author says later that basically, the people of their childhood frowned upon materilism so that they could get by thinking the shortages and the like were okay, and that everything was alright*) although some informal qualifying phrases are present (*a bit of* and *kind of*). The response demonstrates partial control of conventions with occasional errors (*author ... they ... person; author ... their sister; sister ... they, materilism*) that do not hinder comprehension.

The passage is about a child from the 1950s who lived in a communist country throughout the story, she discusses her experiences growing up in a place where shortages of goods occurred constantly. In the protagonist's society materialism was frowned upon and was seen as an "ugly outgrowth of western consumer societies".

The author uses this setting to convey the main idea of the importance of self limitation. The brilliant use of the setting being a communist country provides an excellent support to the main idea.

The author explores the main idea of self limitation with the protagonist's feelings toward materialism. The protagonist recalls many stories ~~about~~ about her youth and how she treasured material goods such as a book collection enclosed in a bookshelf with a sliding glass door. She enjoyed her possessions, but learned to balance wanting and needing by growing up in a setting that looked down on materialism as an excuse for the countless ~~short~~ shortages of goods she balanced proved to be important as she continued to enjoy material goods but avoid being excessive about it. The setting helps carry the main idea very well, as the society she lived in disliked consumerism while the main character greatly valued material goods. These two contrasting points of view clashed and taught the protagonist the importance of self limitation which became a major part of her character.

Anchor Level 3–C

The response introduces a clear central idea and a writing strategy (*The author uses this setting to convey the main idea of the importance of self limitation*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author’s use of setting to develop the central idea (*The brilliant use of the setting being a communist county provides an excellent support to the main idea and The author explores the main idea of self limitation with the protagonists feelings toward materialist*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*In the protagonists society materialist was frowned up on and was seen as an “ugly outgrowth of western consumer societies” and the society she lived in disliked consumerism while the main charecter greatly valued material goods*). The response exhibits acceptable organization of ideas and information to create a coherent response, with an introductory paragraph that provides information about the protagonist, the main idea, and the writing strategy (*setting*), with a second paragraph that focuses on *the protagonists feelings toward materialist* and ending with a concluding statement that reinforces *the importance of self limitation*. The response establishes and maintains a formal style, using predominantly appropriate language and structure (*through out the story, she discusses her experiences growing up in a place where shortage of goods occured constantly*) with occasional imprecision (*of* for “*a*” and the repetition of *materialist* for “*materialism*”). The response demonstrates emerging control of conventions with some errors (*country through out; where shortage; protagonists society; up on; societies*”; *self limitation; brilliant; setting being; county; books collection; encllosed; bookshelve; posesions; ballance; charecter*) that hinder comprehension.

The main idea of the passage is that not everyone has the same privileges that others do. This is shown by the ~~with~~ authors use of diction. There are a few examples.

One example is when the author says "My possessiveness may have had a lot to do with how difficult books were to come by." (line 24) this shows that the other is worried about the books they own. " ... growing up in a communist county!!" (line 1) this shows diction because of where the ~~the~~ author grew up. This is how the main idea of not everyone having the same privileges comes through by the use of diction.

Anchor Level 2–A

The response introduces a central idea (*The main idea of the passage is that not everyone has the same privileges that others do*) and a writing strategy (*This is shown by the authors use of diction*). The response demonstrates a superficial analysis of the author's use of diction ("*... growing up in a communist county*" ... *this shows diction because of where the author grew up*) to develop the central idea. The response presents ideas inadequately in an attempt to support analysis (*not everyone has the same privileges ... One example is when the author says "My possessiveness may have had a lot to do with how difficult books were to come by." ... this shows that the other is worried about the books they own*). The response exhibits inconsistent organization of ideas and information, with an introductory paragraph that states a central idea and corresponding writing strategy (*diction*), then moves to a body paragraph that provides two pieces of text support that are identified as examples of diction, and concludes with a reiteration of the central idea (*This is how the main idea of not everyone having the same privileges comes through*), failing to create a coherent response. The response lacks a formal style, using language that is basic and imprecise (*shown by; "other" for author; because of where; main idea of not; comes through by*). The response demonstrates partial control of conventions with occasional errors [*privileges; authors use; by." (line 24) this; county; because*] that do not hinder comprehension.

One writing strategy used in this selection is setting. "I was a child of the fifties, growing up in a communist country beset by shortages of practically everything – food, clothes, furniture – and that circumstance may have been responsible for my complicated attitude toward objects." This quote shows that in order to get nice things in communist country you must be willing to work harder and stay strong until they get stuff. This writing strategy develops the central idea of because this quote explains that shortages make you wait for things and nothing comes easy so you have to be happy with what you got.

Anchor Level 2–B

The response introduces a central idea (*shortages make you wait for things and nothing comes easy so you have to be happy with what you got*) and a writing strategy (*One writing strategy used in this selection is setting*). The response demonstrates a superficial analysis of the author's use of setting to develop the central idea (*in order to get nice things in communist country you must be willing to work harder and stay strong until they get stuff*). The response presents ideas inconsistently and inadequately in an attempt to support analysis (*"I was a child of the fifties, growing up in a communist country ... and that circumstance may have been responsible for my complicated attitude toward objects and this quote explains that shortages make you wait for things and nothing comes easy*). The response exhibits inconsistent organization of ideas and information by providing one paragraph that connects a text reference about *growing up in a communist country* to *getting nice things* and *working harder and staying strong*, then tying these ideas into a central idea that emphasizes *nothing comes easy so you have to be happy with what you got*, failing to create a coherent response. The response lacks a formal style, using language that is basic, inappropriate, and imprecise (*you must be willing to work harder and stay strong until they get stuff, shortages make you wait for things, be happy with what you got*). The response demonstrates emerging control of conventions with some errors (*Country; practicaly; responsible; get nice thing; in communist country you; developes; of because this*) that hinder comprehension.

Anchor Paper – Part 3 – Level 2 – C

In the given passage many different writing strategies are used to convey the story. The literary element that stuck out to me was the use of repetition on the word "I" in the last paragraph or two. The whole story is about the struggles of the boy in a Communist state, ~~he~~ he starts off mostly saying "we" and by the end of the text he is constantly using the word "I".

I think the change from "we" to "I" in the story shows the development of the character along with the change in his mind. The kid grew up his whole life with a Communist State of mind and now is starting to realize how there should be individualism in the world and he should think and do stuff for himself.

Anchor Level 2-C

The response introduces a central idea (*the whole story is about the struggles of the boy in a communist state*) and a writing strategy (*The literary element that stuck out to me was the use of Repetition on the word "I" in the last paragraph or two*). The response demonstrates a superficial analysis of the author's use of repetition to develop the central idea (*I think the change from "we" to "I" In the story shows the development of the character along with the change in his mind*). The response presents little evidence from the text (*the word "I" in the last paragraph and The kid grew up his whole life with a Communist State of mind*), mostly making generalizations that are sometimes inaccurate (*The kid ... is starting to realize how there should be individualism in the world And He should think and do stuff for Himself*) and misidentifying the narrator as a male. The response exhibits inconsistent organization of ideas, with an introduction that suggests a central idea about *the struggles of the boy* which is not followed up on, and states the literary *element of Repetition*, the use of which is not exemplified or explained in regard to the central idea, failing to create a coherent response. The response lacks a formal style, using language that is basic, inappropriate, and imprecise (*stuck out to me, The kid, think and do stuff, word for "world"*). The response demonstrates emerging control of conventions with some errors (*strategies; on the word; two. the; state, He; "I" In the story, development, State, Himself*) that hinder comprehension.

The author had many little conflicts and many other things. She was a girl part of a family living in the older days when things were harder to come by making money was harder. Actually had to work for things so she could buy them. Lived in a small town it seems with her parents and sister. Weren't a poor family but definitely had to save their money to get what they wanted. They all seemed to love books hard to come by because they didn't make a lot of copies and kind of expensive wasn't much anything better to do so read a lot either bought or loaned from their local library.

Anchor Level 1-A

The response introduces a confused and incomplete central idea (*She was a girl part of a family living in the older days when things were harder to come by*), with minimal analysis of the author's use of a writing strategy (*many little conflicts*) to develop the central idea. The response presents ideas inconsistently, inadequately, and inaccurately in order to support analysis (*making money was harder. Actually had to work for things* and *Lived ... with her parents and sister. Weren't a poor family but definitely had to save their money to get what they wanted*). The response exhibits little organization of ideas and information, transitioning from idea of the need to *work for things* to the family's love of books and stating that there *wasn't much anything better to do so read a lot*. The response lacks a formal style, using language that is basic, inappropriate, and imprecise (*conflicts and many other things* and *They all seemed to love books hard to come by because they didn't make a lot of copies and kind of expensive*). The response demonstrates a lack of control of conventions with frequent errors that make comprehension difficult (*girl part of; come by making money; harder. Actually; definitely; git; They all ... they didn't make a lot; wasn't much anything better*).

Anchor Paper – Part 3 – Level 1 – B

The author of the story used a rhetorical device to help develop this central idea. By using this tone in the story, it shows that she's writing to a younger audience.

Anchor Level 1–B

The response introduces an incomplete central idea (*the story uses a rhetorical device to help develop this central idea*), which is never actually identified, with no analysis of the writing strategy (*this tone*) to develop the central idea. The response presents no evidence from the text. The response is minimal, making assessment unreliable. The response is minimal, making assessment of language and conventions unreliable.

Part 3 – Practice Paper – A

Growing up in a communist country would be very difficult and different for a person that was first exposed to the luxuries of being able to find every product, ever wanted in a free market economy. The same is true in reverse. This is the point of the passage by Ewa Hryniewicz-Yarbrough who, at a very young age, knew what she ~~could~~ found valuable and wanted to "collect" ^{even while living} in a communist society. Through her use of the first-person narrative, she is able to appeal to those who have an over abundance of buying opportunities, making them understand that, like them, she wanted possessions but had to be more particular about what she wanted and the lengths she would go to get it.

The author presents to the reader her central idea which really boils down to the acquiring of possessions in a communist society. By using a first person narrative, she is able to help the reader from a free market background understand her selectivity and possessiveness of material goods. For instance, she states, "growing up in a communist country beset by shortages of practically everything – food, clothes, furniture – and that circumstance may have been responsible for my complicated attitude toward objects." Here the author expresses that the limitations on possessions caused by economic troubles and ideologies impacted how she feels toward her belongings, even as a young child who couldn't be further removed from political affairs. "I was very possessive of the books I owned and only reluctantly loaned them to friends," and, "I couldn't want more, new, or better. Such wanting was at best a futile and abstract exercise, so I learned to practice self-limitation," are examples of this selectivity and possessiveness she is able to share with her consumer society readers and make them reflect on similar experiences and how they may view their own possessions. She goes on to explain further how her wants were different and how the shortages affected those wants by encouraging her to limit herself and become satisfied with what's available.

Part 3 – Practice Paper – A

By using her first-person narrative, the author is able to tell her story, which enhances the reader's understanding of how much she appreciated her possessions. She tells the story of sharing the phonograph with the sister, along with the records she'd acquired. And, she illustrates her love of acquiring books by first detailing the difficulty of finding good books and then telling her story of spotting a copy of *War and Peace* at a store, "Clutching the money, I ran back to the bookstore, breathless and worried that the book would no longer be there." She even goes so far as to state what she figures would be the perception of someone not living in these circumstances upon listening to her account, describing it as "pathetic," but her point is that there is a lack of understanding just how desperate she had been to acquire what she found valuable when these things were not readily available.

Ewa Hryniewicz-Yarbrough's piece is meant to make us think and appreciate how easily accessible items are to possess in our society. Her first-person narrative clarifies for those of us who have not experienced the shortages in a communist society first hand, just how lucky we are to not have to be so selective, and frankly, obsessed, with purchasing. It should also make us understand that our comrades are similar to us in that they like material goods too, they just appreciate what they get more deeply.

This article is well written and is used to show the struggle of poverty and how to make the best of it. His choice in words are calm ~~but~~ intelligent, the reader is not sitting, wondering what the words mean because of the writers easy context clues.

Part 3 – Practice Paper – C

People all over the world are raised differently. Although ~~one person's~~ one person's way of life might be completely different from that of another everyone has their norm. In this text the author ~~conveys~~ conveys the central idea that the way you are brought up, although seen ~~as~~ as different by others, is your norm, can be seen through the use of perspective.

In the text we ~~meet~~ meet the narrator who is a young adult who has been raised in a communist society. They explain their society through their viewpoint as a place where everything is limited, even the bare necessities such as food but to them this is just a norm and do not put too much questioning to it. This can be seen when the narrator says, "Abundance" had no place in our vocabulary, and in our world, but we were happy with what we had; in the way that only children can be. We were unaware that our lives were in any way circumscribed." This reflects how, as they grow they become accustomed to this way of life that ~~everything~~ everything they ~~experience~~ experience is just supposed to be that way. Not only that but the ~~author~~ author chooses to include a different perspective of way of life so that the reader can really get the sense of how people are raised different and becomes their norm. This can be seen in lines 32-34. When the narrator said, "I realize that what I'm saying must seem

Part 3 – Practice Paper – C

pathetic to a person raised in the comforts of a free market economy where it's enough to think of something to find it ~~immediately~~ immediately in the store." This shows of how those who have a different upbringing would have a different perspective of the life the narrator is living.

All in all the central idea of the passage was that people grew up with different upbringings and those upbringings just become their norms. The author chose to express this idea through the use of perspective as by including different points of view on the situation the reader is able to get the full sense of the central idea.

In the text the author Portrays his theme ~~by~~ with the use of Point of view. In this writing ~~per~~ piece you can learn that you don't need everything to be happy or be cool. The way he implements this is that he uses stories from his past. You will figure out by this essay that this is true.

The Author uses ~~the~~ point of view through out the whole article. "Abundance was not in our world but we were happy", this line is a great use of point of view, he uses this to show that even though ~~be~~ they didn't have the best clothes or toys or even other things they wanted it didn't matter they were still happy. This also ~~is~~ implements to the theme because ~~if~~ they didn't need the flashy object or the most of one object, they were happy with what they had.

Materialism is evident in free-market societies. Everyone believes they need the newest gadget or the most expensive clothing. Materialism is usually thought of as a "free-market thing" only and that it does not exist in communist countries. The author of the text disagrees with this. The author believes that a lack of things also causes materialism and uses personal anecdotes to support it.

The most notable example the author uses in the text is about when she bought "War and Peace" in the book store. The author described how she was worried that someone would buy it before she could. The anecdote reveals the author's materialism because she had to have the book and not let anyone else buy it. The author also revealed through her personal anecdotes how possessive she was about books. The author wrote how she reluctantly shared her books with her friends and was cautious about her sister using them.

The author used personal anecdotes to show how the limited availability of books nurtured her materialism in a communist country. This achieved the author's purpose by showing that a free-market society is not the only cause of materialism.

Practice Paper A – Score Level 4

Holistically, the response best fits the criteria for Level 4.

Practice Paper B – Score Level 1

Holistically, the response best fits the criteria for Level 1.

Practice Paper C – Score Level 3

Holistically, the response best fits the criteria for Level 3.

Practice Paper D – Score Level 2

Holistically, the response best fits the criteria for Level 2.

Practice Paper E – Score Level 3

Holistically, the response best fits the criteria for Level 3.

**Map to the Learning Standards
Regents Examination in English Language Arts
January 2020**

Question	Type	Credit	Weight	Standard
1	MC	1	1	RL. 4 (11-12)
2	MC	1	1	RL. 2 (11-12)
3	MC	1	1	RL. 3 (11-12)
4	MC	1	1	RL. 5 (11-12)
5	MC	1	1	L. 5 (11-12)
6	MC	1	1	RL. 3 (11-12)
7	MC	1	1	RL. 3 (11-12)
8	MC	1	1	RL. 4 (11-12)
9	MC	1	1	RL. 5 (11-12)
10	MC	1	1	RL. 4 (11-12)
11	MC	1	1	RL. 3 (11-12)
12	MC	1	1	RL. 5 (11-12)
13	MC	1	1	L. 4 (11-12)
14	MC	1	1	L. 5 (11-12)
15	MC	1	1	RI. 5 (11-12)
16	MC	1	1	RI.3 (11-12)
17	MC	1	1	RI.3 (11-12)
18	MC	1	1	L.4 (11-12)
19	MC	1	1	RI. 2 (11-12)
20	MC	1	1	RI. 3 (11-12)
21	MC	1	1	RI. 3 (11-12)
22	MC	1	1	RI. 4 (11-12)
23	MC	1	1	RI. 2 (11-12)
24	MC	1	1	RI. 5 (11-12)
Part 2 Argument Essay	Essay	6	4	RI.1–6&10(11–12) W.1–4&9(11–12) L.1–6(11–12)
Part 3 Expository Response	Response	4	2	RI.1–6&10(11–12) W.2–4&9(11–12) L.1–6(11–12)

The *Chart for Determining the Final Examination Score for the January 2020 Regents Examination in English Language Arts* will be posted on the Department's web site at <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for previous administrations of the Regents Examination in English Language Arts must NOT be used to determine students' final scores for this administration.

Online Submission of 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 <http://www.forms2.nysed.gov/emsc/osa/exameval/reexameval.cfm>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.