

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

REGENTS EXAMINATION

IN

ENGLISH LANGUAGE ARTS

Tuesday, January 24, 2023 — 9:15 a.m. to 12:15 p.m., only

The possession or use of any communications device is strictly prohibited when taking this examination. If you have or use any communications device, no matter how briefly, your examination will be invalidated and no score will be calculated for you.

A separate answer sheet has been provided for you. Follow the instructions for completing the student information on your answer sheet. You must also fill in the heading on each page of your essay booklet that has a space for it, and write your name at the top of each sheet of scrap paper.

The examination has three parts. For Part 1, you are to read the texts and answer all 24 multiple-choice questions. For Part 2, you are to read the texts and write one source-based argument. For Part 3, you are to read the text and write a text-analysis response. The source-based argument and text-analysis response should be written in pen. Keep in mind that the language and perspectives in a text may reflect the historical and/or cultural context of the time or place in which it was written.

When you have completed the examination, you must sign the statement printed at the bottom of the front of the answer sheet, indicating that you had no unlawful knowledge of the questions or answers prior to the examination and that you have neither given nor received assistance in answering any of the questions during the examination. Your answer sheet cannot be accepted if you fail to sign this declaration.

DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

Part 1

Directions (1–24): Closely read each of the three passages below. After each passage, there are several multiple-choice questions. Select the best suggested answer to each question and record your answer on the separate answer sheet provided for you. You may use the margins to take notes as you read.

Reading Comprehension Passage A

Screeno

In the following passage, Cornelius Schmidt seeks refuge from a gloomy, rainy night by going to a movie.

...At the door [of the theater] the uniformed ticket taker gave him a card on which was printed a kind of checkerboard, having in each box a number. It was obviously the old game of Lotto, the object being to get five numbers which were successive either horizontally or vertically or in a diagonal. In the center, amid numbered boxes, was a box entitled
5 GRATIS;¹ the management gave this box to the audience. ...

The theatre fell into a semi-darkness, not the movie darkness, but one in which discreet lights shone on both sides of the theatre and both sides of the stage. A white and pink clockface flashed on the screen. It was, in fact, like a roulette wheel, and had numbers running from 1 to 100. In the center was a pointer, which suddenly began to whirl furiously
10 about the clockface, and then slowed down, and then stopped.

“Ninety-nine!” said the businesslike yet airy young man in an authoritative voice. An usher wrote down the number upon a blackboard to the right of the screen. The pointer spun again, at a tremendous pace, so that it was almost a moving blur for a moment, and then clarified into its arrow-like straightness. The actual wheel was, of course, in the
15 projection room.

“Fifty-four!” said the young master of ceremonies, simulating a dramatic tone.

“SCREENO!” cried a voice from the balcony in a mocking voice, while everyone laughed, for obviously no one could have SCREENO as yet.

“I am sorry, ladies and gentlemen,” said the young man in an affable² voice, “but we will
20 have to ask you not to be humorous about this. After all, money is involved, and there has been much confusion in the past because various people insisted upon trying to be funny.”...

The pointer was revolving again. “Thirty-nine!” announced the young man. The audience was not yet warmed up, because too few numbers had been called for anyone to
25 be on the verge of winning. Cornelius, however, also had this third number and was pleased no little by the course of events.

“Forty-nine!” announced the young man. ...

“Fourteen!” cried the young man into the microphone which made his voice even more official than otherwise. Cornelius did not have the number. He assured himself that the
30 game was a fraud, that the management was obviously not going to permit anyone to win so much money and that the whole business would obviously be controlled in the projection room or by arranging the numbers on the cards. There was only one more chance, a drop in the ocean. He slouched back in his seat, chiding himself for his great excitement. ...

“Twenty-five!” the master of ceremonies called out.

¹GRATIS — free, a space that could count as any number called

²affable — friendly

35 “Twenty-five! Twenty-five!” said Cornelius to himself, and then, finding the number on his card as the fifth consecutive horizontal number, he rose in his seat and shouted:

“SCREENO!” in a too loud voice which broke, and began to issue³ from his aisle, tripping over the feet of the people seated near him, some of whom were solicitous⁴ of his walk, and eager to provide good advice as he passed. The attractiveness of the winner shone in him. ...

40 An usher took his card, and checked it with the numbers on the blackboard. The young man came over to oversee the usher. It seemed as if something was wrong, someone had miscalculated, to look at the young man. The checking was done several times. Very bureaucratic, said Cornelius to himself. Recovering, as the checkup proved that
45 Cornelius had indeed won, he shook Cornelius’s hand and the whole theatre lighted up.

“Lucky fellow,” cried the balcony voice, amusing the audience again, by the envious tone in his voice. ...

The usher arrived with the money just as the persistent balcony voice called out, “Let’s go on with the show,” and the audience began to clap again, wishing to have its
50 chance at the other prizes.

But then, as the money was delivered to the young assistant manager, and he began officiously to count it out, shuffle it, and arrange it, before paying Cornelius, a hoarse and disused voice cried from the balcony:

“SCREENO! SCREENO!” ...

55 “SCREENO!” came the voice again, this time nearer, as the new winner approached the stairs from the balcony to the orchestra. The young assistant manager and the ushers looked at each other in dismay. Something had obviously gone wrong, for usually no one won the jackpot; two winners was inconceivable and would lead to bankruptcy. Someone was going to lose his job because of this. ...

60 “My name is Casper Weingarten,” said the old man, unasked, intruding himself upon the huddle of the assistant manager and the ushers. He was very nervous, very excited. “I am a musician,” he said, but no one paid any attention to him, except Cornelius.

And then the young assistant manager came over to the old man and, holding the card up, showed him that he had not won, that he had mistaken a 7 for a 1 because the print had
65 been on the left-hand side. “Perhaps you’ll win one of the other prizes,” he said, courteously, “since you already have four numbers in a row.” ...

Cornelius came over to look into the matter for himself. He took the card in his hand and looked at the number in question. The old man looked at him, and then turned to the assistant manager, saying:

70 “Give me my money! I have won!” ...

“Look here,” said Cornelius tactfully to the assistant manager, “it seems to me that you can only assume that this is a 1. The blur is too faint to make it a seven.”

75 “I know it is a 7,” said the assistant manager angrily, and when he said that, Cornelius recognized immediately that he was so sure because the cards had been prepared in advance to obviate the possibility of two winners of the jackpot, or even one. Seeing this, Cornelius began to feel sick and angry, as he always did when confronted with fraud or cheating.

80 “All my life I’ve been cheated,” said the old man, wringing his hands. “Give me my money.” An usher took his arm, as if to lead him from the stage, but the assistant manager deterred him, unwilling as yet to resort to force. ...

³to issue — to exit

⁴solicitous — helpful

“My good man,” said the assistant manager, “Your hard luck is not my fault, nor this theatre’s responsibility. Please do not cause a disturbance. Now if both of you will leave the stage, we can go on with the other prizes and with the show.”

85 In answer, the old man sat down upon the stage, looking grotesque there, with his head turned up. “I will sit here until I am paid,” he said tearfully. ...

But the audience was won over, for no one wished to lose his chance at the remaining \$50. There was a murmuring of voices and someone cried out:

“Go home and give us a chance.” ...

“Call a cop,” said another. ...

90 Cornelius meditated with himself for a moment and then said: “Listen, I will give you half of the jackpot. Come on before you’re arrested.” ...

“No,” said Weingarten, “I don’t want your money. I want mine. Give me my money,” he said towards the assistant manager.

95 Cornelius considered matters with himself again and came to a decision. Easy come, easy go, he said to himself, and then he told the old musician that he could have the whole jackpot. The manager protested immediately, but Cornelius took the bills from his pocket and began to count them out and give them to the musician, who accepted them with a guilty look and trembling hands.

100 The audience saw what was happening and applauded vigorously, not because it was genuinely moved, but because it felt that it ought to applaud. Such applause is heard at public gatherings when an abstraction too vacuous⁵ is mentioned or tribute is paid to a man long dead. The assistant manager, trying to move in on Cornelius’s credit, came over to shake hands with Cornelius. Cornelius, tempted to reject the proffered hand, accepted it because he wished to cause no further disturbance.

105 The old man had risen and come over to Cornelius.

“Thank you very much for your kindness,” he said in the estranged voice of those who have been weeping or overexcited.

“Not at all,” said Cornelius formally. Both descended from the stage together. ...

—Delmore Schwartz
excerpted and adapted from “Screeno”
In Dreams Begin Responsibilities and Other Stories, 1978
New Directions Publishing Corporation

⁵vacuous — insincere

1 The description of the theater in the first two paragraphs creates a mood of

- | | |
|------------------|------------------|
| (1) anticipation | (3) confusion |
| (2) isolation | (4) satisfaction |

2 In lines 11 through 33, the author builds suspense by

- (1) introducing the balcony voice character
- (2) pacing the announcement of each number drawn
- (3) describing the attitude of the usher toward the audience
- (4) establishing the competitive behavior of the crowd

- 3 The statement “something was wrong, someone had miscalculated” (lines 42 and 43) suggests Cornelius’s sense of
- (1) suspicion
 - (2) disdain
 - (3) desperation
 - (4) failure
- 4 Lines 56 through 59 contribute to a central idea by revealing the
- (1) theater’s ignorance about finances
 - (2) employee’s disgust with management
 - (3) theater’s dishonesty with the public
 - (4) employee’s embarrassment about the game
- 5 As used in line 75, the word “obviate” most nearly means
- (1) publicize
 - (2) question
 - (3) increase
 - (4) prevent
- 6 The actions of the assistant manager in lines 79 and 80 indicate that he is
- (1) hoping to distract the attention of the old man
 - (2) planning to resolve the situation fairly
 - (3) pretending to satisfy the old man’s demands
 - (4) trying to avoid a scene in front of the audience
- 7 It can be inferred from lines 60 through 62 and lines 84 and 85 that the old man is
- (1) distressed by the chaos of the crowd
 - (2) guilty of cheating and is not entitled to the winnings
 - (3) desperate in his attempt to obtain the winnings
 - (4) overwhelmed by fear and suspects he made an error
- 8 In the context of the passage as a whole, lines 86 through 96 suggest a central idea that
- (1) society emphasizes respect for the elderly
 - (2) cash prizes reveal a person’s true character
 - (3) good deeds bring about good luck
 - (4) money ensures success in business
- 9 Lines 105 through 108 suggest that Cornelius has
- (1) resented the greed of the old man
 - (2) decided to reveal the unfairness of the game
 - (3) misunderstood the rules of the game
 - (4) salvaged the dignity of the old man
- 10 Throughout the text, the audience can best be characterized as
- (1) self-serving
 - (2) disengaged
 - (3) cooperative
 - (4) good-natured
-

Reading Comprehension Passage B

Big Jigsaw

I've hunched so long above this puzzle
laid out on my gouged and ink-stained workbench,
I think, at last, it's unsolvable,
that the only meaning it holds is told
5 in the moments I feel on the verge
of understanding, and it turns me back.

The pieces: so small, so many. How they
belong together is beyond me,
though early on my mind inclined
10 toward an idyllic scene: a yellow field,
all jonquils,¹ a sea, the wide horizon...

The dog's dish is empty. My wife and children
sleep. The house is hushed, except
for the stout hall clock that ticks its minutes.
15 Here in my patch of lamplight, time
dawdles, waiting for me to catch up,
though a few small hairs on my wrist
have gone white, and evening's blank encircles me.

Who made this puzzle? If I sought him out
20 would he hear my plea and reveal its logic?
But the hour is late, my vision strained.
How could I look for him now, though he were
waiting for me, and knew me by name?

—Chris Forhan
“Big Jigsaw”

from *The New American Poets: A Bread Loaf Anthology*, 2000
University Press of New England

¹jonquils — a type of yellow daffodil

- 11 The opening stanza conveys a sense of
- (1) disorder
 - (2) weakness
 - (3) loneliness
 - (4) frustration
- 12 As used in the poem, the word “idyllic” (line 10) most nearly means
- (1) charmingly beautiful
 - (2) shrouded in mystery
 - (3) full of surprises
 - (4) unexpectedly simple

- 13 In lines 15 and 16, the phrase “time/dawdles, waiting for me to catch up” implies that the narrator is
- (1) wishing the family would wake up
 - (2) suffering from fatigue
 - (3) lost in thought
 - (4) annoyed by the stillness of the night
- 14 In the context of the poem as a whole, the jigsaw puzzle represents
- (1) a need for justifying choices
 - (2) the experience of being human
 - (3) the pleasure of solving problems
 - (4) a regret about trusting memory

Reading Comprehension Passage C

Many Animals Can Count, Some Better Than You

Every night during breeding season, the male túngara frog of Central America will stake out a performance patch in the local pond and spend unbroken hours broadcasting his splendor to the world.

5 The mud-brown frog is barely the size of a shelled pecan, but his call is large and dynamic, a long downward sweep that sounds remarkably like a phaser weapon on “Star Trek,” followed by a brief, twangy, harmonically dense chuck.¹

Unless, that is, a competing male starts calling nearby, in which case the first frog is likely to add two chucks to the tail of his sweep. And should his rival respond likewise, Male A will tack on three chucks.

10 Back and forth they go, call and raise, until the frogs hit their respiratory limit at six to seven rapid-fire chucks.

The acoustic one-upfrogship is energetically draining and risks attracting predators like bats. Yet the male frogs have no choice but to keep count of the competition, for the simple reason that female túngaras are doing the same: listening, counting and ultimately mating with the male of maximum chucks.

15 Behind the frog’s surprisingly sophisticated number sense, scientists have found, are specialized cells in the amphibian midbrain that tally up sound signals and the intervals between them.

20 “The neurons are counting the number of appropriate pulses, and they’re highly selective,” said Gary Rose, a biologist at the University of Utah. If the timing between pulses is off by just a fraction of a second, the neurons don’t fire and the counting process breaks down. . . .

25 Scientists have found that animals across the evolutionary spectrum have a keen sense of quantity, able to distinguish not just bigger from smaller or more from less, but two from four, four from ten, forty from sixty.

Orb-weaving spiders, for example, keep a tally of how many silk-wrapped prey items are stashed in the “larder” segment of their web. When scientists experimentally remove the cache, the spiders will spend time searching for the stolen goods in proportion to how many separate items had been taken, rather than how big the total prey mass might have been.

30 Small fish benefit from living in schools, and the more numerous the group, the statistically better a fish’s odds of escaping predation. As a result, many shoaling² fish are excellent appraisers of relative head counts.

35 Guppies, for example, have a so-called contrast ratio of .8, which means they can distinguish at a glance between four guppies and five, or eight guppies and ten, and if given the chance will swim toward the slightly fishier crowd.

Three-spined sticklebacks³ are more discriminating still: with a contrast ratio of .86, they’re able to tell six fellow fish from seven, or 18 from 21 — a comparative power that many birds, mammals and even humans might find hard to beat.

40 Despite the prevalence of math phobia, people too are born with a strong innate number sense, and numerosity is deeply embedded in many aspects of our minds and culture.

¹chuck — a clucking sound

²shoaling — shallow water

³sticklebacks — carnivorous fish

Researchers have determined that number words for small quantities — less than five — are strikingly similar across virtually every language studied, and the words are among the most stable, unchanging utterances in any lexicon.⁴

45 They are more conserved through time and across cultures than words for other presumably bedrock concepts like mother, father and most body parts, with a few puzzling exceptions like the words for tongue and eye.

“The sounds that you and I use to say ‘two’ or ‘three’ are the sounds that have been used for tens of thousands of years,” said Mark Pagel, a biologist who studies the evolution of language at the University of Reading.

50 “It’s not out of the question that you could have been wandering around 15,000 years ago and encountered a few of the last remaining Neanderthals, pointed to yourself and said, ‘one,’ and pointed to them and said, ‘three,’ and those words, in an odd, coarse way, would have been understood.”

55 That continuity, Dr. Pagel added, “should astonish us.” ...

Attitudes about animal numerosity have changed dramatically since the mid-twentieth century when many researchers believed only humans had enough gray matter to think quantitatively. They cited as an object lesson the 1907 case of Clever Hans, the horse that supposedly could solve arithmetic problems and would tap out his answers by hoof; as it turned out, he was responding to unconscious cues from the people around him.

60 Since then, researchers have approached the field with caution and rigor, seeking to identify the specific evolutionary pressures that might spur the need for numeric judgments in any given species.

Social carnivores like spotted hyenas, for example, live in fission-fusion societies,⁵ collectively defending their territories against rivals but in ever-shifting groups of widely roaming members. “You can never predict who you’ll find in which group,” said Sarah Benson-Amram, an assistant professor of zoology and physiology at the University of Wyoming. “You might be alone or in a group of ten.”

70 Because hyena jaws can pulverize zebra bones, encounters between [rival hyena] competitors can prove deadly; every spotted hyena must have a good sense from moment to moment of how many there are of us versus how many of them. Dr. Benson-Amram and her colleagues tested hyena numerosity skills in the field, playing back the recorded whoops of spotted hyenas living in South Africa and Namibia to hyenas in Kenya.

75 The Kenyan carnivores reacted to the whoops of strangers as predicted, approaching the hidden source of the sound when they had a home team advantage, retreating when they heard a few too many distinctive voices in a row. Or sometimes, when the local hyenas were outnumbered, they’d call for backup. ...

80 Chimpanzees are social scorekeepers, episodic⁶ warriors and number ninjas, too. They can be taught to associate groups of objects with corresponding Arabic numerals up to the number 9 and sometimes beyond — three squares on a computer screen with the number 3, five squares with 5, and so on. They can put those numerals in order.

The numeric working memory of young chimpanzees is astonishing: Flash a random scattering of numerals on a screen for just 210 milliseconds — half an eye blink — and then cover the numbers with white squares, and a numerically schooled young chimpanzee will

⁴lexicon — language

⁵fission-fusion societies — animals whose social group composition and size change as they move throughout their environment

⁶episodic — periodic

85 touch the squares sequentially to indicate the ascending order of the numbers hidden beneath.

Don't bother trying to do this yourself, Tetsuro Matsuzawa, a primatologist at Kyoto University, said at the scientific meeting in London on which the themed journal⁷ was based. "You can't." ...

90 Stanislas Dehaene, a psychologist at the University of Paris, and his colleagues presented evidence from brain scans of professional mathematicians that the neural circuitry⁸ for advanced mathematical thinking is an elaboration on the archaic⁹ number sense we share with other animals. ...

95 We hear that the price of something rose by 50 percent and then fell by 50 percent, and we reflexively, mistakenly conclude, "Oh good, we're back to where we started." Our natural number sense adds and subtracts whole numbers, whole chunks, guppies and hyenas. But it really abhors a fraction, and so has led us astray.

—Natalie Angier

excerpted and adapted from "Many Animals Can Count, Some Better Than You"
The New York Times, February 5, 2018

⁷the themed journal — a publication where animal numerosity studies were discussed

⁸neural circuitry — nerve cells

⁹archaic — primitive

15 The tone of lines 1 through 6 is

- (1) critical
- (2) condescending
- (3) engaging
- (4) philosophical

16 Lines 7 through 11 suggest that the number of chunks are

- (1) restricted by the frog's physical structure
- (2) equal to the frog's age
- (3) comprised of multiple tones
- (4) suppressed as competitors lose interest

17 As used in line 8, the phrase "tail of his sweep" refers to the

- (1) warning signal for other frogs
- (2) lowest note a frog can hear
- (3) longest amount of time a frog can sustain a chuck
- (4) final note before a frog begins to chuck

18 The research presented in lines 16 through 25 contributes to a central idea by

- (1) contrasting current theories regarding animal numerosity
- (2) explaining the numerical capabilities of some animals
- (3) illustrating the neural limitations of some animals
- (4) comparing vocalization patterns of different animal species

19 The word "larder" in line 27 most nearly means

- (1) barrier
- (2) storage
- (3) layer
- (4) display

- 20 The examples of guppies (line 33) and three-spined sticklebacks (line 36) demonstrate that they
- (1) are able to identify enemy fish instantly
 - (2) change directions by accurately determining the velocity of other fish
 - (3) are able to swim quickly between groups of fish
 - (4) make decisions by accurately comparing quantities of other fish
- 21 Evidence presented throughout the text suggests that the “strong innate number sense” (lines 39 and 40) in animals facilitates their
- (1) understanding of time
 - (2) ability to survive
 - (3) determination of hierarchy
 - (4) judgment of distance
- 22 Lines 78 through 86 serve to
- (1) emphasize the sophisticated mental abilities of chimpanzees
 - (2) compare the methodologies used by primatologists
 - (3) question the validity of research findings
 - (4) illustrate the competitive nature of chimpanzees
- 23 The author’s attitude toward animals’ numerosity skills can best be described as
- (1) skeptical
 - (2) objective
 - (3) admiring
 - (4) critical
- 24 Which statement reinforces a central idea of the text?
- (1) “animals across the evolutionary spectrum have a keen sense of quantity” (lines 23 and 24)
 - (2) “people too are born with a strong innate number sense” (lines 39 and 40)
 - (3) “number words for small quantities — less than five — are strikingly similar across virtually every language studied” (lines 42 and 43)
 - (4) “spotted hyenas, for example, live in fission-fusion societies, collectively defending their territories against rivals” (lines 64 and 65)

Part 2

Argument

Directions: Closely read each of the *four* texts provided on pages 13 through 20 and write a source-based argument on the topic below. You may use the margins to take notes as you read and scrap paper to plan your response. Write your argument beginning on page 1 of your essay booklet.

Topic: Should elementary-age children receive participation awards in sports?

Your Task: Carefully read each of the *four* texts provided. Then, using evidence from at least *three* of the texts, write a well-developed argument regarding whether or not elementary-age children should receive participation awards in sports. Clearly establish your claim, distinguish your claim from alternate or opposing claims, and use specific, relevant, and sufficient evidence from at least *three* of the texts to develop your argument. Do *not* simply summarize each text.

Guidelines:

Be sure to:

- Establish your claim regarding whether or not elementary-age children should receive participation awards in sports
- Distinguish your claim from alternate or opposing claims
- Use specific, relevant, and sufficient evidence from at least *three* of the texts to develop your argument
- Identify each source that you reference by text number and line number(s) or graphic (for example: Text 1, line 4 or Text 2, graphic)
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

Texts:

Text 1 – Pros and Cons: A Look At Participation Trophies For Youth Athletes

Text 2 – Participation Awards: Good or Bad?

Text 3 – In Defense of Participation Trophies: Why They Really Do Teach the Right Values

Text 4 – Losing Is Good For You

Text 1

Pros and Cons: A Look At Participation Trophies For Youth Athletes

...Participation trophies are nothing new, as young athletes have been receiving the trophies since the late-70s, a practice started by youth soccer leagues. But they certainly seem more commonplace today, particularly throughout youth sports. ...

5 Are participation trophies a nice reward or a sign of entitlement? Let's take a look at the pros and cons:

Pro: A Boost Of Confidence

Not everyone is a winner. It's simply a fact, as typically 95% of all participants fail to capture a championship in any given sport or season. That's because only one team or player can win.

10 However, only praising and rewarding the victor could have damaging effects to those who don't win, particularly those younger athletes. Giving everyone involved some level of recognition goes a long way toward boosting confidence and promoting future success. It tells the athlete that they may not have won, but they gave it their all, and always giving your best is important.

After all, this year's loser could be next year's winner.

Con: We Play To Win The Game

15 Trying certainly matters, but when it comes down to it, the point of playing sports — much like any other game — is to win. So why reward anything less?

Understanding the difference between winning and losing is a wildly important life lesson. It teaches us how to deal with and overcome adversity, and that you don't always get what you want. It also teaches us how to bounce back and recover from loss, while also
20 providing athletes or performers with drive and purpose to be better.

Few lessons are more important than that.

Pro: Something To Play For

Losing is tough, but losing your interest is easy ... especially when the losses start piling up.

25 For young athletes, it is very easy to lose interest in a sport if they're not winning, which is why many leagues don't even keep score at the youngest levels — but that's another blog for another day. No one, particularly young kids, wants to feel bad every time they step on the field, court or ice. At the very least, a trophy to display in their bedroom is a nice light at the end of the tunnel for anyone that has to endure a tough season.

30 Besides, just because you aren't the best doesn't mean you don't deserve to compete at all.

Con: Rewarding Proper Effort

There is no participation award for life. No one is going to simply hand you the life you want, you need to work hard to get the rewards you desire.

35 That is what [Pittsburgh Steelers linebacker] James Harrison was trying to say when he took away his sons' participation trophies. You're not going to be rewarded for doing your job, and in fact, if you simply show up and don't perform, you won't have a job for long. But if you're the best at what you do and work harder than your competitors, rewards will come.

And that goes for everyone — whether your job is being a football player, dentist or student.

—Travis Armideo
excerpted and adapted from
“Pros and Cons: A Look At Participation Trophies For Youth Athletes”
www.gladiatorguards.com, October 15, 2015

Text 2

Participation Awards: Good or Bad?

Participation awards are exactly what they sound like. They are awards, typically trophies or certificates, that essentially recognize a child for their participation in an activity. These activities can be summer programs, sports teams, or competitions. ...

Working with young kids has revealed to me how critical it is to build up their confidence.

My students come from all kinds of backgrounds and have a diverse set of personalities. While some are naturally confident and out-going, there are also a number of children who are never sure of themselves. They tend to doubt themselves and their abilities, so building up their self-esteem through regular praise is crucial. Instilling personal pride in these students is a vital component of preparing them for success in the real world. Without regular recognition, these children will never be bold enough to take risks or stand up for themselves when they mature into adults.

Participation awards and similar accolades¹ also give kids the motivation to persevere. If a child puts a significant amount of effort into an activity but finds himself with nothing to show for it, he may feel as if his hard work went to waste. This then tends to result in an extremely destructive “what’s the point” attitude that has him questioning why he ever exerted so much effort in the first place. Even adults will feel tempted to give up if there is nothing to show for their work — how can we expect kids to feel any different? Participation awards give children tangible evidence of their hard work and thus strengthen their resolve.

Overconfidence blinds a person from his faults and prevents growth.

My work as a taekwondo² instructor has given me insight on the importance of encouraging our younger generation. However, I am also aware of the disadvantages associated with participation awards and the like. While there are certainly children that need the extra encouragement, I find that there are also children who may need to be taken down a few notches. At the opposite end of self-doubt on the confidence spectrum is arrogance, which is as damaging as confidence is beneficial. Overconfidence blinds a person from his faults and prevents growth. In this case, additional rewards are actually destructive for these kids.

Participation awards breed complacency and a sense of entitlement in our youth?

Furthermore, I fear that participation awards breed complacency and a sense of entitlement in our youth. When children see that they can earn recognition and praise merely by participating, they may begin to lose the motivation to be outstanding. If they feel that they will be rewarded regardless of effort or ability, it could discourage them from improving their skills; it may even convey to our outstanding achievers that their hard work and skill is no more special than the work of their mediocre counterparts. Our kids begin to feel content with their current abilities and don’t feel the need to push themselves. Additionally, I have watched children coming to identify privileges and praise as their rights. They feel entitled to rewards — is this a quality that we desire in our children? ...

¹accolades — honors

²taekwondo — a form of martial arts

35 Our world is cruel. If you can't make the grade, if you can't produce or provide something of worth to people, then you will not make it. While participation awards are encouraging, they also don't represent reality. In the real world, you aren't rewarded if you don't contribute something special.

40 How can we instill confidence in our children while also properly preparing them for the real world? While encouragement and praise are no doubt necessary components of mentoring children, participation awards may be a step too far. I realized through my job how important it is to build self-esteem in kids, but perhaps verbal recognition should suffice. Where is the line that divides constructive reinforcement and destructive? Like many other things in life, educating our children seems to be all about balance.

—Sunny Chen
excerpted from “Participation Awards: Good or Bad?”
<https://novakdjokovicfoundation.org>, November 1, 2015

Text 3

In Defense of Participation Trophies: Why They Really Do Teach the Right Values

...When my kids were young and received trophies, I was at best ambivalent,¹ and felt sharing an end-of-season pizza with their team was an adequate reward for practicing, playing in games and learning to be a teammate.

5 But as my sons grew older, the values these trophies might convey to young children became clearer.

As parents we would like to assume that when families and kids sign up for a team they honor that commitment and show up. We hope that we are teaching our youngest kids to love athletic endeavors of any sort, as we know this benefits mind and body. We would like to believe that most coaches and parents value effort and the process of learning a sport, with
10 its rules, skills and protocols, not simply the game's outcome.

And we would be wrong. ...

Participation trophies remind young kids that they are part of something, and may help build enthusiasm to return for another season, says Tom Farrey, executive director of The Sports and Society Program at the Aspen Institute and author of "Game On: The All-
15 American Race to Make Champions of Our Children."

"From ages 0 to 12, the goal is to help kids to fall in love with sports, to want to come back the next year, to want to go into the backyard and improve their technique," Farrey said. He cautions against focusing on winning and losing in the pre-tween years. "There is a time and a place to sort the weak from the strong, but it is not before they grow into their bodies and
20 their minds and their interests."

Another reason to defend trophies for everyone is that, at a time when parents complain of the escalating competition in youth sports, they remind kids that we value their effort, regardless of ability or results. Participation trophies tell them that what matters is showing up for practice, learning the rules and rituals of the game and working hard.

25 Finally, we offer these rewards to remind our youngest kids that being part of a team, and all that entails, is something we value. Being there for your teammates and those in your life, when it suits you or when Saturday morning cartoons look like a lot more fun, is a lifelong lesson that cannot be taught too young.

"The idea of giving trophies only to the winners doesn't emphasize enough of the other values that are important," says Kenneth Barish, Clinical Associate Professor of Psychology at Weill Medical College, Cornell University and author of "Pride and Joy: A Guide to Understanding Your Child's Emotions and Solving Family Problems." "We want kids to participate in sports, to learn to improve their skills, to help others, to work hard and make a contribution to the team."

35 But what about the kid who doesn't work hard? The child who knows he's getting a trophy no matter what, so he does not need to apply effort? "There will always be kids who don't work hard. There will always be kids who did not work hard on any winning team too," Barish explains. "And I rarely encounter a kid who didn't work hard because they think they are getting a trophy anyway. When I do encounter this attitude, it is a symptom of a deeper
40 problem that kid is having with putting forth effort." ...

In her research among kids who were involved in highly competitive activities, [sociologist, Hilary Levey] Friedman found that "as kids get older [participation trophies]

¹ambivalent — indifferent

lose their meaning... But that first participation trophy, it does mean something, especially among the younger kids. The children see them more as symbols and remembrances of an experience.”

45 Friedman points out that the context in which participation trophies are given conveys their meaning. Offering a trophy to a young child can be an empty gesture unless coaches and parents tell children *why* they are being awarded.

50 I never had to teach my son that he would need to win competitions in order to be rewarded. Life, many athletic defeats, and other setbacks taught him that lesson. Despite the fact that he would play on many teams and win other awards, he never discarded those early participation trophies. He’s off to college now but they still sit on his shelf, as a fond memory of a team that showed up, played hard and — if I recall right — lost every game.

—Lisa Heffernan

excerpted and adapted from

“In Defense of Participation Trophies: Why They Really Do Teach the Right Values”

www.today.com, August 31, 2015

Text 4

Losing Is Good For You

As children return to school this fall and sign up for a new year’s worth of extracurricular activities, parents should keep one question in mind. Whether your kid loves Little League or gymnastics, ask the program organizers this: “Which kids get awards?” If the answer is, “Everybody gets a trophy,” find another program.

5 Trophies were once rare things — sterling silver loving cups bought from jewelry stores for truly special occasions. But in the 1960s, they began to be mass-produced, marketed in catalogs to teachers and coaches, and sold in sporting-goods stores.

Today, participation trophies and prizes are almost a given, as children are constantly assured that they are winners. One Maryland summer program gives awards every day — and the “day” is one hour long. In Southern California, a regional branch of the American Youth Soccer Organization [A.Y.S.O.] hands out roughly 3,500 awards each season — each player gets one, while around a third get two. Nationally, A.Y.S.O. local branches typically spend as much as 12 percent of their yearly budgets on trophies.

10 It adds up: trophy and award sales are now an estimated \$3 billion-a-year industry in the United States and Canada.

Po Bronson¹ and I have spent years reporting on the effects of praise and rewards on kids. The science is clear. Awards can be powerful motivators, but nonstop recognition does not inspire children to succeed. Instead, it can cause them to underachieve.

20 Carol Dweck, a psychology professor at Stanford University, found that kids respond positively to praise; they enjoy hearing that they’re talented, smart and so on. But after such praise of their innate² abilities, they collapse at the first experience of difficulty. Demoralized by their failure, they say they’d rather cheat than risk failing again.

In recent eye-tracking experiments by the researchers Bradley Morris and Shannon Zentall, kids were asked to draw pictures. Those who heard praise suggesting they had an innate talent were then twice as fixated on mistakes they’d made in their pictures.

25 By age 4 or 5, children aren’t fooled by all the trophies. They are surprisingly accurate in identifying who excels and who struggles. Those who are outperformed know it and give up, while those who do well feel cheated when they aren’t recognized for their accomplishments. They, too, may give up.

30 It turns out that, once kids have some proficiency in a task, the excitement and uncertainty of real competition may become the activity’s very appeal.

If children know they will automatically get an award, what is the impetus³ for improvement? Why bother learning problem-solving skills, when there are never obstacles to begin with?

35 If I were a baseball coach, I would announce at the first meeting that there would be only three awards: Best Overall, Most Improved and Best Sportsmanship. Then I’d hand the kids a list of things they’d have to do to earn one of those trophies. They would know from the get-go that excellence, improvement, character and persistence were valued.

40 It’s accepted that, before punishing children, we must consider their individual levels of cognitive⁴ and emotional development. Then we monitor them, changing our approach if there’s a negative outcome. However, when it comes to rewards, people argue that kids must

¹Po Bronson — a journalist

²innate — natural

³impetus — motivation

⁴cognitive — thought processing

be treated identically: everyone must always win. That is misguided. And there are negative outcomes. Not just for specific children, but for society as a whole.

45 In June, an Oklahoma Little League canceled participation trophies because of a budget shortfall. A furious parent complained to a local reporter, “My children look forward to their trophy as much as playing the game.” That’s exactly the problem, says Jean Twenge, author of “Generation Me.”

50 Having studied recent increases in narcissism⁵ and entitlement among college students, she warns that when living rooms are filled with participation trophies, it’s part of a larger cultural message: to succeed, you just have to show up. In college, those who’ve grown up receiving endless awards do the requisite⁶ work, but don’t see the need to do it well. In the office, they still believe that attendance is all it takes to get a promotion.

In life, “you’re going to lose more often than you win, even if you’re good at something,” Ms. Twenge told me. “You’ve got to get used to that to keep going.”

55 When children make mistakes, our job should not be to spin those losses into decorated victories. Instead, our job is to help kids overcome setbacks, to help them see that progress over time is more important than a particular win or loss, and to help them graciously congratulate the child who succeeded when they failed. To do that, we need to refuse all the meaningless plastic and tin destined for landfills. We have to stop letting the Trophy-
60 Industrial Complex run our children’s lives.

This school year, let’s fight for a kid’s right to lose.

—Ashley Merryman

excerpted and adapted from “Losing Is Good For You”
www.nytimes.com, September 24, 2013

⁵narcissism — excessive interest in oneself

⁶requisite — necessary

Part 3

Text-Analysis Response

Your Task: Closely read the text provided on pages 22 and 23 and write a well-developed, text-based response of two to three paragraphs. In your response, identify a central idea in the text and analyze how the author’s use of **one** writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Use strong and thorough evidence from the text to support your analysis. Do *not* simply summarize the text. You may use the margins to take notes as you read and scrap paper to plan your response. Write your response in the spaces provided on pages 7 through 9 of your essay booklet.

Guidelines:

Be sure to:

- Identify a central idea in the text
- Analyze how the author’s use of **one** writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Examples include: characterization, conflict, denotation/connotation, metaphor, simile, irony, language use, point-of-view, setting, structure, symbolism, theme, tone, etc.
- Use strong and thorough evidence from the text to support your analysis
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

Text

Frankenstein; or, the Modern Prometheus

The narrator of the following excerpt is speaking to his creator, Dr. Frankenstein.

... “It is with considerable difficulty that I remember the original æra¹ of my being: all the events of that period appear confused and indistinct. A strange multiplicity of sensations seized me, and I saw, felt, heard, and smelt, at the same time; and it was, indeed, a long time before I learned to distinguish between the operations of my various senses. By degrees,
5 I remember, a stronger light pressed upon my nerves, so that I was obliged to shut my eyes. Darkness then came over me, and troubled me; but hardly had I felt this, when, by opening my eyes, as I now suppose, the light poured in upon me again. I walked, and, I believe, descended; but I presently found a great alteration in my sensations. Before, dark and opaque bodies had surrounded me, impervious to² my touch or sight; but I now found
10 that I could wander on at liberty, with no obstacles which I could not either surmount³ or avoid. The light became more and more oppressive to me; and, the heat wearying me as I walked, I sought a place where I could receive shade. This was the forest near Ingolstadt; and here I lay by the side of a brook resting from my fatigue, until I felt tormented by hunger and thirst. This roused me from my nearly dormant state, and I ate some berries
15 which I found hanging on the trees, or lying on the ground. I slaked my thirst at the brook; and then lying down, was overcome by sleep.

“It was dark when I awoke; I felt cold also, and half-frightened as it were instinctively, finding myself so desolate. Before I had quitted your apartment, on a sensation of cold, I had covered myself with some clothes; but these were insufficient to secure me from
20 the dews of night. I was a poor, helpless, miserable wretch; I knew, and could distinguish, nothing; but, feeling pain invade me on all sides, I sat down and wept. ...

“Several changes of day and night passed, and the orb of night had greatly lessened when I began to distinguish my sensations from each other. I gradually saw plainly the clear stream that supplied me with drink, and the trees that shaded me with their foliage. I was
25 delighted when I first discovered that a pleasant sound, which often saluted my ears, proceeded from the throats of the little winged animals who had often intercepted the light from my eyes. I began also to observe, with greater accuracy, the forms that surrounded me, and to perceive the boundaries of the radiant roof of light which canopied me. Sometimes I tried to imitate the pleasant songs of the birds, but was unable. Sometimes I wished
30 to express my sensations in my own mode, but the uncouth and inarticulate sounds which broke from me frightened me into silence again. ...

“One day, when I was oppressed by cold, I found a fire which had been left by some wandering beggars, and was overcome with delight at the warmth I experienced from it. In my joy I thrust my hand into the live embers, but quickly drew it out again with a cry of
35 pain. How strange, I thought, that the same cause should produce such opposite effects! I examined the materials of the fire, and to my joy found it to be composed of wood. I quickly collected some branches; but they were wet, and would not burn. I was pained at this, and sat still watching the operation of the fire. The wet wood which I had placed near the heat dried, and itself became inflamed. I reflected on this; and, by touching the various

¹æra — era, time

²impervious to — unaffected by

³surmount — overcome

40 branches, I discovered the cause, and busied myself in collecting a great quantity of wood, that I might dry it, and have a plentiful supply of fire. When night came on, and brought sleep with it, I was in the greatest fear lest my fire should be extinguished. I covered it carefully with dry wood and leaves, and placed wet branches upon it; and then, spreading my cloak, I lay on the ground, and sunk into sleep. . . .

45 “It was about seven in the morning, and I longed to obtain food and shelter; at length I perceived a small hut, on a rising ground, which had doubtless been built for the convenience of some shepherd. This was a new sight to me; and I examined the structure with great curiosity. Finding the door open, I entered. An old man sat in it, near a fire, over which he was preparing his breakfast. He turned on hearing a noise; and, perceiving me, shrieked
50 loudly, and, quitting the hut, ran across the fields with a speed of which his debilitated⁴ form hardly appeared capable. His appearance, different from any I had ever before seen, and his flight, somewhat surprised me. But I was enchanted by the appearance of the hut: here the snow and rain could not penetrate; the ground was dry; and it presented to me then as exquisite and divine a retreat as Pandæmonium⁵ appeared to the dæmons of hell
55 after their sufferings in the lake of fire. I greedily devoured the remnants of the shepherd’s breakfast, which consisted of bread, cheese, milk, and wine; the latter, however, I did not like. Then overcome by fatigue, I lay down among some straw, and fell asleep.

“It was noon when I awoke; and, allured by the warmth of the sun, which shone brightly on the white ground, I determined to recommence my travels; and, depositing the remains
60 of the peasant’s breakfast in a wallet⁶ I found, I proceeded across the fields for several hours, until at sunset I arrived at a village. How miraculous did this appear! the huts, the neater cottages, and stately houses, engaged my admiration by turns. The vegetables in the gardens, the milk and cheese that I saw placed at the windows of some of the cottages, allured my appetite. One of the best of these I entered; but I had hardly placed
65 my foot within the door, before the children shrieked, and one of the women fainted. The whole village was roused; some fled, some attacked me, until, grievously bruised by stones and many other kinds of missile weapons, I escaped to the open country, and fearfully took refuge in a low hovel, quite bare, and making a wretched appearance after the palaces I had beheld in the village. This hovel, however, joined a cottage of a neat and
70 pleasant appearance; but, after my late dearly-bought experience, I dared not enter it. My place of refuge was constructed of wood, but so low, that I could with difficulty sit upright in it. No wood, however, was placed on the earth, which formed the floor, but it was dry; and although the wind entered it by innumerable chinks,⁷ I found it an agreeable asylum from the snow and rain.

75 “Here then I retreated, and lay down, happy to have found a shelter, however miserable, from the inclemency⁸ of the season, and still more from the barbarity of man. . . .

—Mary Shelley
excerpted from *Frankenstein; or, the Modern Prometheus*
The Mary Shelley Reader, 1990
Oxford University Press

⁴debilitated — physically weakened

⁵Pandæmonium — The High Capital of Satan and his Peers in *Paradise Lost* by John Milton

⁶wallet — a travel bag

⁷chinks — cracks

⁸inclemency — harsh weather

The State Education Department / The University of the State of New York
Regents Examination in English Language Arts – January 2023

Scoring Key: Part 1

Examination	Date	Question Number	Scoring Key	Question Type	Credit	Weight
RE ELA	January '23	1	1	MC	1	1
RE ELA	January '23	2	2	MC	1	1
RE ELA	January '23	3	1	MC	1	1
RE ELA	January '23	4	3	MC	1	1
RE ELA	January '23	5	4	MC	1	1
RE ELA	January '23	6	4	MC	1	1
RE ELA	January '23	7	3	MC	1	1
RE ELA	January '23	8	2	MC	1	1
RE ELA	January '23	9	4	MC	1	1
RE ELA	January '23	10	1	MC	1	1
RE ELA	January '23	11	4	MC	1	1
RE ELA	January '23	12	1	MC	1	1
RE ELA	January '23	13	3	MC	1	1
RE ELA	January '23	14	2	MC	1	1
RE ELA	January '23	15	3	MC	1	1
RE ELA	January '23	16	1	MC	1	1
RE ELA	January '23	17	4	MC	1	1
RE ELA	January '23	18	2	MC	1	1
RE ELA	January '23	19	2	MC	1	1
RE ELA	January '23	20	4	MC	1	1
RE ELA	January '23	21	2	MC	1	1
RE ELA	January '23	22	1	MC	1	1
RE ELA	January '23	23	3	MC	1	1
RE ELA	January '23	24	1	MC	1	1

MC = Multiple-choice question

Regents Examination in English Language Arts – January 2023

Scoring Key: Parts 2 and 3

Examination	Date	Parts	Scoring Key	Question Type	Max Raw Credit	Weight
RE ELA	January '23	2	-	ES	6	4
RE ELA	January '23	3	-	R	4	2

ES = Essay R = Response

The chart for determining students' final examination scores for the **January 2023 Regents Examination in English Language Arts** will be posted on the Department's web site at: <https://www.nysedregents.org/hsela/> on the day of the examination. Conversion charts provided for the previous administrations of the Regents Examination in English Language Arts must NOT be used to determine students' final scores for this administration.

FOR TEACHERS ONLY

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

ELA

ENGLISH LANGUAGE ARTS

Tuesday, January 24, 2023 — 9:15 a.m. to 12:15 p.m., only

RATING GUIDE

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 at <http://www.nysed.gov/state-assessment/high-school-regents-examinations> and select the link "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 Regents Examination in English Language Arts. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Scoring the Regents Examination in English Language Arts*.

ENGLISH LANGUAGE ARTS

Mechanics of Rating

Scoring the Multiple–Choice Questions

For this exam all schools must use uniform scannable answer sheets provided by the regional scanning center or large-city scanning center. **If the student’s responses for the multiple-choice questions are being hand scored prior to being scanned, the scorer must be careful not to make any marks on the answer sheet except to record the scores in the designated score boxes. Marks elsewhere on the answer sheet will interfere with the accuracy of the scanning.**

Before scannable answer sheets are machine scored, several samples must be both machine and manually scored to ensure the accuracy of the machine-scoring process. All discrepancies must be resolved before student answer sheets are machine scored. When machine scoring is completed, a sample of the scored answer sheets must be scored manually to verify the accuracy of the machine-scoring process.

ENGLISH LANGUAGE ARTS

Rating of Essay and Response Questions

- (1) In training raters to score student essays and responses for each part of the examination, follow the procedures outlined below:

Introduction to the Tasks

- Raters read the task and summarize it.
- Raters read the passages or passage and plan a response to the 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 holistic scores (i.e., by matching evidence from the response to the language of the rubric and by weighing all qualities equally).
- Trainer leads review of each anchor paper and commentary. (*Note:* anchor papers are ordered in pairs of high and low within each score level.)

Practice Scoring Individually

- Raters score a set of five practice papers individually. Raters should score the five papers independently without looking at the scores provided after the five papers.
- Trainer records scores and leads discussion until raters feel comfortable enough to move on to actual scoring. (Practice papers for Parts 2 and 3 contain score and commentary.)

- (2) When actual rating begins, each rater should record his or her individual rating for a student's essay and response on the rating sheets provided in the *Information Booklet*, *not* directly on the student's essay or response or answer sheet. Do *not* correct the student's work by making insertions or changes of any kind.
- (3) Both the 6-credit essay and the 4-credit response must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point. **Teachers may *not* score their own students' answer papers.** The scoring coordinator will be responsible for coordinating the movement of papers, calculating a final score for each student's essay or response, and recording that information on the student's answer paper.

Schools are not permitted to rescore any of the open-ended questions on any Regents Exam after each question has been rated the required number of times as specified in the rating guide, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately.



**New York State Regents Examination in English Language Arts
Part 2 Rubric**

Writing From Sources: Argument

Criteria	6 Essays at this Level:	5 Essays at this Level:	4 Essays at this Level:	3 Essays at this Level:	2 Essays at this Level:	1 Essays at this Level:
Content and Analysis: the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of the texts	-introduce a precise and insightful claim, as directed by the task -demonstrate in-depth and insightful analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims	-introduce a precise and thoughtful claim, as directed by the task -demonstrate thorough analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims	-introduce a precise claim, as directed by the task -demonstrate appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims	-introduce a reasonable claim, as directed by the task -demonstrate some analysis of the texts, but insufficiently distinguish the claim from alternate or opposing claims	-introduce a claim -demonstrate confused or unclear analysis of the texts, failing to distinguish the claim from alternate or opposing claims	-do not introduce a claim -do not demonstrate analysis of the texts
Command of Evidence: the extent to which the essay presents evidence from the provided texts to support analysis	-present ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis -demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material	-present ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis -demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material	-present ideas sufficiently, making adequate use of specific and relevant evidence to support analysis -demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material	-present ideas briefly, making use of some specific and relevant evidence to support analysis -demonstrate inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material	-present ideas inconsistently and/or inaccurately, in an attempt to support analysis, making use of some evidence that may be irrelevant -demonstrate little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material	-present little or no evidence from the texts -do not make use of citations
Coherence, Organization, and Style: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	-exhibit skillful organization of ideas and information to create a cohesive and coherent essay -establish and maintain a formal style, using sophisticated language and structure	-exhibit logical organization of ideas and information to create a cohesive and coherent essay -establish and maintain a formal style, using fluent and precise language and sound structure	-exhibit acceptable organization of ideas and information to create a coherent essay -establish and maintain a formal style, using precise and appropriate language and structure	-exhibit some organization of ideas and information to create a mostly coherent essay -establish but fail to maintain a formal style, using primarily basic language and structure	-exhibit inconsistent organization of ideas and information, failing to create a coherent essay -lack a formal style, using some language that is inappropriate or imprecise	-exhibit little organization of ideas and information -are minimal, making assessment unreliable -use language that is predominantly incoherent, inappropriate, or copied directly from the task or texts
Control of Conventions: the extent to which the essay demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling	-demonstrate control of conventions with essentially no errors, even with sophisticated language	-demonstrate control of conventions, exhibiting occasional errors only when using sophisticated language	-demonstrate partial control of conventions, exhibiting occasional errors that do not hinder comprehension	-demonstrate emerging control of conventions, exhibiting occasional errors that hinder comprehension	-demonstrate a lack of control of conventions, exhibiting frequent errors that make comprehension difficult	-are minimal, making assessment of conventions unreliable

- An essay that addresses fewer texts than required by the task can be scored no higher than a 3.
- An essay that is a personal response and makes little or no reference to the task or texts can be scored no higher than a 1.
- An essay that is totally copied from the task and/or texts with no original student writing must be scored a 0.
- An essay that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored a 0.

Everyone wants to be a winner. While that is, of course, objectively not possible, many modern youth sports programs have sought to console those who do not win their championship by presenting them with participation awards. These awards, meant to instill motivation and teamwork in young children, have come under heavy fire from those that believe that only victory should be rewarded. These awards, however, are in fact highly beneficial to children in terms of both motivation and development.

One of the key benefits of bestowing participation awards is that they can considerably improve youngsters' motivation. Put simply, "participation awards and similar accolades also give kids the motivation to persevere" (Text 2, line 11). Knowing that there will be a reward for their hard work whether or not they win, in the end increases the chance that children will put serious effort into learning skills, making youth sports all the more effective in developing children's abilities. This idea is reinforced in Text 2 which states, "participation awards give children tangible evidence of their hard work and thus strengthens their resolve" (Text 2, lines 16-17). As the intended purpose of youth sports is to increase interest and foster basic skills, participation awards align with their goals by ensuring that all participants feel that they have made progress in developing their own capabilities. After all, 8-year-old kids are hardly likely to be breaking any sporting world records, so only rewarding the best out of a group of youngsters who objectively aren't particularly skilled yet would be an exercise in futility.

Another reason why participation awards are

justifiable is that they ensure that potential future athletes do not become discouraged before they can fully explore their talents and aptitudes. The concern here is that many children may become discouraged by early defeats "before they grow into their bodies and their minds and their interests" (Text 3, lines 19-20). Because young children are still physically and cognitively developing, they must be encouraged to follow the paths that appeal to them most so that they will later find satisfaction in their lives. Participation awards encourage this by ensuring that children feel welcome and capable in the entry levels of every sport, allowing them to discover their own niches.

One common argument against participation awards is that they reward children regardless of their total effort or level of success. This seemingly defeats the realistic life lesson that "you need to work hard to get the rewards you desire" (Text 1, line 32). While it is true that participation awards may gratify children who may not have truly earned any type of victory, this does not mean that champions are not rewarded. Most competitions that give out participation awards also give a much larger award to the actual winner(s), so there is plenty of incentive for children to work hard for the greater award. All children will logically desire this greater first-place award, meaning that they will still need to work hard and succeed in order to truly fulfill their ambitions. Thus, participation awards do not prevent children from

learning that hard work is needed to reach their goals. In reality, "only praising and rewarding the victor could have damaging effects to those who don't win, particularly those younger athletes" (Text 1, lines 9-10). Handing out participation awards to everyone, on the other hand, helps to boost both confidence and motivation in all and, thus, encourages all to "keep trying".

Overall, participation awards are a positive factor in promoting healthy interactions in youth sports. They ensure that youngsters remain motivated despite their losses and allow them to explore their interests without constantly experiencing the full shame of defeat. Only rewarding the victors in a competition is a decidedly elitist concept that should be reserved for higher level competitions where the stakes are higher and all participants can reasonably agree that their sole desire is to discover who is the most skilled. After all, where will we find the next generation of athletes if they all lose their will to compete before they've done anything meaningful.

Anchor Level 6–A

CONTENT AND ANALYSIS:

- The essay introduces a precise and insightful claim, as directed by the task (*These awards, however, are in fact highly beneficial to children in terms of both motivation and development*).
- The essay presents an in-depth and insightful analysis of the texts, as necessary to support the claim (*Knowing that there will be a reward for their hard work whether or not they win, in the end increases the chance that children will put serious effort into learning skills, making youth sports all the more effective in developing children’s abilities and Because young children are still physically and cognitively developing, they must be encouraged to follow the paths that appeal to them most so that they will later find satisfaction in their lives*) and to distinguish the claim from alternative or opposing claims (*One common argument against participation awards is that they reward children regardless of their total effort or level of success*).

COMMAND OF EVIDENCE:

- The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*Put simply, “participation awards and similar accolades also give kids the motivation to persevere” and This idea is reinforced in Text 2 which states, “participation awards give children tangible evidence of their hard work and thus strengthens their resolve”*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 2, Lines 16–17*) and (*Text 1, line 32*)].

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, first introducing the issue and a pro claim, followed by two body paragraphs of support focusing on how participation awards *can considerably improve youngsters’ motivation and ensure that potential future athletes do not become discouraged* and a third body paragraph that presents and refutes the counterclaim *that participation awards may gratify children who may not have truly earned any type of victory*, concluding with a reiteration of the claim and a summary of argumentation.
- The essay establishes and maintains a formal style, using sophisticated language and structure (*As the intended purpose of youth sports is to increase interest and foster basic skills, participation awards align with their goals by ensuring that all participants feel that they have made progress in developing their own capabilities and Only rewarding the victors in a competition is a decidedly elitist concept that should be reserved for higher level competitions where the stakes are higher and all participants can reasonably agree that their sole desire is to discover who is the most skilled*).

CONTROL OF CONVENTIONS:

- The essay demonstrates control of conventions with essentially no errors, even with sophisticated language.

Everyone who has participated in a sport at some point in their childhood, ~~recently~~, should be familiar with participation awards. Plastic, shiny gold trophies with little intrinsic value, these awards were given to us just for showing up; and on a losing team, both the best and worst players received this same award. Looking back at my own participation awards, I have realized how little they meant to me and how they made me complacent with my ability. Elementary-age children should not receive participation awards in sports, since participation rewards encourage a sense of entitlement and complacency, and detract from the lessons learned by losing.

Even at a young age, athletes are driven by a need to win. For better athletes, awards for success provide them with their drive to play sports. For worse athletes, participation awards provide them with drive, though their drive is limited to attendance. As stated in lines 27-28 of Text 2, "When children see that they can earn recognition and praise merely by participating, they begin to lose the motivation to be outstanding." Thus, the child driven by a participation award is encouraged to underperform, and the child better at the sport may lose their own enthusiasm for the sport when he sees that using less effort can still get him an award. The complacency generated by participation awards overall discourages young athletes of all skill levels from performing their bests and putting in effort. Additionally, participation awards breed entitlement in children, with

"Children coming to identify privileges and praise as their rights." (Text 2, line 33) This sense of entitlement makes children feel that by attending their sport and doing the bare minimum, they can, and should, receive an award.

Young entitled athletes grow up to be entitled, unproductive members of society who "believe that attendance is all it takes to get a promotion," (Text 4, line 52) which is bad news for society and participation awards.

Participation awards also detract from the benefits of losing. While as a child most of us were sheltered from the storm that is the real world, athletics should ~~not~~ have given us a glimpse, free from the temporary protection of participation awards. Text 2 references this in lines 35 and 36, stating that "Our world is cruel", and some "will not make it". We may want children to feel self-confidence in winning, but creating artificial experiences for them to feel what it's like to be a winner makes for less chances to teach the lessons of losing.

Those who disagree with taking away participation awards believe in providing children with this self-confidence and "love for the sport." In Text 3, Tom Farney is cited stating "the goal is to help kids fall in love with ~~the~~ sports." (line 6) But, ~~if~~ participation awards ~~do~~ represent the main thing ~~that~~ ~~is~~ trying kids to their sport, isn't it better to encourage children to find a different sport, one which they actually enjoy? This is especially important when sports progress into middle- and high-school, when awards become sparse, and children who were participating for participation awards quit. Others argue that childhood is not the time and place to "sort the weak from the strong" (Text 3, line 19)

but that is over-generalizing the purpose of removing participation awards. The underlying purpose is not ~~the~~ natural selection, but instead weeding out the children who don't want to play their sport, and would prefer to do something else that's more constructive.

Therefore, participation awards are a mistake in ~~the~~ elementary-level sports, as they encourage entitlement and an expectation that doing the minimum can be enough in life.

Though simply handing out awards to every player is a bad idea, coaches may be able to borrow ~~from~~ ideas from the author of Text 4, who suggests giving "participation awards" to the highest achievers deserving of recognition. In the future ~~perhaps~~ perhaps children will look at their trophy cabinet with a pride in real accomplishment, rather than viewing it as a ~~plastic~~ container for free plastic.

Anchor Level 6–B

CONTENT AND ANALYSIS:

- The essay introduces a precise and insightful claim, as directed by the task (*Elementary-age children should not receive participation awards in sports, since participation rewards encourage a sense of entitlement and complacency, and detract from the lessons learned by losing*).
- The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*Thus, the child driven by a participation award is encouraged to underperform, and the child better at the sport may lose their own enthusiasm for the sport when he sees that using less effort can still get him an award and We may want children to feel self-confidence in winning, but creating artificial experiences for them to feel what it’s like to be a winner makes for less chances to teach the lessons of losing*) and to distinguish the claim from alternate or opposing claims (*Those who disagree with taking away participation awards believe in providing children with this self-confidence and “love for the sport”*).

COMMAND OF EVIDENCE:

- The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*“When children see that they can earn recognition and praise merely by participating, they begin to lose the motivation to be outstanding”* and with *“children coming to identify privileges and praise as their rights”*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 4, line 52)] and [(Text 3, line 19)].

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, with an opening paragraph that introduces the topic and the claim, followed by two supportive paragraphs that focus on how participation awards cause young athletes to feel entitled and not put in the effort to achieve their best and how they can *detract from the benefits of losing*, a paragraph that presents and refutes the counterclaims based on building self-confidence and the age of participants, and a conclusion that reiterates the claim and generalizes about how giving awards *to the highest achievers* can lead to *pride in real accomplishment*.
- The essay establishes and maintains a formal style, using sophisticated language and structure (*This sense of entitlement makes children feel that by attending their sport and doing the bare minimum, they can, and should, receive an award and While as a child most of us were sheltered from the storm that is the real world, athletics should have given us a glimpse, free from the temporary protection of participation awards*), despite briefly fluctuating into first person point of view in the introductory paragraph (*Looking back at my own participation awards, I have realized how little they meant to me.*)

CONTROL OF CONVENTIONS:

- The essay demonstrates control of the conventions, exhibiting occasional errors [*showing up; and on a; sports, since; rights.*”(Text 2, line 33) *This; sport, isn’t it; strong*” (text 3, line 19) *but*] only when using sophisticated language.

Children across the world participate in youth sports programs; some of them are competitive and some are not. However, there's a way to turn competitive nature into success and take failure out of children's minds. This will ultimately give them a better attitude and make them more positive thinkers. Participation trophies are crucial rewards to give young athletes because they boost their confidence, motivate them to stay active, and prepares them for their future.

Obesity is a huge concern for children in many countries, but it is most dangerous in America. The child-obesity rate in the U.S. is unacceptably high, and that is due to unhealthy diet and inactivity. Giving out awards to young kids for playing a sport will motivate more kids to play and get out the house. "Always giving your best is important. After all, this year's loser could be next year's winner." (Text 1, Lines 13-14). Kids need to feel the urge to work toward something, like a trophy, which they can receive simply by putting in an effort. Also, "participation trophies remind young kids that they are part of something, and may help build enthusiasm to return for another season" (Text 3, Lines 12-13). They need to be enthused to ~~be~~ maintain physical activity; this

may ultimately lead to the extinction of child-obesity, and raise the self-esteem of children.

Depression is also a concerning mental disorder throughout the world. Although children may not be as commonly diagnosed as adults, their self-confidence may be low and that can cause confusion for their future. They are trying to figure out what they want to become in life, and if they're depressed and don't believe in their abilities, then they won't grow up to be successful adults. "They tend to doubt themselves and their abilities, so building up their self-esteem through regular praise is crucial" (Text 2, lines 6-7). It's imperative that children receive trophies for giving their best because it boosts their self-confidence. Trophies can lose their meaning, "but that first participation trophy, it does mean something, especially among the younger kids. The children see them more as symbols and remembrances of an experience" (Text 3, Lines 43-45). Kids will never forget when they got a trophy from playing a sport; whether they won or lost, they still remember the feeling that the trophy gave them.

Many people argue that children won't learn growth from their failures, if they receive

just trophies for playing a sport. However, "instilling personal pride in these students is a vital component of preparing them for success in the real world" (Text 2, lines 7-8). These small awards mean a lot to kids and will motivate them to be great at what they do. It will help them want to work harder, to obtain all of their goals throughout their lives.

Even though participation trophies may not teach young athletes to learn from their mistakes and failures, they make everyone a winner. What matters most is that children feel like they gave their best, and for them to receive some hardware from that, just makes it all worth while.

Anchor Level 5–A

CONTENT AND ANALYSIS:

- The essay introduces a precise and insightful claim, as directed by the task (*Participation trophies are crucial rewards to give young athletes because they boost their confidence, motivate them to stay active, and prepares them for their future*).
- The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*The child-obesity rate in the U.S. is unacceptably high, and that is due to unhealthy diet and inactivity. Giving out awards to young kids for playing a sport will motivate more kids to play and These small awards mean a lot to kids and will motivate them... It will help them want to work harder*) and to distinguish the claim from alternate or opposing claims (*Many people argue that children won't learn growth from their failures, if they receive trophies just for playing a sport*).

COMMAND OF EVIDENCE:

- The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*“participation trophies remind young kids that they are part of something, and may help build enthusiasm to return for another season”* and *“instilling personal pride in these students is a vital component of preparing them for success in the real world”*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 3, Lines 12–13*) and (*Text 2, Line 6–7*)], although the line reference in the first citation is slightly off [(*Text 1, Lines 13–14*) should be (*Text 1, Lines 12–14*)].

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, with an opening paragraph that introduces a claim supporting the awarding of participation trophies, followed by a paragraph that focuses on *child-obesity* and the need to *maintain physical activity*, adding a second body paragraph that centers on *depression* and the low *self-confidence* felt by some children and promotes the power of trophies to improve children's *self-confidence*. A third body paragraph presents and refutes a counterclaim that focuses on the idea *that children won't learn growth from their failures*, and a concluding paragraph that reinforces the claim that *participation trophies* benefit children (*some hardware ... makes it all worth while*).
- The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*However, there's a way to turn competitive nature into success and take failure out of children's minds* and *Even though participation trophies may not teach young athletes to learn from their mistakes and failures, they make everyone a winner*).

CONTROL OF CONVENTIONS:

- The essay demonstrates control of conventions, exhibiting occasional errors (*prepares; enthused; failures, if; that, just*) only when using sophisticated language.

Participation trophies have been very controversial in our everyday lives lately. Many adults think that all kids should win, but that's not always possible. Normally only one team or one player can win so saying that everyone is a winner defeats the purpose. Elementary-age children should not receive participation awards in sports because then they won't play/grow to their full potential.

If every child gets a participation trophy for playing a sport then ~~the ability~~ potential is limited. Also "Understanding the difference between winning and losing is a wildly important life lesson" (Text 1, lines 17-18). Children need to learn there's a difference in order to become successful members of society. They need to learn that success takes effort. Since there is normally one team or person declared a winner, the rest lose. It's a bummer but an important life lesson. "There is no participation award for life" (Text 1, line 31). ~~Adults~~ Adults have to work for the win, whether it be for a promotion or the perfect family life. No one hands them these things. Children can learn this lesson early on by playing sports and realizing that someone wins and someone loses, but they won't learn this lesson by receiving a trophy everytime they step ~~on~~ ^{on} the field. They, rather, will start to feel entitled. They will feel that a reward is credited just for the minimum, and frankly that seems to be a message that is understood by kids today. Kids are becoming too confident just

because they showed up to play. "Overconfidence blinds a person from his faults and prevents growth." (Text 2, lines 23 & 24) Kids need to learn what earning a reward means. The hard work behind ~~the~~ ^{the reward} can be ~~be~~ humbling. "Nonstop recognition does not inspire children to succeed. Instead, it can cause them to underachieve," (Text 4, lines 17 & 18). Receiving that constant recognition can cause a child to think that they are better than others while the child that has actually earned the reward knows just how hard it was to achieve. The child may even appreciate the hard work of others who also work as hard as he or she does. ~~the child that has actually earned the reward~~

Some people think that children should receive participation awards to help boost their confidence. "Giving everyone involved some level of recognition goes a long way toward boosting confidence and promoting future success" (Text 1, lines 10 & 11). Children will have more confidence in themselves if they obtain some recognition for their actions. "Without regular recognition, these children will never be bold enough to take risks or stand up for themselves when they mature into adults." (Text 2, lines 8, 9 & 10). When someone is praised, they feel better about themselves and when they feel this way they tend to work harder and enjoy the work more. This may or may not be true. The opposite can be stated as well; the constant praise can breed overconfidence in a job not so well done, which brings us back to participation awards preventing growth into full potential. If a child is constantly rewarded for mediocrity, why would that child feel the need to excel?

Elementary-age children should not receive participation trophies for playing a sport because they limit children's potential. Although many children could use a boost in confidence, the rewards given for a superior performance are more beneficial later in life. Learning the difference between winning and losing is an important life lesson every kid should learn, even if it does impact confidence. Teaching the child to work harder to earn the reward and then actually receiving an earned trophy should be far more confidence boosting and a reward unto itself.

Anchor Level 5–B

CONTENT AND ANALYSIS:

- The essay introduces a precise and thoughtful claim, as directed by the task (*Elementary-age children should not receive participation awards in sports because then they won't play/grow to their full potential*).
- The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*Children...need to learn that success takes effort* and *Kids are becoming too confident just because they showed up to play ... Kids need to learn what earning a reward means. The hard work...can be humbling*) and to distinguish the claim from alternate or opposing claims (*Some people think that children should receive participation awards to help boost their confidence and the constant praise can breed over confidence*).

COMMAND OF EVIDENCE:

- The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (“*Understanding the difference between winning and losing is a wildly important life lesson*” and “*Nonstop recognition does not inspire children to succeed. Instead, it can cause them to underachieve*”).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 1, line 31*) and (*Text 2, lines 8, 9, & 10*)].

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, with an introductory paragraph that presents the claim which opposes the handing out of participation trophies to all kids, followed by a body paragraph that focuses on the negative effects of participation trophies (*If every child gets a participation trophy for playing a sport then potential is limited*), a second body paragraph that acknowledges and refutes the counterclaim (*If a child is constantly rewarded for mediocracy, why would that child feel the need to accel?*), and a concluding paragraph that summarizes the argument (*Elementary-age children should not receive participation trophies for playing a sport because they limit children's potential*).
- The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Children can learn this lesson early on by playing sports and realizing that someone wins and someone loses, but they won't learn this lesson by receiving a trophy everytime they step on the field* and *Learning the difference between winning and losing is an important life lesson every kid should learn, even if it does impact confidence*) although there are lapses in formality (*play/grow*), possibly for effect (*It's a bummer*).

CONTROL OF CONVENTIONS:

- The essay demonstrates partial control of conventions, exhibiting occasional errors (*contravertial; win so; receive; successful; everytime; minamum; a child...they; accel*) that do not hinder comprehension.

Everybody is a winner. That's what many parents believe to be the good thing about sports these days. Or is it a bad thing? Many people feel that participation trophies set the wrong message for kids. Some, however feel like they encourage kids to stick along for the sport's duration to grow their love for the game. This, however, sets the ~~set up~~ tone that the only requirement to succeed is to show up. Although many feel that participation trophies are helpful to keep kids playing the sport, ultimately they are detrimental to the mentality of young kids.

When playing a sport, many kids often end up on the losing side. This is never fun, and some kids will lose interest due to the lack of success. That's where participation trophies come in. They are to encourage kids to keep playing as they promise a reward for all of their work. As the author of text 3 says, the object of youth sports is to have "kids fall in love with sports and want to come back the next year" (Text 3, Line 16-17). This shows that there are some benefits to participation trophies as they can keep kids playing sports.

Participation trophies, can however, have detrimental effects. These rewards are handed out for merely showing up ~~and~~ and participating. This sends the wrong message for kids as that is not the way that life operates. In order to ~~be~~ be rewarded in life,

you must excel, these trophies send a bad message, as "In the real world, you aren't rewarded if you don't contribute something special," (Text 2, line 37-38). This shows that the awards are harmful to the mentality of children who never feel the need to push themselves to get rewards.

A second reason why participation trophies can have negative effects on kids is that it removes a big obstacle in their way. Normally, to be successful, you must be hardworking and good at what you do to overcome the challenges in your way. However if you know you are going to be rewarded, then what is the point of overcoming challenges if the results are the same? In the text 4, the author states "why bother learning problem solving skills when there are never any obstacles to begin with?" (Text 4 Line 33-34). This shows that these awards breed a sense of complacency that discourages kids from trying.

Ultimately, I feel that participation awards are bad as they make the wrong impressions upon impressionable kids, such as that there will always be a reward with nothing difficult on the way. Even though they can keep some kids interested in the sport, the overall negative effect outweighs the positive.

Anchor Level 4–A

CONTENT AND ANALYSIS:

- The essay introduces a precise claim, as directed by the task (*Although many feel that participation trophies are helpful to keep kids playing the sport, ultimately they are detrimental to the mentality of young kids*).
- The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*This sends the wrong message for kids as that is not the way that life operates and This shows that the awards are harmful to the mentality of children who never feel the need to push themselves to get rewards*) and to distinguish the claim from alternate or opposing claims (*They are to encourage kids to keep playing as they promise a reward for all of their work*).

COMMAND OF EVIDENCE:

- The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*“In the real world, you aren’t rewarded if you don’t contribute something special” and In the text 4, the author states “why bother learning problem solving skills, when there are never any obstacles to begin with?”*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 3, Line 16–17) and (Text 4, Line 33–34)].

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits acceptable organization of ideas and information to create a coherent essay, first introducing the claim and counterclaim, followed by a paragraph that presents the counterclaim which focuses on the *benefits* of participation trophies, then two paragraphs that discuss the *detrimental effects* of giving participation trophies, ending with a summative conclusion (*Ultimately, I feel that participation awards are bad as they make the wrong impressions upon impressionable kids*).
- The essay establishes and maintains a formal style, using fluent and precise language and structure (*This is never fun, and some kids will lose interest due to the lack of success. That’s where participation trophies come in and This shows that the awards are harmful to the mentality of children who never feel the need to push themselves to get rewards*).

CONTROL OF CONVENTIONS:

- The essay demonstrates control of conventions, exhibiting occasional errors (*however feel, line 16–17, trophies ... it, kids ... you*) only when using sophisticated language.

There are many people today that remember receiving participation awards as elementary students. The issue today is whether ~~they~~^{Students} should still receive these awards or get rid of them for good. In Texts one, two, and three, the authors support either claim. Elementary students should still receive participation awards.

In the text, "Pros and Cons: A Look at Participation Trophies for Youth Athletes", they state the claim that the trophies should stop being given. Some critics say that "the point of playing sports—much like any other game—is to win" and ask "why reward anything ~~else~~^{else}" (Text 1). This isn't necessarily true because many youth players play to have fun and make new friends. Some say "no one is going to simply hand you the life you want, you need to work hard to get the rewards you desire" (Text 1). Although this is true, children shouldn't have to worry about matters like this yet. They should be allowed to be happy and feel accomplished, these awards can help with that. Participation awards should still be allowed to be around.

Participation awards increase morality and confidence in themselves. In "Participation Awards: Good or Bad?", the author states that there are "a number of children who are never sure of themselves" so giving them something to be proud about helps "them for success in the real world" (Text 2). A participation award can install a sense of

achievement in a child, increasing their drive to be better. Children are very impatient so "if a child puts a significant amount of effort in an activity" but doesn't have anything to show for it, "he may feel as if his hard work went to waste" (Text 2). This could teach a child to not put effort into anything. Children want to win sometimes but play poorly, they could give up.

Participation awards teach children something. In "In Defense of Participation Trophies: Why they really do Teach the Right Values", the author says "Participation trophies tell them that what matters is showing up for practice, learning the rules," (Text 3). These awards can teach important life long lessons for children. Text 3 states the author's son "never discarded those early participation trophies", they stay on his shelf as memories "of a team that showed up, played hard and... lost every game" (Text 3). The early trophies mean something for kids, that no matter how many games you win or lose, at least they know they tried.

Participation awards should still be kept around. They are meaningful lessons for youth players and reminders of their early years, once they get older. From personal experience, I treasured my awards, and many other people do as well.

Anchor Level 4–B

CONTENT AND ANALYSIS:

- The essay introduces a reasonable claim, as directed by the task (*Elementary students should still receive participation awards*), which develops precision through the course of the text (*Participation awards should still be kept around. They are meaningful lessons for youth players and reminders of their early years*).
- The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*A participation award can install a sense of achievement in a child, increasing their drive to be better* and *These awards can teach important life long lessons for children*) and to distinguish the claim from alternate or opposing claims (*Some say “no one is going to simply hand you the life you want, you need to work hard to get the rewards you desire” ... Although this is true, children shouldn’t have to worry about matters like this yet. They should be allowed to be happy and feel accomplished*).

COMMAND OF EVIDENCE:

- The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*the author states that there are “a number of children who are never sure of themselves” so giving them something to be proud about helps “...them for success in the real world” and “Participation trophies tell them that what matters is showing up for practice, learning the rules”*).
- The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material, citing sources [(Text 1) and (Text 3)], but omitting line numbers.

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits acceptable organization of ideas and information to create a coherent essay, with an introductory paragraph that states a pro claim, followed by a paragraph that presents and refutes the counterclaim *that the trophies should stop being given*, followed by two paragraphs of support focusing on the confidence building and lessons gained that participation awards encourage, and a conclusion that reiterates the claim and notes that these trophies are *reminders of their early years*.
- The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*Participation awards teach children something* and *Participation awards should still be kept around*) that is sometimes inexact (*Participation awards increase morality and confidence in themselves* and *install* for “instill”).

CONTROL OF CONVENTIONS:

- The essay demonstrates partial control of conventions, exhibiting occasional errors (*necassarily; accomplished, these; child ... their; poorly, they; trophies”, they; mean something for kids; kids...you...they, meaningful*) that do not hinder comprehension.

Plenty of people would like to believe that giving children participation awards is a good thing for them. But no elementary-age child should receive participation awards in sports, because it doesn't award proper effort and gives them overconfidence.

A reason why elementary age students should not receive participation awards because it doesn't award proper effort. If the child doesn't put in effort, they shall not get an award. "There is no participation award for life." "You're not going to be rewarded for doing your job, and in fact if you simply show up and don't perform, you won't have a job for long." (text one). We shall prepare children for the future instead of waiting for it to get handed to them.

Another reason why they shouldn't give participation awards to elementary school kids is because it overboosts their confidence. We give a child an award for not doing anything they'll

Continue to not perform." Overconfidence blinds a person from his faults and prevents growth. In this case additional awards are actually destructive for these kids." We ^(text 1/2) give children enough they'll take advantage and over ride confidence, which would never help to teach them

On the other hand most would say, children should receive participation trophies, because it builds enthusiasm to return for the next season.

(text 3) This is wrong because children would then have too much confidence and believe they won. If they want a child to participate in a sport so much they shall work hard for it. Giving children a free pass makes them lazy, they should earn what they have or want.

In conclusion elementary age students should not receive participation awards if they did not work to receive them. If we give them free pass we reward

the wrong thing. Also it gives them overconfidence, that stunts growth.

Anchor Level 3–A

CONTENT AND ANALYSIS:

- The essay introduces a reasonable claim, as directed by the task (*But No elementary-age child should receive participation awards in sports, because It doesn't award proper effort and gives them overconfidence*).
- The essay demonstrates some analysis of the texts (*We shall prepare children for the future instead of waiting for it to get handed to them and This is wrong because children would then have too much confidence and believe they won*) and distinguishes the claim from alternate or opposing claims (*On the other hand most would say, Children should receive participation trophies, because it builds enthusiasm to return for the next season*).

COMMAND OF EVIDENCE:

- The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*"There is no participation award for life" and Overconfidence blinds a person from his faults and prevents growth. In this case additional awards are actually destructive for these kids*).
- The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material, citing the texts, but not citing the lines where the information is found [(text one) and (text 2)].

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits some organization of ideas and information to create a mostly coherent essay, with an opening paragraph that introduces the claim, followed by two brief supportive paragraphs that focus on the negative aspects of participation awards (*because it doesn't award proper effort and it over boosts their confidence*), a paragraph that presents and refutes a counterclaim, and a conclusion that recounts the argument (*elementary age students should not receive participation awards if they did not work to receive them*).
- The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*Plenty of people, We give children enough they'll take advantage and over ride confidence, which would never help to teach them and If we give them free pass we reward the wrong thing*) that is sometimes inexact (*shall* for "should", *there* for "their", *On the other hand*, *to* for "too").

CONTROL OF CONVENTIONS:

- The essay demonstrates partial control of conventions, exhibiting occasional errors (*receive; because It doesn't; child...they shall; infact; case additional; over ride; In conclusion elementary; overconfidence, that*) that do not hinder comprehension with the exception of a pronoun reference (*If they want a child to participate in a sport so much they shall work hard for it*).

Participation awards are trophies that make children recognize their participation in an activity.

This is great for children, ~~because~~ it should be reserved to the elementary-age children, because it'll make students interested in winning and being successful.

As said in ~~the~~ text 3, line 11,

"Participation awards + similar accolades also give kids the motivation ^{to persevere.}"

Kids won't put in effort if there is no reward, they want to feel recognized and achieved. If you want kids to work hard the way to go is by having a ~~reward~~ trophy or certificate if not, they'd have no purpose to do good.

Children can not be equal because then they'd have no reason to do well.

"If children know they will not automatically get an award, what is the impetus for improvement?" (text 4, line 32*)

Some might think people would lose interest after they lose.*

"Losing is tough, but losing your interest is easy" (text 1, line 23)

Although they'd ~~might~~ strive to win, they want the recognition to try harder and harder which will make them do the best they can ever do and achieve their highest.

Kids ~~must~~ should have participation awards to do their best at their youths.

Anchor Level 3–B

CONTENT AND ANALYSIS:

- The essay introduces a reasonable claim, as directed by the task (*This is great for children, it Should be recieved to the elementary-age children, because it'll make Students interested in winning and being successful*).
- The essay demonstrates some analysis of the texts (*Kids wont put in effort if there is no reward, they want to feel recognized and acheived* and *Although they'd strive to win, they want the recognition to try harder and harder*), but insufficiently distinguishes the claim from alternate or opposing claims (*Children can not be equal because then they'd have no reason to do well*) by providing an incorrectly copied quote (*"If children know they will not automatically get an award, what is the impetus for improvement?"*).

COMMAND OF EVIDENCE:

- The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*"Participation awards + similar accolades also give kids the motivation to perserve"* and *"Losing is tough, but losing your interest is easy"*).
- The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material, at times providing inexact information [*text 3, line 11* should be (text 2, line 11)] and [(*Tex 1, line 23*) should be (text 1, line 22)], as well as copying text incorrectly (*if children know they will not automatically get an award*).

COHERENCE, ORGANIZATION, AND STYLE:

- The essay demonstrates inconsistent organization of ideas and information, with an introductory paragraph that states a claim in favor of participation awards, followed by a paragraph of support (*if you went kids to work hard the way to go is by having a trophy or certificate*), then a series of loosely-connected sentences that allude to a counterclaim, and a brief attempt to refute the counterclaim, which becomes incoherent at times due to the lack of transitions or explanations. The essay concludes with a reiteration of why participation awards are important.
- The essay lacks a formal style, using some language that is inappropriate and imprecise (*it Should be recieved to the elementary-age children, awards + similar, you went kids, no purpose to do good, achieve their highest, and best at their youth*).

CONTROL OF CONVENTIONS:

- The essay demonstrates emerging control of conventions, exhibiting occasional errors [*children, it Should be recieved; children, because; perserve; wont; reward, they; work hard the way; trophy; certificate if not; Improvement?"* (text 4, line 32); *highest Kids*].

Should elementary-age children receive participation awards in sports?

At this time most of people found themselves in many sports. Sports is good for people and mostly for children. Sports give us a wealthy life, and good responsibility in life. In my opinion children elementary-age should receive participation awards in sports. Yes, I know that people will win and lose in sports, but I will explain why either way children elementary-age should receive participation awards in sports.

The first, everyone wants to play will play a game, but when we lose "it teach us how to bounce back and recover from loss, while also providing athletes or performers with drive and purpose to be better." (text) If we want something in life we should work hard for that. We need hard work for better work, we need to practice and be better, that someone be proud.

The second, participation awards give us stamina for life. When we have motivation we are working hard. If a child age 0-12

parents should give a chance to play any sports in life, we should. "Sport is life." (one of Ukrainian sportsmen) We need to try to do everything and be motive to do it.

In conclusion, children elementary-age should receive participation awards in sport. They need to be proud of themselves, they need to work hard win and loose, but stay better and be better. If you work hard, you will have a good future.

Anchor Level 2–A

CONTENT AND ANALYSIS:

- The essay introduces a claim (*In my opinion children elementary-age should receive participation awards in sports*).
- The essay demonstrates confused or unclear analysis of the texts (*If we wanna have something in life we should work hard for that* and *If a child age 0–12 parents should give a chans to play any sports in life, we should*), failing to distinguish the claim from alternate or opposing claims.

COMMAND OF EVIDENCE:

- The essay presents ideas inconsistently and inaccurately in an attempt to support analysis, with evidence that is relevant but miscopied (“*it teach us how to bounce back and recover from loss, while also providing athletes or performers with drive and purpose to be better*”) and another that makes use of an irrelevant observation (“*Sport is life*”) credited to a *Ukrainian Sportsmen* not found in any of the texts.
- The essay demonstrates little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material, making use of quotation marks for only one direct quote, citing the text (*Text 1*) but with no line reference.

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay, with an introductory paragraph that states the same claim twice in favor of participation awards, followed by two paragraphs that digress from the claim in an attempt to support it (*We need hart for better Work, We need to practice and be better, that someone be proud* and *If a child age 0–12 parents should give a chans to play any sports in life, we should*), concluding with a paragraph that reiterates the claim although the final sentence does not accurately reflect the claim (*If you work hard, you will have a good future*).
- The essay lacks a formal style, using some language that is inappropriate or imprecise (*most of people, good responsibilty, loose* for “lose”, *The first, everyone, wanna* for “want to” *someone be proud*).

CONTROL OF CONVENTIONS:

- The essay demonstrates emerging control of conventions, exhibiting occasional errors (*people found themself, responsibilty, In my opinion children, hart, child age 0–12, chans, be motive, theirself*, and shifts perspectives from third to first person to second person throughout the essay) that hinder comprehension.

I say their should be not partisapasion trophies. Kids shoudnt get trophies just for playing games. Older kids an adolts dont get trophies so why shoud kids. Just cuz there liddle an probably there parents teachers an coach's make him play. Not everyone a winner says people so kids that dont wanna play shoudnt or they feel bad cuz they "gave it there all". But if they dont wanna play they want gave their all. I dint wanna play an didnt give my all thats why kids shoudnt be give partisapasion trophies,

Anchor Level 2–B

CONTENT AND ANALYSIS:

- The essay introduces a claim (*I say their should be not partisapasion tropies*).
- The essay demonstrates confused and unclear analysis of the texts (*Older kids an adolts dont get tropies so why shoud kids*), failing to distinguish the claim from alternate or opposing claims.

COMMAND OF EVIDENCE:

- The essay presents little evidence from the texts (*Not evryone a winner* and *They “gave it there all”*), though it is not identified as such.
- The essay does not make use of citations.

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay, consisting of only one paragraph that states a claim opposing participation trophies, followed by unsupported statements (*Just cuz there liddle an probably there parnts teachres an coach’s make him play* and *But if they dont wanna play they wont gave their all*) and a digression into a personal observation (*I dint wanna play an didn’t gave my all*), concluding with a reiteration of the claim (*thats why kids shoudn’t be give partisapasion tropies*).
- The essay lacks a formal style, using some language that is inappropriate or imprecise (*their* for “there”, *should be not*, *an* for “and”, *cuz* for “because”, *there* for “they’re”, *there* for “their”, *Not evryone a winner*, *wanna* for “want to”, *shoudn’t be give*).

CONTROL OF CONVENTIONS:

- The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*partisapasion*, *tropies*, *shoudnt*, *adolts*, *dont*, *so why shoud kids*, *liddle*, *parnts*, *teachres*, *coach’s*, *evryone*, *people so*, *they wont gave their all*, *didn’t gave my all*, *thats why*) and a vague pronoun reference (*make him play*) that make comprehension difficult.

Participation Awards would be a excellent Idea. This make will make kids feel less left out when it comes to winning or Achieving anything. also it'll be smart to have equal prizes for all participants

Anchor Level 1–A

CONTENT AND ANALYSIS:

- The essay introduces a claim (*Participation Awards would be a excellent Idea*).
- The essay does not demonstrate analysis of the texts.

COMMAND OF EVIDENCE:

- The essay presents no evidence from the text.
- The essay does not make use of citations.

COHERENCE, ORGANIZATION, AND STYLE:

- The essay presents ideas inconsistently, in an attempt to support analysis of three sentences that include a claim and two personal statements of support that lack in both explanation and textual proof.
- The essay is minimal, making assessment unreliable.

CONTROL OF CONVENTIONS:

- The essay is minimal, making assessment of conventions unreliable.

Yes Must be kindergarden children get in sports. Because everyone is different some people has sport skills when they was born if they have better sports skills than school classes they have to get sports. Because you can learn more when you are young why would I lose time. You could get everything but you cannot get time back. For me this is one of the most important thing to education.

Anchor Level 1-B

CONTENT AND ANALYSIS:

- The essay does not introduce a claim that is related to the task.
- The essay does not demonstrate analysis of the texts.

COMMAND OF EVIDENCE:

- The essay presents no evidence from the text.
- The essay does not make use of citations.

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits little organization of ideas and information in a single paragraph that opens with an off task statement (*Yes, Must be kindergarden children get in sports*), followed by a series of loosely-related comments that lead to personal reflection (*why would I lose time ... For me this is one of the most important thing to education*).
- The essay is predominantly incoherent (*some people has sport skills when they was born if they have better sports skills than school classes they have to get sports*).

CONTROL OF CONVENTIONS:

- The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*sports. Because; different some people has; they was; young why...time you; everything but; For me this*) that make comprehension difficult. While it is predominately a 1, it is also a personal response that can be rated no higher than a 1.

Elementary-age children should receive participation awards in sports. It is a good way to encourage them to play the sports. The trophies hold a sense of ~~confidence~~^{confidence} when the children receive them. They also teach the children that it's not always about winning, but the effort you put into the games and practices that matter.

The trophies for participation are a good way to encourage the children to try and play sports. "Participation awards... give kids the motivation to persevere" (Text 2, line 11). Giving them these awards encourages + motivates them to do better and give it their all. "Participation trophies remind young kids that they are part of something..." (Text 3, line 12). Young children should always be encouraged to have fun and play around. ~~and~~ The participation trophies help give kids ~~in~~ the encouragement needed at a young age.

Participation trophies tend to hold a sense of confidence when the children receive them. "Participation awards give children tangible evidence of their ~~work~~ hard work and thus strengthen their ~~own~~ resolve" (Text 2, lines 16-17). Kids should always have that sense of confidence after completing a great task like a sports season. Building up their confidence levels at a young age is good for them. ~~and~~ "Installing personal pride in these students is a vital component of preparing them for success in the real world." (Text 2, lines 7 and 8). If kids don't learn to be confident at a young age, they won't know how to stand up and speak out for themselves in the real world. The trophies help ~~to~~ start the process of building up

the children's confidence levels.

These trophies teach the children that it's not always about winning, but the effort you put into the games and practices is what matters most. "Participation trophies tell them that what matters is showing up for practice, learning the rules and rituals of the game and working hard" (Text 3, lines 23-24). Young ~~also~~ children should learn this stuff early on so when they get older, they won't expect that not winning a game always means you're a loser. This teaches them that practicing is key to success and to just have fun during the games. "It tells the athletes that they may not have won, ~~but~~ but they gave it their all, and always giving your best is important" (Text 1, line 11-13). Putting in your best effort is good for the mind of a young child. It helps them to learn not to be over confident but not a negative player either.

Other people could counter that elementary-age children shouldn't receive a participation trophy. They would say that "it teaches us how to deal with and overcome adversity . . . you don't always get what you want" (Text 1, lines 18-19). But, as a young child, losing and not at least being recognized for your effort and participation can be soul crushing. It brings them down and makes them think that they aren't any good. You don't want to put a child down + deflate their ~~self~~ confidence over just a little game. That's why elementary-age children should receive a participation trophy.

In the life of sports winners get rewarding while losers go home. This doesn't imply for the youth. Whether or not he win they still get rewarding for participation. They're are many pros and cons into this situation. Elementary age child should not receive participation awards in sports cause they become blindly overconfident and not know what real sport is says Jent 2. "As this a quality that we desire in our children"? They be lazy and fail as parents coach or teacher and all cause of participation trophies telling them this good for doing nothing.

Trophies are part and parcel of playing sports; there's nothing like receiving a trophy after working hard to win a championship game, with relatives and friends looking on and cheering in the crowd. The motivation and confidence that trophies develop in children has led many to start handing over participation trophies, ~~prize~~ trophies that are awarded to children merely for showing up to participate in a game. Proponents tout the benefits: participation trophies are said to boost confidence, encourage commitment, and inspire young children to participate and give the game their all regardless of the outcome. While this argument has some merit, a closer look reveals that the disadvantages far outweigh the advantages. These rewards should not be offered, as they cause children to underachieve by not pursuing success. Also, an award for participation breeds complacency, and causes children to feel a sense of entitlement in everything they do.

Participation trophies for showing up teaches kids that they will be rewarded regardless of their effort. Children do not gain the skills of dealing with failure, a reality of life. They also become unmotivated and see no reason to work hard in order to succeed when they are rewarded either way. "Awards can be powerful motivators, but nonstop recognition does not inspire children to succeed" (Text 4, lines 17-18). The reality is that if children are to be motivated for success, they must be taught that only hard work and perseverance will make them worthy of reward. Handing out participation trophies only serves to distance them from this recognition. According to Text 2, lines 31 and 32,

Part 2 – Practice Paper – C

"There is no participation award for life. No one is going to simply hand you the life you want, you need to work hard to get the rewards you desire."

Furthermore, as stated in Text 2, lines 26 and 27, "participation awards breed complacency" and lead to "a sense of entitlement" most undesirable in our youth. They do not feel the need to push themselves, and even when they perform poorly, they feel that they are worthy of an award. "If they feel that they will be rewarded regardless of effort or ability, it could discourage them from improving their skills; it may even convey to our outstanding achievers that their hard work and skill is no more special than the work of their mediocre counterparts" (Text 2, lines 28-32). In this age, when narcissism and feelings of entitlement are rampant, giving rewards for merely showing up would be unwise. This sense of entitlement will remain with them into adulthood, and society will become lazier and more arrogant as a result.

Some argue that by rewarding children for participation, confidence is raised and commitment, regardless of the outcome, is encouraged. While this may be true, the long term effects are largely detrimental. This increased confidence causes children to become vulnerable to failure, and they won't have the skills necessary to rise above inevitable difficulties in life. Participation trophies give kids an unrealistic view of life that one is rewarded even when he or she does not perform adequately. As it says in Text 4, lines 20 and 21, "But after such praise of their innate abilities,

they collapse after the first experience of difficulty. "

Also, the complacency and sense of entitlement described above outweigh any advantage of commitment or unfounded confidence.

Participation trophies are becoming increasingly popular. While trophies may serve as confidence boosters and encourage participation, billions are being spent providing kids with rewards for showing up to games. This trend must be stopped as the reality is that these trophies cause children to underachieve and not pursue success. They also add to the sense of entitlement and narcissism that is only too common in our youth today. If a healthy society breeding success is desired, participation trophies should not be offered. The result will be higher success rates and more capable adults, ready to face and overcome failure.

Many people argue whether or not elementary-age children should receive participation awards in sports. Even though some may argue one should be rewarded for proper efforts, meaning you should work hard things should not be handed to you. Ultimately elementary-age children should receive participation awards in sports because it builds confidence, gives you something to play for, and last but not least it gives a sense of motivation.

Elementary age children should receive participation awards in sports because it builds confidence. In the text, "Participation Awards: Good or Bad" it stated, "Instilling personal pride in these students is a vital component for preparing them for success in the real world." (lines 8-10). Even though some may argue, "There is no participation award for life," (Pros and Cons: A Look At Participation Trophies for Youth Athletes, lines 31) Giving everybody who plays the sport at least an award even if it's for trying out would evidently make one feel good about themselves, and would make them want to engage more in the sport, and would lead them to putting in more effort to work up to try and get the best award. Even though in the real world awards are not giving out like candy, starting rewarding one at a young age ultimately shows one what they also have to do. For example, elementary age children get awards for "putting in the most effort", "player of the year" having the aspect of if I put in the most effort I'll get rewarded would get you a long way. Why? because more effort means more work done, the more engaged you are, and lastly the more you are trying.

Recently, there has been a lot of debate over participation awards. It is true that not every one can win and in the real world hard work isn't always rewarded (Text 4). Nevertheless, ~~the confidence and~~ keeping children interested and motivated to work hard is even more important. The future success of all children is benefitted by receiving participation awards because they are taught important values ~~of~~ ^{of} hard work and having confidence (Text 2). Overall, elementary-aged children should be receiving participation awards.

During elementary school, children should be learning confidence that they can keep with them their whole lives. Some people argue that participation awards only lead to "overconfidence". Therefore, blinding "a person from his faults" and preventing "growth" (Text 2, 23-24). That may be true but there are more children who struggle with confidence and are "never sure of themselves". Elementary school is an important time to build "up their self-esteem through regular praise" (Text 2, 5-7). Despite the few children that become overconfident, ~~the~~ all children deserve to learn confidence, even if it is only from receiving a participation

award, confidence won't only benefit them in elementary school but it is ~~crucial~~ ^{crucial} ~~to~~ "preparing them for success in the real world (Text 2, 9). If they never gain that confidence they won't be able to handle the challenges that come with being a mature adult (Text 2, 10). One reason children should receive participation awards is to boost their confidence that they can carry through their whole lives.

In addition, participation awards can keep children interested in activities even if they are not winning. One misconception towards awarding participation is that "it can cause them to underachieve." (Text 4, line 19). The reason that it is a misconception is that they are really being taught that "always giving your best is important" (Text 1, 12-13). Just because they don't win doesn't mean that their hard work shouldn't be valued. If they get rewarded for putting in the effort, they will keep putting the effort in. Besides children trying their best it is even more important that as elementary-aged students, they don't lose interest. When "the losses start piling up," "losing your interest is easy" (Text 1, 22-23). Children lose, that is a fact. However, it is crucial that they keep trying. Elementary-aged children are

so young and it would be bad for them to lose interest so early on. Just "because you aren't the best doesn't mean you don't deserve to compete at all" (Text 1, 29-30). That is an extremely important lesson for children to learn. A participation award is a quite simple thing, in reality. Even so, its benefits are undeniable. Participation awards teach elementary-aged children to always try their best and to stay interested, even if they are not winning.

Lastly, just because hard work isn't rewarded in the real world doesn't mean participation awards will prevent children from learning that lesson. "Our world is cruel" and unless you offer something special, no one will reward you (Text 2, 36-39). No one is denying the value of that lesson. However, even by giving children participation ~~to~~ awards children can still learn that lesson. Children are naturally competitive and as they get older it only increases. Also with increasing age, ~~the~~ participation trophies lose their meaning. They are not as special later in life but that doesn't mean that when in elementary school their meaning should be taken for granted (Text 3,

41-45). By the time children reach an age where it is time to learn the lessons about the real world, and "there is a time," participation awards don't mean the same thing. They should be allowed to grow before they have to learn the big difference between winning and losing. Elementary-aged student will not be harmed by receiving participation awards, only benefited.

The debate over participation awards has important points. First, even though some kids become overconfident, it also boosts those who struggle with it. It is necessary to give ~~that~~ kids a good healthy self-esteem to help them succeed in the future. Secondly, ~~the~~ ~~mis~~ misconception that kids will underachieve because more often they are being taught perseverance while also staying interested in activities. Lastly, the lesson that not everyone can win will still be taught because by the time that lesson ~~can~~ can be taught, the ^{participation} awards don't have the same meaning. Overall, elementary-aged children should receive participation awards because the benefits outweigh any of the ~~believed~~ ~~proposed~~ negatives.

Practice Paper A – Score Level 4

Holistically, this essay best fits the criteria for Level 4. The essay introduces a precise claim with appropriate and accurate analysis and distinguishes the claim from opposing claims. The essay presents ideas sufficiently with proper citations and exhibits acceptable organization with a formal style and appropriate structure, demonstrating partial control of conventions.

Practice Paper B – Score Level 2

Holistically, this essay best fits the criteria for Level 2. The essay introduces a claim against participation awards with a confused analysis and no counterclaim. The essay presents ideas inconsistently using little evidence, with one citation but no line numbers. The essay exhibits inconsistent organization, failing to create a coherent essay that lacks a formal style using inappropriate and imprecise language. There is a lack of control of conventions with frequent errors that make comprehension difficult.

Practice Paper C – Score Level 6

Holistically, this essay best fits the criteria for Level 6. The essay introduces a precise and insightful claim supported by an in-depth and insightful analysis which includes distinguishing the claim from the counterclaim. Ideas are presented and supported fully and thoughtfully through a wide range of specific and relevant evidence that is properly cited. The essay is skillfully organized in a cohesive and coherent manner while maintaining a formal style that uses sophisticated language and structure and contains essentially no convention errors.

Practice Paper D – Score Level 3

Holistically, this essay best fits the criteria for Level 3. The essay introduces a precise and thoughtful claim with appropriate and accurate analysis that distinguishes a claim from alternate claims with proper citation of sources and exhibits acceptable organization to create a coherent essay using precise and appropriate language. Although this is holistically a level 4 essay, it addresses fewer texts than required by the task and can be scored no higher than a 3.

Practice Paper E – Score Level 5

Holistically, this essay best fits the criteria for Level 5. The essay introduces a precise and thoughtful claim and demonstrates thorough analysis of the texts to support the claim and to distinguish the claim from an opposing claim. Ideas are presented clearly and accurately using specific, often paraphrased, evidence from the texts. Citation format is proper although there is some slight misidentification of line numbers. The style is formal, using language that is fluent and precise with sound structure. The essay demonstrates control of the conventions, exhibiting occasional errors only when using sophisticated language.



**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 -are minimal, making assessment unreliable
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	-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.

The author Mary Shelly attempts to show how humanity is hypocritical through her novel Frankenstein. In this excerpt, she uses irony to show how humans claim to be civilized and humane, yet are often just the opposite. She does this by showing how they often hurt those they don't understand and, because of that, believe them to be monsters, while they, in reality, are the real monsters.

Evidence shows that humans often act contradictory to how they say they believe they should act. One way Shelly portrays this concept is by making the monster not be human, but rather a participant and observer of human behavior. When the narrator found the shepherd's shelter and food, both evidence of a civilized and humane society, the old man he encountered "shrieked, loudly, and, quitting the hut, ran across the field" when he saw the narrator. (49-50). This shows the hypocritical nature of humans in that they claim to be civilized and humane, yet are anything but that as seen by the old man's frantic and wild response while seeing the narrator.

Mary Shelly uses irony throughout the excerpt to reinforce man's hypocritical nature. While in the above instance, the "monster" was curious and enchanted in his innocence, the old man of "civilized" society was immediately judgemental, never caring to understand or help this stranger in need who came

to his door. Another ironic instance that shows how humanity is hypocritical is when the narrator goes into the village and he was stoned and attacked because the villagers thought he was a monster as seen in the following quote.

"The whole village was roused; some fled, some attacked me, until, grievously bruised by stones and many other kinds of missile weapons, I escaped." ⁽⁶⁵⁻⁶⁸⁾

However, the stereotypical image of a monster is not something with feelings and, repeatedly, the narrator has shown such innocent feelings as joy, curiosity, surprise, fear and enchantment.

The irony here is that the people attacking the "monster" exhibit traits that are stereotypical of a monster.

This just reinforces the idea of human hypocrisy.

The villagers in the story attacked the narrator out of fear that he was a monster. However,

the reader has not seen the narrator commit any monstrous acts and, it seems the "civilized" humans are the true monsters hurting this

innocent narrator. This irony makes it clear that humans are often hypocritical in nature and in the acts they commit.

Anchor Level 4–A

CONTENT AND ANALYSIS:

- The response introduces a well-reasoned central idea (*humanity is hypocritical*) and a writing strategy (*she uses irony to show how humans claim to be civilized and humane, yet are often just the opposite*) that clearly establish the criteria for analysis.
- The response demonstrates a thoughtful analysis of the author’s use of irony to develop the central idea (*the “monster” was curious and enchanted in his innocence, the old man of “civilized” society was immediately judgemental and The irony here is that the people attacking the “monster” exhibit traits that are stereotypical of a monster*).

COMMAND OF EVIDENCE:

- The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*the old man he encountered “shrieked, loudly, and, quitting the hut, ran across the field” and “The whole village was roused; some fled, some attacked me, until, grievously bruised by stones and many other kinds of missile weapons, I escaped.”*).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits logical organization of ideas and information to create a cohesive and coherent response, with an opening paragraph that introduces a central idea and writing strategy, followed by a second paragraph that focuses on how *humans often act contradictory to how they say they believe they should act*, followed by a third paragraph that presents examples of the use of irony to emphasize *man’s hypocritical nature*, concluding with a reaffirmation of how irony supports the central idea (*This irony makes it clear that humans are often hypocritical in nature and in the acts they commit*).
- The response establishes and maintains a formal style, using precise language and sound structure (*the narrator has shown such innocent feelings as joy, curiosity, surprise, fear and enchantment and it seems the “civilized” humans are the true monsters hurting this innocent narrator*).

CONTROL OF CONVENTIONS:

- The response demonstrates control of conventions with infrequent errors (*contradictory and shrieked; loudly*).

The central idea of this passage is the true barbarity of man. This is exemplified by man's poor treatment of the supposed monster, Frankenstein. Frankenstein's knowledge of the world in this passage is little more than a babe's. He had not yet mastered control over his senses as shown by him saying "It was, indeed a long time before I learned to distinguish between the operations of my various senses." Along with this, the poor monster is entirely unknowledgeable when it comes to worldly affairs. His incident with fire exemplifies this as the ignorant being "thrust my [his] hand into the live embers" out of delight of their warmth, unknowing of his future pain. Despite Frankenstein having the innocence of a child, he is villainized for the way he looks. His monstrous figure and uncouth speech cause ~~an~~ the entirety of a village to turn on and maul him. This poor, ignorant being was merely in the search of ~~food and~~ shelter and nourishment, yet was driven from the town as ~~the~~ the Gauls from Southern France. The villagers judged a ~~movie~~ film for its box cover and not its actual substance and that is the true barbarity of man. Turning one's back on a babe due only to its disfigurement.

This idea of the inhumane barbarity found in humans is developed through clever use of juxtaposition. The ~~barbarity~~ barbarity and misery of the human experience corrupts the innocence of Frankenstein. While Frankenstein is ignorant and

new to the world and merely attempting to survive, the evil people of a town near Ingolstadt turn him away, batter and bruise him. The delight and joy of the monster is juxtaposed with the deeplying evil found in mankind. The villagers force the monster into refuge despite the monster not ~~not~~ causing any harm. This barbarity is parallel to that of earlier societies as Spartans would leave innocent babes to waste away on cold, unloving rocks, merely for having the slightest of deformities or physical abnormalities. The innocence of Frankenstein is juxtaposed with the aggression and hatred of man to express the barbarity found in human nature.

Anchor Level 4–B

CONTENT AND ANALYSIS:

- The response introduces a well-reasoned central idea (*The central idea of this passage is the true barbarity of man*) and a writing strategy (*This idea of the inhumane barbarity found in humans is developed through clever use of juxtaposition*) that clearly establish the criteria for analysis.
- The response demonstrates a thoughtful analysis of the author’s use of juxtaposition to develop the central idea (*The barbarity and misery of the human experience corrupts the innocence of Frankenstein and The delight and joy of the monster is juxtaposed with the deep-lying evil found in mankind*).

COMMAND OF EVIDENCE:

- The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*the poor monster is entirely unknowledgeable ... His incident with fire exemplifies this as the ignorant being “thrust my [his] hand into the live embers” and While Frankenstein is ignorant and new to the world and merely attempting to survive, the evil people of a town near Ingolstadt turn him away, batter and bruise him*).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits logical organization of ideas and information to create a cohesive and coherent response, beginning with a paragraph that states and supports the central idea of *the true barbarity of man*, followed by a second paragraph which focuses on the author’s use of juxtaposition to support the central idea with a summarizing final statement (*The innocence of Frankenstein is juxtaposed with the aggression and hatred of man to express the barbarity found in human nature*).
- The response establishes and maintains a formal style, using precise language and sound structure (*His monstrous figure and uncouth speech cause the entirety of a village to turn on and maul him*).

CONTROL OF CONVENTIONS:

- The response demonstrates partial control of conventions with occasional errors that do not hinder comprehension (*saying “It; societies as Spartans; aggression*).

Attitude can be impacted ~~by many things~~ ^{as easily} as human nature is dependent upon its environment. In this passage called "~~Frankenstein~~" "Frankenstein", ~~the~~ the author's use of diction helps to convey this central idea surrounding the impact of one's environment on attitude.

The diction of this passage does help to convey the theme or central idea that attitude is impacted by one's environment. In the second paragraph, lines 17-21, the narrator is alone in empty place in nature, and is damp from the dew on the ground. This obviously is not a pleasurable environment to be in, and the diction reflects the narrator's thoughts regarding such an environment. His attitude suggests uncomfortableness and concern because of the use of words like "cold", line 17, "desolate", line 18, "insufficient", line 19, and "miserable wretch", line 20. These words ~~convey a~~ support a negative tone that is ~~also~~ crucial to this paragraph in the passage. The narrator's feelings are being conveyed through the vocabulary he utilizes ~~in~~ in the paragraph.

Another excellent example of diction ~~conveying~~ aiding in the conveyance of a central idea would be the first half of the ~~to~~ sixth paragraph, from lines 58 to 65. The narrator wakes up in an amazing place, he hadn't felt true joy since finding the house with all essentials. This really had a positive impact on his mental and physical well-being. The

tone of the passage changed to a much more uplifting type. This change in tone was conveyed by the diction of the author. The author used words like "allured," "warmth," and "miraculous" to show ~~the~~ the attitude the narrator was attempting to convey. The diction of the sixth paragraph really showed how attitude can be impacted by one's environment.

~~the~~ In the final analysis, the attitude of a particular person ~~can~~ can be impacted by environment. This was the message conveyed by the use of diction in the passage "Frankenstein". Overall, the passage conveyed the message using ~~the~~ diction to convey the tone.

Anchor Level 3–A

CONTENT AND ANALYSIS:

- The response introduces a clear central idea (*Attitude can be impacted easily as human nature is dependent upon its environment*) and a writing strategy (*the author’s use of diction helps to convey this central idea*) that establish the criteria for analysis.
- The response demonstrates an appropriate analysis of the author’s use of diction to develop the central idea (*the diction reflects the narrator’s thoughts regarding such an environment. His attitude suggests uncomfortableness and concern and The narrator’s feelings are being conveyed through the vocabulary he utilizes in the paragraph*).

COMMAND OF EVIDENCE:

- The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*the use of words like “cold”, line 17, “desolate”, line 18, “insufficient”, line 19, and “miserable wretch”, line 20 and The author used words like “allured”, “warmth,” and “miraculous” to show the attitude the narrator was attempting to convey*).

COHERENCE, ORGANIZATION, AND STYLE:

- 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 two paragraphs that exemplify how diction is used (*In the final analysis, the attitude of a particular person can be impacted by environment. This was the message conveyed by the use of diction in the passage “Frankenstein”*).
- The response establishes and maintains a formal style, using appropriate language and structure (*Another excellent example of diction aiding in the conveyance of a central idea would be the first half of the sixth paragraph*).

CONTROL OF CONVENTIONS:

- The response demonstrates control of conventions with infrequent errors.

In the story "Frankenstein", the author uses figurative the writing strategy setting to convey the central idea. The central idea of the story is how one's motivation can keep you alive. One example is, "One day when I was oppressed by cold..." This portrays the central idea because no matter what the setting is he still has the motivation to keep going. Another example is "I was enchanted by the appearance of the hut; here, the snow and rain could not penetrate." This shows how the hut protects him and how the setting does not affect him.

In the story the author uses setting to convey the central idea. An example of this is how even though it is winter time in the forest he still has the motivation to keep going. In conclusion the author wanted us to see that with a little motivation we can get stuff done! ~~The author says men~~

Anchor Level 3–B

CONTENT AND ANALYSIS:

- The response introduces a clear central idea and a writing strategy that establishes the criteria for analysis (*In the story “Frankenstein”, the author uses the writing strategy setting to convey the central idea. The central idea of the story is how motivation can keep you alive*).
- The response demonstrates a superficial analysis of the author’s use of setting to develop the central idea (*This portrays the central idea because no matter what the setting is he still has the motivation to keep going and This shows how the hut protects him and how the setting does not effect him*).

COMMAND OF EVIDENCE:

- The response presents ideas inadequately in an attempt to support analysis (*One example is “One day when I was oppressed by cold ...”*), making use of some evidence that may be irrelevant (*“I was enchanted by the appearance of the hut: here the snow and rain could not penetrate”*).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits acceptable organization of ideas and information to create a coherent response, with an opening paragraph that introduces the central idea and writing strategy and a second paragraph that provides examples of both the writing strategy and the central idea (*In the story the author uses setting to convey the central idea ... the author wanted us to see that with a little motivation we can get stuff done*).
- The response establishes and maintains a formal style, using appropriate language (*even though it is winter time in the forrest he still has the motivation to keep going*) with some deviations (*effect for “affect” and get stuff done*).

CONTROL OF CONVENTIONS:

- The response demonstrates partial control of conventions with occasional errors (*“Frankenstein”, the; is “One; setting is he; forrest he*) that do not hinder comprehension.

If you don't know the world
around you it will then hurt you.

Through use of imagery Shelley demonstrates
Frankenstein's folly. In Lines 33-35
Frankenstein finds a fire. "I thrust
my hand into the live embers."

Frankenstein has not experienced a fire before
so it hurts him. In Line 47 Frankenstein
is amazed at the hut. "This was a
new sight to me"... Frankenstein has
never left the lab; never experienced a structure
as such. After he left the lab a strange
set of sensations were upon him "A strange
multiplicity of sensations seized me..." (Like)

Frankenstein is unsure of how to satisfy
his needs. If you don't know the world
around you it will then hurt you.

Anchor Level 2–A

CONTENT AND ANALYSIS:

- The response introduces a clear central idea (*If you dont know the world around you it will then hurt you*) and a writing strategy (*Through use of imagry Shelley demonstrates Frankensteins folly*) that establish the criteria for analysis.
- The response demonstrates a superficial analysis of the author’s use of imagery (*Frankenstein have never left the lab; never experienced a structure as such*).

COMMAND OF EVIDENCE:

- The response presents ideas inconsistently and inadequately (*“I thrust my hand into the live embers..”*. *Frankenstein has not experienced a fire before so it hurts him and Frankenstein is amazed at the hut. “This was a new sight to me”*), making use of some evidence that may be irrelevant (*After he left the lab a strange set of sensations were upon him “A strange multiplicity of Sensations Seized me”*).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits inconsistent organization of ideas and information, with a single paragraph attempting to prove that Shelley’s use of imagery supports the idea that *if you dont know the world around you it will then hurt you*, but providing a single quote from the text that supports a literal interpretation of the central idea, followed by two other quotations that are irrelevant and a repetition of the central idea as a concluding statement.
- The response establishes and maintains a formal style, using appropriate language and structure (*Frankenstein is unsure of how to sate his needs*).

CONTROL OF CONVENTIONS:

- The response demonstrates emerging control of conventions with some errors that hinder comprehension (*dont; imagry; Frankensteins folly; In Lines; “.I; Frankenstein have never; lab; never; Seized me”... .(Line 2) Frankenstein*).

The central idea of the text "Frankenstein" is misplaced. He doesn't know where to go, everywhere he goes that has people, they get scared & run or attack. The moral of this story is don't judge a book by its cover.

Frankenstein comes across a hut he assumes a shepherd owns it. Frankenstein decides to check it out & he finds an old man, the man shrieks & bolted out of the door & across the field. Another thing similar to this is when he comes across a village. He sees fresh food & shops. Kids, men, & women go into a panic some throw rocks & other projectiles at him.

The writing strategy of this text is conflict, because something always seems to happen when he comes across people.

Anchor Level 2–B

CONTENT AND ANALYSIS:

- The response introduces a confused central idea by first stating that *the central idea of the text “Frankenstein” is misplaced* and later saying that *the moral of this story is dont judge a book by it’s cover*.
- The response introduces a writing strategy (*The writing strategy of this text is conflict*) and demonstrates a minimal analysis of the author’s use of *conflict* to develop the central idea (*something alway’s seem’s to happen when he comes across people*).

COMMAND OF EVIDENCE:

- The response presents ideas inadequately in an attempt to support analysis, devoting an entire paragraph to a summary of the plot surrounding Frankenstein’s discovery when he *come’s across a hut ... & he finds an old man* and visits a village (*Kid’s, men, & women go into pannick some throw rocks & other projectiles at him*). Action is described, but analysis is only implied.

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, with an opening paragraph that contains information that is subject to interpretation. Either the central idea or the character Frankenstein is *misplaced*. A second paragraph delivers plot information and a third paragraph of one sentence supplies a broad reference to the conflict in the text.
- The response lacks a formal style, using the ampersand in place of “and” throughout (*get scared & run*) and using language that is basic (*everywhere he goes that has people and Frankensteins decides to check it out*).

CONTROL OF CONVENTIONS:

- The response demonstrates emerging control of conventions with some errors that hinder comprehension (*doesnt; go. everywhere; people; They; it’s; come’s; a hut he; shepord; man, The; see’s; pannick some*).

The central idea of any story plays a big role in what the readers take away from the text. Some central ideas purpose a life lesson while other purpose a story line. While the central idea may be one of these things every single author has a reason for writing their stories. Some use writing as a form of therapy while other use it to entertain others. However there are also many authors who use their short stories, novels, autobiographies, and articles to teach the world a lesson they learned at some point in their life.

In the article story

Frankenstein the first line states "it is with considerable difficulty that I remember the ~~original~~ original area of my blame" This leads me to believe that the central idea of this story is a life lesson.

Anchor Level 1–A

CONTENT AND ANALYSIS:

- The response introduces a confused central idea (*the central idea of this story is a life lesson*), and no analysis of the use of a writing strategy.

COMMAND OF EVIDENCE:

- The response presents little evidence from the text (“*it is with considerable difficulty that I remember the original area of my being*”) to support the central idea.

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits inconsistent organization of ideas and information by introducing the *big role* central ideas have in stories, followed by a series of different purposes a writer may have for *writing their stories*. The response concludes with a statement of the central idea in the text (*This leads me to believe that the central idea of this story is a life lesson*).
- The response lacks a formal style, using basic language (*While the central idea may be one of these things every single author has a reason for writing their stories*).

CONTROL OF CONVENTIONS:

- The response demonstrates emerging control of conventions with some errors that hinder comprehension (*Some central ideas purpose a life lesson; writting; stories some; theripy; However there; autobiographys; states “it”*) that hinder comprehension.

The central idea of the text called "Frankenstein" is that just because you look different than the rest of the people treat different

Anchor Level 1–B

CONTENT AND ANALYSIS:

- The response introduces an incomplete central idea (*just because you look different than the rest of the people treat different*) and no analysis or writing strategy.

COMMAND OF EVIDENCE:

- The response presents no evidence from the text.

COHERENCE, ORGANIZATION, AND STYLE:

- The response is minimal, making assessment unreliable.

CONTROL OF CONVENTIONS:

- The response is minimal, making assessment of control of conventions unreliable.

Authors often use writing strategies to develop a central idea in their stories. In *Frankenstein* by Mary Shelley; point-of-view is used to develop the central idea ~~of~~, don't judge a book by its cover. ~~The book tells the story~~ The story is told from the perspective of Frankenstein, he explains what he experiences on his journey.

While discussing the hardships of his travels, Frankenstein explains his encounters with people. His first encounter is ~~described~~ with an old man, "I perceived a small hut, on a rising ground," ~~which I entered~~ (lines 46-47), upon discovering shelter the narrator enters to find the man inside. Based on his appearance, Frankenstein is immediately judged. "He turned on hearing a noise," and, perceiving me, shrieked loudly, and, quitting the hut, ran across the fields with a speed of which ~~his~~ his debilitated form hardly appeared capable." (lines 49-51). The old man took one look at Frankenstein's appearance and ran without even giving him a chance.

With a continuance of his trip, Frankenstein encounters a small village, "One of the best of these I entered; but I had hardly placed my foot within the door, before the ~~entire~~ children shrieked, and one of the women fainted." (lines 64-65). ~~Frankenstein is once again~~ Frankenstein is once again feared for ~~his appearance~~ his appearance, although this ~~experience~~ experience is worse. "The whole village was roused; some fled, some attacked me, until, grievously bruised by stones and many other kinds of

missile weapons, I escaped to the open country, and fearfully took refuge in a low nook, quite bare, and making a wretched appearance after the palace I had beheld in the village." (lines 66-69). Frankenstein wasn't even able to get a word in before he was bruised and beaten due to his appearance.

As you can ~~see~~ see, the author is able to convey her central idea of don't judge a book by its cover by using point-of-view. As readers we knew how ~~the~~ Frankenstein was as a person, we knew that he meant no harm. Due to his appearance other characters were quick to judge him and were fearful of him. The Frankenstein faced many hardships just because of his appearance, when all he wanted was a place to stay.

you should never judge someone based on appearance. That is the central idea. I came up for ~~the~~ the writing piece Frankenstein. I have also use mood as part of the writing strategy for the essay. I used never judge someone based on appearance because the poor guy was chased out by just entering in places, without even talking to the men first. That is unjust and cruel.

The writing strategy mood I ~~would use with this~~ ^{had found that it fit with} this. Because of this part I found in the writing ~~piece~~ piece. "I hardly placed my foot in the door, before the children shrieked, and one of the women fainted." (page 11, line 64). I picked mood to go along with this because you would feel bad ~~but~~ ^{how} they treat him when he just walked in.

"The whole village was roused; some held, some attacked me until grievously bruised by stones and many other kinds of missile weapons." (page 11 line 66) again the writing strategy is mood. Because I can just feel for the poor guy. he did nothing wrong and he was treated like that.

This is what I say in this writing piece. That they just ~~judged~~ judged him with out a second thought. makes you really feel bad for the guy.

Part 3 – Practice Paper – C

In this excerpt from the text, Shelly uses natural imagery ~~related~~ related to sensory perceptions in order to describe the creature's rebirth and experiences in the world surrounding him, subsequently exploring the human identity.

At the point in the novel that this text is excerpted from, Shelly's creature and his creator have finally encountered one another after the creature's escape. The text represents the words of Frankenstein's creation as he describes his experiences in the natural world. The creature explains, "I saw, felt, heard, and smelt, at the same time; and it was, indeed, a long time before I learned to distinguish between the operations of my various senses" (Shelly 1).

Through this description Shelly instills a sense of humanity in the creature who is perceived as inhuman, or even an abomination. Shelly is prompting her audience to sympathize with the creature as he may not be so different from humanity after all, he feels emotions like all people, which becomes especially present when he states, "I sat down and wept."

Shelly also explores the world through the eyes of Frankenstein's Monster. The creature is akin to a newborn child, unaware of how aspects of the natural world work. Shelly's imagery including, "the clear stream," "trees... with their foliage," "a pleasant sound," "the radiant roof of light," and more, works to emphasize the beauty and mystique of nature, while simultaneously demonstrating how the "monster" can perceive and understand this beauty.

Finally, Shelly describes the creature's encounter with humans and how they seem to reject him from society because of his differences. This example of the cruelty of humans toward another creature allows Shelly to explore the human identity through the idea that the creature is like all other humans, he feels pain, expresses emotions, and understands beauty, however, he is still rejected from conventional society because of his appearance.

The central idea of this text is a cave man surviving eating berries and taking naps as he avenged to who knows were one writing strategy is characterization found on lines (14) "This rescued me from my nearly dormant state and I ate berries from trees or fallen on the ground" That he really cut their living life searching and wondering for food and heat to survival like it's the stone age again starting fire for heat and hiding in cave for shelter.

The central idea of this excerpt from Frankenstein is humans can be harsher than the wilderness. For example, "Here then I retreated, and lay down, happy to have found a shelter, however miserable, from the inclemency of the season, and still more from the barbarity of man." (lines 75-76). Throughout his journey in the wilderness, every encounter he had with a human was a violent one, or a negative one.

People would run away out of fear when they saw him or be aggressive and harm him. Even though nature could be cold, hot, wet, and uncomfortable, in his eyes humans were worse.

The author uses imagery to develop the central idea. For example, "He turned on hearing a noise; and, perceiving me, shrieked loudly, and, quitting the hut, ran across the fields..." (lines 49-50). An old man was terrified of Frankenstein and ran away from him, when all he wanted was food and shelter.

However, he also encountered more violent situations. For example, "... some attacked me, until, grievously bruised by stones and many other kinds of missile weapons..." (lines 66-67).

The humans automatically attacked him out of fear, not realizing he wasn't any harm at all. The outdoors might've been harsh but the humans attacked him the worst.

Practice Paper A – Score Level 3

Holistically, this is a level 3 response. It introduces a clear central idea and a writing strategy; demonstrates appropriate analysis; presents sufficient evidence and exhibits acceptable organization while maintaining a formal style. The response demonstrates partial control of conventions that do not hinder comprehension.

Practice Paper B – Score Level 2

Holistically, this is a level 2 response. While it introduces a central idea, the identified writing strategy of mood is viewed as pertaining more to the reader of the text than to the atmosphere of the text itself. The response attempts to support analysis, citing two instances when *the poor guy* is judged on appearance alone. The response exhibits inconsistent organization of ideas and information, focusing more on a reader's reaction than on the author's skill. The language is basic and some errors in conventions hinder comprehension.

Practice Paper C – Score Level 4

Holistically, this is a level 4 response. It demonstrates a thoughtful analysis of the author's use of imagery to develop the established central idea, which is sufficiently supported with relevant evidence, though the evidence lacks specifics in the second example. The response is logically and coherently organized, maintaining a formal style and exhibiting precise language, and sound structure with infrequent errors.

Practice Paper D – Score Level 1

Holistically, this is a level 1 response. It introduces a confused central idea with minimal analysis of the writing strategy of characterization. It presents little relevant evidence to support analysis and there is little organization of ideas. Language use is basic but not incoherent. It demonstrates a lack of control of conventions making comprehension difficult at times.

Practice Paper E – Score Level 3

Holistically, this is a level 3 response. It demonstrates an appropriate analysis of imagery to develop a clear central idea, while presenting ideas sufficiently, exhibiting acceptable organization of ideas and information and maintaining a formal style. The response also demonstrates control of conventions with infrequent errors.

**Map to the Learning Standards
 Regents Examination in English Language Arts
 January 2023**

Question	Type	Credit	Weight	Standard
1	MC	1	1	RL.5 (11-12)
2	MC	1	1	RL.5 (11-12)
3	MC	1	1	RL.4 (11-12)
4	MC	1	1	RL.2 (11-12)
5	MC	1	1	L.4 (11-12)
6	MC	1	1	RL.3 (11-12)
7	MC	1	1	RL.3 (11-12)
8	MC	1	1	RL.2 (11-12)
9	MC	1	1	RL.3 (11-12)
10	MC	1	1	RL.3 (11-12)
11	MC	1	1	RL.4 (11-12)
12	MC	1	1	L.4 (11-12)
13	MC	1	1	RL.4 (11-12)
14	MC	1	1	L.5 (11-12)
15	MC	1	1	RI.4 (11-12)
16	MC	1	1	RI.3 (11-12)
17	MC	1	1	L.4 (11-12)
18	MC	1	1	RI.2 (11-12)
19	MC	1	1	L.4 (11-12)
20	MC	1	1	RI.3 (11-12)
21	MC	1	1	RI.4 (11-12)
22	MC	1	1	RI.5 (11-12)
23	MC	1	1	RI.6 (11-12)
24	MC	1	1	RI.2 (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	RL.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 2023 Regents Examination in English Language Arts* will be posted on the Department’s web site at <http://www.nysed.gov/state-assessment/high-school-regents-examinations/> 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 <https://www.surveymonkey.com/r/8LNLLDW>.
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.

Regents Examination in English Language Arts – January 2023

Chart for Converting Total Weighted Raw Scores to Final Exam Scores (Scale Scores)

(Use for the January 2023 examination only.)

Weighted Raw Score*	Scale Score	Performance Level	Weighted Raw Score*	Scale Score	Performance Level
56	100	5	27	55	2
55	99	5	26	52	1
54	99	5	25	49	1
53	98	5	24	46	1
52	97	5	23	44	1
51	96	5	22	41	1
50	95	5	21	38	1
49	93	5	20	35	1
48	92	5	19	33	1
47	90	5	18	30	1
46	89	5	17	27	1
45	88	5	16	24	1
44	87	5	15	21	1
43	85	5	14	18	1
42	84	4	13	15	1
41	83	4	12	12	1
40	81	4	11	10	1
39	79	4	10	8	1
38	78	3	9	7	1
37	76	3	8	6	1
36	74	3	7	5	1
35	72	3	6	4	1
34	70	3	5	3	1
33	67	3	4	3	1
32	65	3	3	2	1
31	63	2	2	1	1
30	61	2	1	1	1
29	58	2	0	0	1
28	56	2			

To determine the student’s final exam score (scale score) find the student’s total weighted raw score in the column labeled “Weighted Raw Score” and then locate the scale score that corresponds to that weighted raw score. The scale score is the student’s final exam score. Enter this score in the space labeled “Scale Score” on the student’s answer sheet.

Schools are not permitted to rescore any of the open-ended questions on this exam after each question has been rated the required number of times, regardless of the final exam score. Schools are required to ensure that the weighted raw scores have been calculated correctly and that the resulting scale score has been determined accurately.

Because scale scores corresponding to weighted raw scores in the conversion chart change from one administration to another, it is crucial that for each administration the conversion chart provided for that administration be used to determine the student’s final exam score. The chart above can be used only for this administration of the Regents Examination in English Language Arts.

* For guidance in calculating the total weighted raw score see the *Information Booklet for Scoring the Regents Examination in English Language Arts* found at:

[High School General Information](http://www.nysed.gov/state-assessment/high-school-regents-examinations)

(<http://www.nysed.gov/state-assessment/high-school-regents-examinations>)