

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

REGENTS EXAMINATION

IN

ENGLISH LANGUAGE ARTS

Tuesday, January 20, 2026 — 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

The Island of Sea Women

Two Korean girls from the island of Jeju join the haenyeo (women divers) in order to help support their families.

...The sky was just beginning to turn pink when Mother, Grandmother, and I stepped outside. Now that it was light, I could see my steamy breath billowing then dissipating in the cold air. Grandmother moved slowly, but Mother had efficiency in every step and gesture. Her legs and arms were strong. Her basket was on her back, and she helped me with mine,
5 securing the straps. Here I was, going to work, helping to feed and care for my family, and becoming a part of the long tradition of haenyeo. Suddenly I felt like a woman. ...

We came around a corner and into a long straightaway. Ahead in the distance, my friend Mi-ja danced from foot to foot, to keep warm, from excitement. Her skin was perfect, and the morning light glowed on her cheeks. I'd grown up in the Gul-dong section of Hado, while
10 Mi-ja lived in the Sut-dong section, and the two of us always met in this spot. Even before we reached her, she bowed deeply to show her gratitude and humility to my mother, who bent at her waist just enough to acknowledge Mi-ja's deference.¹ Then Mother wordlessly strapped the third basket to Mi-ja's back.

"You girls learned to swim together," Mother said. "You've watched and learned as
15 apprentices. You, Mi-ja, have worked especially hard."

I didn't mind that Mother singled out Mi-ja. She'd earned it. ...

"You are another daughter to me," Mother replied. "Today, Halmang Samseung's job is done. As the goddess who oversees pregnancy, childbirth, and raising a child to the age of fifteen, she is now fully released from her duties. Many girls have friends, but the two of you
20 are closer than friends. You are like sisters, and I expect you to take care of each other today and every day as those tied by blood would do."

It was as much a blessing as a warning.

Mi-ja was the first to voice her fears. "I understand about swallowing water breath before going beneath the waves. I must hold as much air within me as possible. But what if I don't
25 know when to come up? What if I can't make a good sumbisorì?"

Swallowing water breath is the process all haenyeo use to gather enough air in their lungs to sustain them as they submerge. The sumbisorì is the special sound—like a whistle or a dolphin's call—a haenyeo makes as she breaches the surface of the sea and releases the air she's held in her lungs, followed by a deep intake of breath.

30 "Sucking in air shouldn't be troublesome," Mother said. "You breathe in every day as you walk about the earth." ...

We had seven bulteoks² in Hado—one for each neighborhood's diving collective. Our group had thirty members. Logic would say that the entrance should face the sea, since haenyeo go back and forth from it all day, but having the entrance at the back gave an added

¹deference — giving in to

²bulteoks — outdoor stone structures used by haenyeo

35 barrier against the constant winds blowing in from the water. Above the crash of waves, we could hear women’s voices—teasing, laughing, and shouting well-worn gibes back and forth. As we entered, the gathered women turned to see who’d arrived. They all wore padded jackets and trousers.

Mi-ja set down her basket and hurried to the fire.

40 “No need for you to worry about tending the fire now,” Yang Do-saeng called out good-naturedly. She had high cheekbones and sharp elbows. She was the only person I knew who kept her hair in braids at all times. She was a little older than my mother, and they were diving partners and best friends. Do-saeng’s husband had given her one son and one daughter, and that was the end. A sadness, to be sure. Nevertheless, our two families
45 were very close, especially since Do-saeng’s husband was in Japan doing factory work. These days about a quarter of all Jeju people lived in Japan, because a ferry ticket cost half the price of a single bag of rice here on our island. Do-saeng’s husband had been in Hiroshima for so many years that I didn’t remember him. My mother helped Do-saeng with ancestor worship, and Do-saeng helped my mother when she had to cook for our family when we performed
50 our rites. “You’re no longer an apprentice. You’ll be with us today. Are you ready, girl?”

“Yes, Auntie,” Mi-ja responded, using the honorific, bowing and backing away.

The other women laughed, causing Mi-ja to blush.

“Stop teasing her,” my mother said. “These two have enough to worry about today.” ...

Mother began the meeting by asking, “Does this beach have any food?”

55 “More food than there are grains of sand on Jeju,” Do-saeng trilled, “if we had an abundance of sand instead of rocks.”

“More food than on twenty moons,” another woman declared, “if there were twenty moons above us.” ...

60 “Good,” Mother said in response to the ritual bantering.³ “Then let us discuss where we will dive today.” At home, her voice always seemed so loud. Here, hers was just one of many loud voices, since the ears of all haenyeo are damaged over time by water pressure. One day I too would have a loud voice.

The sea doesn’t belong to anyone, but every collective had assigned diving rights to specific territories: close enough to the shore to walk in, within twenty- to thirty-minutes’
65 swimming distance from land, or accessible only by boat farther out to sea; a cove here, an underwater plateau not too far offshore, the north side of this or that island, and so on. Mi-ja and I listened as the women considered the possibilities. As baby-divers, we hadn’t earned the right to speak. Even the small-divers kept quiet. Mother struck down most proposals. “That area is overfished,” she told Do-saeng. Another time, she came back with, “Just as on
70 land, our sea fields also follow the seasons. To honor spawning times, conch can’t be picked from the ocean floor from July to September, and abalone⁴ can’t be harvested from October through December. It is our duty to be keepers and managers of the sea. If we protect our wet fields, they will continue to provide for us.” Finally, she made her decision. “We’ll row to our underwater canyon not far from here.”

75 “The baby-divers aren’t ready for that,” one of the grandmother-divers said. “They aren’t strong enough, and they haven’t earned the right either.”

Mother held up a hand. “In that area, lava flowed from Grandmother Seolmundae to form the rocky canyon. Its walls provide something for every ability. The most experienced among us can go as deep as we want, while the baby-divers can pick through those spots

³bantering — speaking in a teasing manner

⁴abalone — edible rock-clinging mollusks whose shells are lined with mother-of-pearl

80 close to the surface. The Kang sisters will show Mi-ja what to do. And I'd like Do-saeng's daughter, Yu-ri, to watch over Young-sook. Yu-ri will soon become a small-diver, so this will be good training for her."

Once Mother explained, there were no further objections. Mothers are closer to the women in their diving collective than they are to their own children. Today, my mother and I
85 had begun to form that deeper relationship. Observing Do-saeng and Yu-ri together, I could see where my mother and I would be in a few years. But this moment also showed me why Mother had been elected chief. She was a leader, and her judgment was valued.

"Every woman who enters the sea carries a coffin on her back," she warned the gathering. "In this world, in the undersea world, we tow the burdens of a hard life. We are crossing
90 between life and death every day."

These traditional words were often repeated on Jeju, but we all nodded somberly as though hearing them for the first time.

"When we go to the sea, we share the work and the danger," Mother added. "We harvest together, sort together, and sell together, because the sea itself is communal." ...

—Lisa See

excerpted from *The Island of Sea Women*, 2019

Scribner

1 The description of the mother in lines 1 through 5 emphasizes her

- (1) level of frustration
- (2) delight in her work
- (3) concern about the weather
- (4) sense of determination

2 Lines 14 through 21 establish a theme of

- (1) cooperation
- (2) celebration
- (3) prosperity
- (4) patience

3 The statement in line 22 emphasizes the

- (1) simplicity of being admitted to the haenyeo
- (2) danger associated with being a haenyeo
- (3) importance of the tradition of the haenyeo
- (4) isolation involved with becoming a haenyeo

4 Lines 26 through 29 serve to

- (1) describe an image
- (2) compare and contrast
- (3) introduce a conflict
- (4) explain and define

5 Mi-ja's use of the word "Auntie" (line 51) implies her

- (1) enthusiasm
- (2) admiration
- (3) sarcasm
- (4) sympathy

6 The responses to the mother's question (lines 55 through 59) indicate that the women

- (1) lack confidence in the mother's leadership
- (2) are worried about the girls' lack of skills
- (3) can find humor in their difficult task
- (4) plan to accomplish their task quickly

7 The central idea of lines 63 through 66 is that the collectives are organized to

- (1) avoid unsafe territories
- (2) ensure there are no limitations to harvesting
- (3) enlarge the breeding grounds
- (4) provide equal opportunities to harvest

8 Lines 75 and 76 indicate that the haenyeo collectives

- (1) compete for their harvesting areas
- (2) carefully rank divers by experience
- (3) reluctantly accept beginner divers
- (4) guard their secret harvesting knowledge

9 Which lines signal a shift in mood?

- (1) “ ‘You girls learned to swim together,’ Mother said. ‘You’ve watched and learned as apprentices. You, Mi-ja, have worked especially hard.’ ” (lines 14 and 15)
- (2) “ ‘Mi-ja set down her basket and hurried to the fire. ‘No need for you to worry about tending the fire now,’ Yang Do-saeng called out good-naturedly.’ ” (lines 39 through 41)
- (3) “ ‘The other women laughed, causing Mi-ja to blush. ‘Stop teasing her,’ my mother said. ‘These two have enough to worry about today.’ ” (lines 52 and 53)
- (4) “ ‘The most experienced among us can go as deep as we want, while the baby-divers can pick through those spots close to the surface.’ ” (lines 78 through 80)

Reading Comprehension Passage B

To a Snake

I knew you were not poisonous
when I saw you in the side garden;
even your name—milk snake—
sounds harmless, and yet your pattern
5 of copper splotches outlined in black
frightened me, and the way you were
curled in loops; and it offended me
that you were so close to the house
and clearly living underneath it
10 if not inside, in the cellar, where I
have found your torn shed skins.

You must have been frightened too
when I caught you in the webbing
of the lacrosse stick and flung you
15 into the woods, where you landed
dangling from a vine-covered branch,
shamelessly twisted. Now I
am the one who is ashamed, unable
to untangle my feelings,
20 braided into my DNA or buried
deep in the part of my brain
that is most like yours.

—Jeffrey Harrison
“To a Snake”
from *Into Daylight*, 2014
Tupelo Press

- 10 The speaker’s reaction to the snake (lines 1 through 6) was triggered by
- (1) curiosity
 - (2) coloring
 - (3) movement
 - (4) aggression
- 11 The word “if” in line 10 indicates the speaker
- (1) provokes a response from the snake
 - (2) tolerates that the snake lives near the garden
 - (3) respects the needs of the snake
 - (4) resents that the snake goes into the cellar
- 12 The use of “the lacrosse stick” (line 14) to move the snake most likely suggests
- (1) hastiness
 - (2) precision
 - (3) creativity
 - (4) sensitivity
- 13 The phrase “shamelessly twisted” (line 17) emphasizes the speaker’s
- (1) pride in the quick reaction
 - (2) surprise at the snake’s inaction
 - (3) guilt surrounding the violent act
 - (4) certainty about the snake’s survival
- 14 Lines 17 through 22 demonstrate a shift in mood from
- (1) boredom to excitement
 - (2) innocence to vengeance
 - (3) courage to bitterness
 - (4) hesitancy to regret
-

Reading Comprehension Passage C

If You're Just Not a Morning Person, Science Says You May Never Be

If Cassidy Sokolis ever needs to wake up before 11 am, she scatters three alarm clocks throughout her bedroom. Even then, she still often sleeps through the clamor. . . .

When she was 19, Sokolis was diagnosed with delayed sleep phase, a disorder that sets her internal clock permanently out of sync with the rest of the world. It's not that she needs
5 more sleep than the average person. It's just that her body prefers her to begin a seven- or eight-hour cycle after 3 am.

While she's still a college student, Sokolis can start her day at 11 am, thanks to a flexible class schedule. But now she's nearing graduation, and she's worried her unusual schedule will get in the way of her dream of becoming a teacher — a profession with notoriously
10 early start times. "If it's between changing my career and finding a way to make it work, I'm definitely going to have to find a way to make it work," she says.

Sokolis is on the far end of the bell curve¹ of human sleep habits.

We all have a preferred, inborn time for sleeping. Science has validated the idea that there are "morning people," "evening people," and those in between. These are called
15 chronotypes. And just like it's rare for a person to be 7 feet tall, it's rare for Sokolis to not be able to sleep until 3 am. We all have a chronotype, just like we all have a height.

Even people who are slightly more oriented to the evening — people who like to sleep between 1 am and 9 am, say — may be faced with a difficult choice: Listen to your body, or
20 force it to match the sleep habits of most everyone else?

Research has been gaining insight on that question. It turns out our internal clocks are influenced by genes and are incredibly difficult to change. If you're just not a morning
25 person, it's likely you'll never be, at least until the effects of aging kick in.

And what's more, if we try to live out of sync with these clocks, our health likely suffers. The mismatch between internal time and real-world time has been linked to heart disease,
30 obesity, and depression.

This all amounts to a case — not an absolute case, but a compelling one nonetheless — that we should listen to our bodies and not the alarm clocks.

Your body is a clock

Most people — around 30 to 50 percent — fall right in the middle of the chronotype bell curve, sleeping between the hours of 11 pm and 7 am.

30 Another 40 percent are either slightly morning people or slightly evening people, off by an hour or so.

People like Sokolis are even more rare: Only around 0.2 percent — one out of 500 — of adults have a delayed sleep phase like Sokolis. (The condition is much more common among
35 teens, whose clocks gradually shift earlier as they age.) A few more adults (1 percent) have advanced sleep phase syndrome and prefer to go to sleep around 8 pm, according to the American Sleep Association. Society tends to be more forgiving of them.

To understand why some people are early birds while others are night owls, let's consider the body's circadian system.² The body is an orchestra of organs, each providing an essential function. In this metaphor, the circadian rhythm is the conductor.

¹bell curve — a graph showing a distribution of data that occurs naturally in many situations

²circadian system — the body's internal clock of 24-hour cycles that controls essential functions and processes

40 The most important thing to know about the circadian system is that it doesn't just control when we're sleepy. "Every neurotransmitter,³ hormone, and chemical in the body cycles with the daily rhythm," Philip Gehrman, a sleep researcher and clinician at the University of Pennsylvania, tells me. "It's not just humans; even single-cell organisms follow a circadian rhythm. It really seems to be a fundamental property of life."

45 Our bodies run this tight schedule to try to keep up with our actions. Since we usually eat a meal after waking up, we produce the most insulin in the morning. We're primed to metabolize breakfast before even taking a bite. It's more efficient that way.

For people who are either more morning-oriented or evening-oriented, everything the circadian system controls is delayed.

50 "Evening types on average get down to their lowest core body temperature later than normal," Leon Lack, who studies circadian rhythms at Flinders University in Australia, tells me in an email. "Their circadian system doesn't start producing sleepiness until later or alertness until later." They also release cortisol, the stress hormone, later than average. Most people hit their peak alertness around 10 am. Evening-type people can hit theirs hours later.

55 Some extreme night owls gather on Reddit⁴ to discuss the unique challenges of being out of sync with the world. That's where I found Sokolis and several others, including Kat Park, who were willing to share their personal stories. Mainly I wanted to know what it feels like to be on a schedule mismatched with the rest of the world.

60 "When I wake up in the morning, it's like I'm fighting horse tranquilizers," says Park, a 34-year-old health care administrator who lives in Overland Park, Kansas. If she had it her way, she'd fall asleep around 3 am and wake up around noon.

You're also subject to judgment if you're groggy when others are at their peak, Park and others said. ...

When our personal clock is out of sync with society's, our health suffers

65 Scientists have a term for being out of sync: social jet lag. It's a social nuisance for the people who have it, but it also puts stress on the body that may undermine health. ...

In 2012, researchers in Europe analyzed a self-report data set of 65,000 Europeans and found "social jet lag significantly increased the probability of belonging to the group of overweight participants." There's also correlational research⁵ indicating that late chronotypes may be at a greater risk for depression, and that they're more likely to engage in risky behaviors like smoking. ...

70 A 2015 study tracking the sleep of 447 middle-aged adults for a week also picked up on this worrisome pattern. It found social jet lag correlated with insulin resistance — a precursor⁶ to diabetes — lower HDL cholesterol (the good kind), higher levels of triglycerides,⁷ higher waist circumference, and higher BMI [Body Mass Index].⁸ These correlations remained even after adjusting for behaviors like exercise, smoking, and alcohol use. ...

³neurotransmitter — a chemical substance that facilitates the transmission of impulses between neurons in the brain

⁴Reddit — an Internet-based social media platform

⁵correlational research — research that determines the statistical relationship between two or more variables

⁶precursor — something that precedes or predicts an occurrence

⁷triglycerides — type of fat found in blood

⁸BMI — a ratio comparing a person's weight to their height

Toward a “chronotype acceptance” movement

Simply put: Society favors early risers. Think no further than phrases like, “The early bird catches the worm.”

80 Getting an official diagnosis can help lift the burden from people on a different clock. “It really helps to know it isn’t my fault,” Sokolis says of her diagnosis. But people like her are still left with a hard choice. The best-paying jobs start in the morning. Educational opportunities do, too. Can they really afford to miss out on everything that happens before noon?

The delayed sleep phase sufferers I spoke to all agreed: The one thing they wished for was greater tolerance of people like them. ...

—Brian Resnick

excerpted and adapted from “If You’re Just Not a Morning Person,
Science Says You May Never Be”
www.vox.com, March 17, 2017

- | | |
|---|--|
| <p>15 The details in lines 1 through 6 show that Cassidy Sokolis</p> <ul style="list-style-type: none">(1) functions on little sleep(2) has an unusual sleep cycle(3) has an unpredictable sleep pattern(4) requires less sleep than most people <p>16 The comparison of chronotypes to height in lines 14 through 16 clarifies that chronotypes</p> <ul style="list-style-type: none">(1) are universal(2) determine growth(3) are adjustable(4) provide stability <p>17 As used in line 17, the phrase “oriented to” most nearly means</p> <ul style="list-style-type: none">(1) disturbed by(2) inclined toward(3) experienced with(4) excited about <p>18 The metaphor in lines 38 and 39 suggests that</p> <ul style="list-style-type: none">(1) aging transforms sleep phases(2) breathing is stressed during sleep(3) health is affected by sleep patterns(4) exercise determines sleep patterns | <p>19 Lines 40 through 44 emphasize a central idea about</p> <ul style="list-style-type: none">(1) our traditional beliefs about preferred circadian rhythms(2) our limited knowledge of the purpose of circadian rhythms(3) the conflicting theories in circadian rhythms research(4) the critical importance of circadian rhythms to life <p>20 A primary function of lines 50 through 54 is to</p> <ul style="list-style-type: none">(1) introduce a bias(2) reinforce a claim(3) dismiss a counterclaim(4) propose a solution <p>21 The phrase “social jet lag” in lines 64 through 68 serves to</p> <ul style="list-style-type: none">(1) suggest reasons to ignore warnings(2) exaggerate the supposed danger(3) question the connection to disease(4) identify possible side effects |
|---|--|

- 22 The function of an “official diagnosis” (line 78) is that it enables people like Sokolis to
- (1) be more comfortable with their natural sleep patterns
 - (2) request more comfortable working conditions
 - (3) supplement their sleep loss with daily naps
 - (4) receive appropriate treatment for their medical diagnosis

- 23 Which statement reflects a central idea of the text as a whole?
- (1) “While she’s still a college student, Sokolis can start her day at 11 am, thanks to a flexible class schedule” (lines 7 and 8)
 - (2) “we should listen to our bodies and not the alarm clocks” (line 27)
 - (3) “Some extreme night owls gather on Reddit to discuss the unique challenges” (line 55)
 - (4) “researchers in Europe analyzed a self-report data set of 65,000 Europeans” (line 66)

- 24 The text is developed primarily through the use of
- (1) detailed examples
 - (2) chronological order
 - (3) order of importance
 - (4) claim and counterclaim

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 employers consider social media activity when evaluating potential candidates?

Social Media is a term for computer and cellphone-based communication systems where participants can send messages, photographs and videos to others, forming communities of connected individuals. These platforms usually keep the communications of their participants available for access indefinitely.

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 employers should consider social media activity when evaluating potential candidates. 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 employers should consider social media activity when evaluating potential candidates
- 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 – How Social Media Can Reveal the Best (And Worst) of Your Employment Candidates

Text 2 – Should You Consider Social Media When Evaluating Job Candidates?

Text 3 – Guardrails for Using Social Media During the Hiring Process

Text 4 – How Social Media Could Affect Your Job

Text 1

How Social Media Can Reveal the Best (And Worst) of Your Employment Candidates

Picture this: You had an argument three months ago on social media with a stranger over the hot-button issue of the day. You were provoked because you felt the other poster was such a jerk, and you had to stand your ground. You didn't even care that much about the topic (what was it again?), but somebody had to set that person straight. You didn't love the way you conducted yourself, but the comments are buried under millions of new posts and forgotten now, anyway, so who cares, right?

Well, someone might. And that someone might be your next potential employer.

As the president of a company that provides pre-employment screenings for clients, it's my job to find everything I can about a candidate through their social media. I don't make any decisions for clients; I simply hand over the information. Through this experience, I'm finding that hiring managers are more frequently conducting background checks that go beyond criminal and public records and employment history. And a candidate's irate,¹ aggressive and potentially threatening postings are what many are on the lookout for. ...

Those decision makers are checking Facebook, Instagram, LinkedIn, Twitter [renamed as X], TikTok, Reddit and more—every place where a candidate might have made a posting that can raise a red flag. As a job-seeker, you might have consented when you checked a box online or on your paper application. And even if you didn't, statements made in public forums, which includes social media, are fair game.² Screenings might range from simply viewing content available to the public to in-depth searches of posts you've made on social media over the past six months (even the posts you've deleted).

A CareerBuilder survey found that 57% of employers have found social content that caused them to rule out a candidate. What might rule someone out? Some of it is obvious, based on my experience: patterns of overt³ anger, suggestions of violence, associations with questionable characters, signs of crass⁴ behavior or even too many political posts. I've seen that a post one might consider mild or mainstream could get a resume tossed in the recycle bin.

Getting oneself in trouble with a social media post on the employment side isn't limited to the job search. In June [2022], the *Washington Post* fired a reporter for a days-long Twitter [X] dispute related to another reporter who himself had received a one-month suspension for an unsavory⁵ posting.

I've seen that legal issues can also prompt a closer look at a person's social media. The most obvious gaffes⁶ are those in which a person is caught in a fraud situation, such as posting a picture of themselves waterskiing when they're supposed to be home in bed collecting workers' compensation benefits, for instance. ...

¹irate — annoyed or angry

²fair game — appropriate, available or reasonable to review

³overt — obvious

⁴crass — rude or distasteful

⁵unsavory — objectionable

⁶gaffes — blunders

35 As an employer, it's all about eliminating potential risk. For this reason, I suggest to
clients that they take a look at current employees' social media accounts, too—a practice I
do myself. Now, what they do in their private time is their own business, and I don't believe
an untoward⁷ social media post is grounds to let someone go. But I do believe it's good to
40 know what is going on in employees' lives by their postings. If their social media revelations
don't affect their performance or raise issues with co-workers, they probably will not pose a
problem at the workplace. ...

—Harry Kazakian
excerpted and adapted from “How Social Media Can Reveal
the Best (And Worst) of Your Employment Candidates”
www.forbes.com, September 26, 2022

⁷untoward — inappropriate

Text 2

Should You Consider Social Media When Evaluating Job Candidates?

You're a hiring manager in the process of screening a pool of applicants for a senior management position. You've narrowed your list down to five top candidates, but you want to limit yourself to three people for a third round of interviews. You're naturally nervous about making a poor choice—this new hire will have a largely public-facing role and a potentially huge impact on your company's brand and reputation.

So you decide to do a little scouting on social media to see if you can turn up anything interesting that might sway your decision one way or the other—and what you find gives you pause about one of your top picks. What should you do?

Know the Risks...

What you may find in a candidate's social media presence—for the most part—is fair game, says Jeff Williams, VP of enterprise and HR [Human Resources] solutions at Paychex. "It's 2023, and what is posted on TikTok, Instagram, Twitter [X]—and even Facebook for the nostalgic—is an accessible, noninvasive way of gaining insight on your candidate," he says. You're not stalking or "creeping," he adds. You're accessing information that anyone can see.

But social media can be both a blessing and a curse when hiring, says Jennifer Preston, an HR consultant with Flex HR. While social media channels can yield ample benefits for HR professionals, recruiters and hiring managers for vetting¹ job candidates, consulting such sources can also be risky—particularly when they are used to evaluate candidates based on their personal lives, opinions and what they choose to post and re-post. Preston says this information can create dangerous biases that can lead to legal risks.

Marlene Allen Murray, a business litigation attorney at the law firm Fennemore Craig, says that an employer is not violating any laws by looking into an applicant's interests and values. "Social media posts can reveal a more honest view of an applicant than what they might share during an interview," she says.

However, Murray adds that there's a big caveat:² Employers must not use the information they find on social media outlets "to discriminate against a candidate based on ethnicity, religious beliefs, gender or other protected classes." Employers, Murray says, "might be sued by a candidate if any unlawful prejudice is shown by the employer during the recruitment process," even if employers do not intentionally or explicitly use the information they find online. ...

Stick to What's Relevant...

Preston says appropriate uses of conducting a social media search on a job candidate include determining if the candidate is qualified to perform the essential functions of the job and evaluating whether the candidate's profile is consistent with their resume and the answers they give during the interview process.

Amy Laiker, the head of the New York City office of Tiger Recruitment, a boutique staffing agency, says that information about a job candidate discovered online through a general search of social media profiles can legitimately be used in considering candidates unless that information is related to a legally protected status such as race, gender, sexual orientation or religion.

¹vetting — evaluating

²caveat — caution

40 For example, says Laiker, legitimate red flags may go up if a candidate for a position that requires a high degree of confidentiality and discretion has profiles in which they share every minute detail of their daily life, or post images with their computer monitor in full view. Hiring managers may also take note if a candidate has a LinkedIn profile with a career history that materially differs from what they represented on their resume.

45 Jeff Williams says a good practice is for hiring managers to ask themselves what information is necessary to make a good decision and whether what they discover is relevant to their hiring choice. For example,

- Is your candidate who they say they are? That is, is the person you interviewed reflected in their social media accounts?
- 50 • Does your candidate possess credentials relevant to the position you are seeking to fill (e.g., education levels, association memberships and awards received)?
- Does your candidate bash their former employers or colleagues?
- Does your candidate exhibit extreme behavior or poor judgment?
- Is your candidate engaged in any illegal behavior?

55 Laiker says it's generally better to review a candidate's social media presence (which may contain a photo of the individual) only after an initial video or in-person interview. Doing so, says Laiker, can minimize the risk of an applicant saying they were rejected on the grounds of race, age, disability or other discrimination. . . .

60 The bottom line? "The essence of using social media to evaluate a candidate should be to determine if this person can perform the essential functions of the job," says Preston. "Is this person's candidacy accurate and consistent with their resume?" Asking that question when evaluating information learned during the hiring process is the most important step you can take in determining whether you've come across a true red flag or just irrelevant information.

—Lin Gensing-Pophal
excerpted and adapted from "Should You Consider Social Media
When Evaluating Job Candidates?"
www.shrm.org, June 9, 2023

Text 3

Guardrails for Using Social Media During the Hiring Process

It's increasingly common for employers to use social media during the hiring process. The temptation is obvious — there's a wealth of potentially useful information about applicants available online. It's not unreasonable to wish to use social media to understand a prospective employee's professional qualifications and skills to determine whether they fit with the criteria for the position. It's no wonder that a recent survey from The Harris Poll finds that seventy-one percent of US hiring decision-makers agree that looking at candidates' social media profiles is an effective way to screen applicants. Furthermore, 70% believe employers should screen all applicants' social media profiles, while the majority (67%) say they use social networking sites to research potential job candidates.

Despite the potential benefits, this sleuthing causes significant heartburn for employment and privacy lawyers and HR [Human Resources] professionals. While social media can be a fruitful way to find and recruit candidates, a minefield of legal risks appear when companies use social media during the screening process.

Potential Risks

- **Discrimination!** Federal, state and local anti-discrimination laws prohibit discrimination in hiring based on a prospective employee's protected class. The danger of researching applicants using social media is that you may become aware that the applicant belongs to a protected category — something that through the general application process you otherwise would be unaware of. And, you can't put the genie back in the bottle. If a recruiter or hiring manager has accessed this data, it is difficult to prove that they were not influenced by it in their hiring decision.

Two cases underscore this danger:

- In *Gaskell v. University of Kentucky*, the court denied a defense motion for summary judgment¹ when a top candidate was passed over partly due to information about the employee's religious beliefs the employer discovered through an online search.
- In *Hardin v. Dadlani*, the court concluded that since the hiring manager had previously expressed a preference for white female employees, his instructions to an employee to look up an applicant on Facebook and invite her in for an interview "if she looks good" can be reasonably construed to refer to her race, which can establish discriminatory animus.²

- **Running up against lawful off-duty conduct laws.** Many states have enacted laws prohibiting employers from discriminating on the basis of an employee's lawful off-duty conduct (for example, California, Illinois, New Jersey and New York). These laws vary in specificity. They generally protect an employee's participation in recreational or leisure activities during personal time, such as tobacco use, consuming alcohol, possessing firearms, or engaging in political activities.

¹summary judgment — a ruling by a judge designed to resolve a lawsuit before going to court

²animus — attitude

40 • **Violating the Fair Credit Reporting Act [FCRA].** In some instances, companies may find that working with a third-party social media background check provider may be preferable since the third-party provider can separate out any information about a prospective employee’s protected class or lawful off-duty conduct. But — be aware that social media background check companies are considered consumer reporting agencies³ under the FCRA or similarly regulated entities under state background check laws because they assemble or evaluate
45 consumer report information that is provided to employers using that information as a factor in determining eligibility for employment.

Accordingly, employers using social media background check companies must also comply with disclosure and authorization requirements for obtaining consumer reports and taking adverse employment actions based on information in the reports
50 under the FCRA and similar state laws. In particular, before obtaining a consumer report, an employer must under the FCRA:

- Notify the prospective employee or current employee that the employer may obtain a consumer report for employment purposes.
- Obtain written consent from the prospective employee or current employee.

55 • **Running afoul of the National Labor Relations Act.** In recent years, the NLRB⁴ has scrutinized how social media policies, or enforcement of these policies, might discourage current employees from using social media to engage in concerted activity, such as discussing unions, wages, or other employment terms and conditions. The NLRB prohibits discrimination against applicants based on union
60 affiliation or support. Therefore, using social media to screen out applicants on this basis may lead to an unfair labor charge against the company.

65 • **Liability under password protection laws.** More than two dozen states have enacted laws addressing employer access to current and prospective employees’ social media accounts. These laws generally prohibit employers from requesting password and username information or otherwise accessing the password-protected portions of a prospective or current employee’s personal social media accounts, with certain exceptions. (Further, in all 50 states, asking for an applicant’s (or employee’s) password creates a real risk of violating the federal Stored Communications Act.) ...

70 • **Computer interference laws.** To comply with computer interference laws, like the United States Federal Computer Fraud and Abuse Act, employers must ensure that none of its employees or agents exceed any access to social media sites granted in the sites’ terms of use (which would be a violation both of the site terms as well as applicable computer interference laws). ...

—Caroline Burnett & Sofia Chesnokova
excerpted and adapted from “Guardrails for Using Social
Media During the Hiring Process”
www.theemployerreport.com, February 8, 2022

³consumer reporting agency — individuals or companies that collect information on people, such as debt and work histories, and then package and sell that information

⁴NLRB — the National Labor Relations Board is the agency created by the act that protects the rights of employees

Text 4

How Social Media Could Affect Your Job

...A social media screening is usually done prior to employment, when a candidate is applying for a job. It involves researching a prospect's social media profiles and their activity, including what they post, like and comment on. Some of the platforms they are likely to check are LinkedIn, Instagram, Facebook, Twitter [X], TikTok, and WhatsApp. ...

5 Audit your social media accounts before applying for a position. While it's important to check every account, there are some platforms hiring managers are more likely to check, such as LinkedIn. ...

10 Most employers view LinkedIn as a secondary resume, and some even post jobs on LinkedIn. However, they are still likely to check other social media channels, such as Instagram. In addition to what you're posting, make sure you are cognizant¹ of who you follow and how they are interacting with your content. ...

Tip

Showcase your positive personality traits on your social media profiles to be an effective applicant. Just one negative impression from your social media profile could disqualify you from a position. ...

1. Don't erase your profile.

15 While the fear of something embarrassing or negative being discovered might tempt some job candidates to completely erase their online persona, employers say that strategy can backfire.

20 About 1 in 5 employers in The Harris Poll's survey said they won't call a person for an interview if they can't find them online. In addition to seeming like you're trying to hide something, it's not a good idea to delete your profile, because it doesn't guarantee the data is completely gone. Instead, the best practice is to keep your social accounts clean and up to date. ...

2. Use social media to your benefit.

25 Despite what job candidates might think, most employers are looking for reasons to hire someone. The Harris Poll surveyed over 1,000 employers and found that 67 percent of them look for information that supports a candidate's qualifications to get them through the door. ...

3. Google yourself.

30 Every few weeks or months, take a minute to Google yourself in an incognito window.² This is likely where your employer is going to start when they take a look at your online presence, so it's good to know what will pop up. This will also help you get ahead of anything negative, so you can make sure all the top search results are things you would be fine with your employer seeing. ...

What to avoid on social media

The study found that a whopping 55 percent of employers who use social media screenings said they have found content that caused them not to hire a candidate.

¹cognizant — mindful

²incognito window — a private browsing window in an Internet search engine

35 Follow these guidelines from The Harris Poll’s survey to keep your online presence professional:

1. Avoid posting anything potentially offensive. If you wouldn’t bring in a particular picture and post it in your cubicle, or say something at the workplace, remove it from your public page.
2. Be purposeful in your posts. Ask yourself: What is my goal with posting this? Is this best for a private or public page?
3. Keep it simple: Remember that less is more in your public profiles.
4. Never complain about employers or colleagues — past or present — on social media.

45 While these tips are geared toward job seekers, the results of the Express Employment Professionals survey also make clear that existing employees should take this advice to heart. Not only are employers sometimes monitoring their employees’ social media behavior, but future employers may conduct social media screenings as well. ...

—David Cotriss
excerpted and adapted from “How Social Media Could Affect Your Job”
www.businessnewsdaily.com, May 11, 2023

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

Ballpark: Baseball in the American City

...In the baseball park we can see how this country expressed a concept of community, and how we imbued¹ the public realm with shared meaning. The baseball park was always a special kind of place, usually privately built and privately owned but able to instill people with a greater sense that it belonged to them than most places that had been built by their government: this garden in the center of the city, this piece of *rus in urbe*,² was spiritually public if legally private, and in almost every city it formed a defining element of the civic realm. As much as the town square, the street, the park, and the plaza, the baseball park is a key part of American public space.

We can see through baseball parks how Americans went from viewing their cities as central to the idea of community in the first decades of the twentieth century to wanting to run away from them in the decades after World War II, and then how we have tried in our own time to use baseball parks to get our cities back. The first generation of ballparks, places like Union Grounds and Washington Park in Brooklyn and South End Grounds in Boston and Sportsman's Park in St. Louis, as well as the ornate and marvelously named Palace of the Fans in Cincinnati and the still larger Ebbets Field and Fenway Park and Wrigley Field that followed not far behind, grew out of neighborhoods, took their eccentric³ forms from the pattern of city streets, and were inextricably tied to their surroundings. The story of Ebbets Field is the story of Brooklyn, as the story of Tiger Stadium is the story of downtown Detroit.

The second generation of ballparks, places like Shea Stadium, is a different story: concrete bunkers, often circular, shaped not by the grid of urban streets but by a backward glance to the ancient Colosseum, an amphitheater built for gladiators, not pitching duels. (Not by accident, perhaps, were many of them designed to do double duty as football stadiums.) Set in a sea of parking, these ballparks were generally built during the years after World War II to escape the city, or at least to minimize any connection to it, and they were invariably⁴ suburban in concept if not in geography. They reveal how far Americans had come in the postwar years from thinking of urban neighborhoods as desirable turf. The most famous of the postwar structures built for baseball, the Astrodome, had a roof that rendered the entire ball field interior space, removing even the fig leaf⁵ of *rus in the urbe*. And the Astrodome was far from the only ballpark whose builders thought baseball would be better off played on artificial turf under a huge dome than on grass under the sky.

And the story changes again with the ballparks of the third generation. Beginning in 1992 with Oriole Park at Camden Yards in Baltimore, new ballparks in cities across the country brought baseball back to its downtown origins, often, as at Camden Yards, quite literally integrated into older urban neighborhoods, and returning to the field of grass under the open sky. (A few recent ballparks have had retractable roofs, very different from permanent domes; they use technology as a means of avoiding rain postponements, not of cutting all play off from nature.) But what is most important about the ballparks of the third generation is that most of them were designed in the hope of weaving together an urban fabric that had been broken, aspiring to use baseball to heal the city rather than to run away from it.

¹imbued — filled

²*rus in urbe* — countryside in the city

³eccentric — unusual

⁴invariably — consistently

⁵fig leaf — used in art to censor nudity

40 Today, more than a quarter century after Camden Yards opened to great acclaim, it
still represents our most encouraging model. But the commitment to a vibrant and open
urbanism that it aspired to is threatened by the very latest development in ballparks, the
movement away from connecting to the real city in favor of envisioning the ballpark as more
like the centerpiece of a developer-built theme park. This trend is exemplified by SunTrust
45 Park in Atlanta, which opened in 2017 in the Atlanta suburbs as part of the Battery, a
quasi-urban,⁶ instant neighborhood of restaurants, condos, bars, and hotels in which
everything, even the streets, is part of a private development project, largely controlled by
the Atlanta Braves. Atlanta is the most fully realized project of this type, but the idea it
represents—the extension of the private space of the ballpark into the surrounding streets
50 and neighborhood—is playing out around older ballparks such as Wrigley Field in Chicago
and Busch Stadium in St. Louis, as these teams try to remake much of their surroundings.
And it is the blueprint for future new ballparks, like Globe Life Field, which the Texas
Rangers are building in Arlington, Texas, to replace Globe Life Park, which opened only
twenty-five years ago, and the new ballpark the Oakland Athletics plan for the Howard
55 Terminal section of the Oakland waterfront.

Until these recent developments, it looked as if you could summarize the saga of the
ballpark as one of city to suburb and back again. But now, a generation after Baltimore
reconnected baseball to the energy of the city, ballparks have begun to move in yet another
direction, blurring the distinction between the real city and the artifice⁷ of the ballpark. The
60 private realm of the ballpark has pushed its way into the public realm of the surrounding
city, competing with it in places like St. Louis's Ballpark Village adjacent to Busch Stadium;
in Atlanta, it has obliterated all traces of the real city in favor of the artificial neighborhood
of the Battery, which is, for all intents and purposes, a theme park version of a city. Whether
this phenomenon becomes a true fourth generation in the evolution of the ballpark remains
65 to be seen. But these recent developments underscore what has been true of the baseball
park throughout its life of more than a century and a half: that it has been an indicator not
only of our architectural taste, but also of our attitudes towards cities and community, our
notions of public space, and our changing views about the nature of place. The ballpark is
one of the greatest of all American building types, and it reveals as much about how we treat
70 our cities today as it ever has in the past. ...

—Paul Goldberger

excerpted from *Ballpark: Baseball in the American City*, 2019

Alfred A. Knopf

⁶quasi-urban — partially urban

⁷artifice — deception

The State Education Department / The University of the State of New York
Regents Examination in English Language Arts – January 2026

Scoring Key: Part 1

Examination	Date	Question Number	Scoring Key	Question Type	Credit	Weight
RE ELA	January '26	1	4	MC	1	1
RE ELA	January '26	2	1	MC	1	1
RE ELA	January '26	3	2	MC	1	1
RE ELA	January '26	4	4	MC	1	1
RE ELA	January '26	5	2	MC	1	1
RE ELA	January '26	6	3	MC	1	1
RE ELA	January '26	7	4	MC	1	1
RE ELA	January '26	8	2	MC	1	1
RE ELA	January '26	9	3	MC	1	1
RE ELA	January '26	10	2	MC	1	1
RE ELA	January '26	11	4	MC	1	1
RE ELA	January '26	12	1	MC	1	1
RE ELA	January '26	13	3	MC	1	1
RE ELA	January '26	14	4	MC	1	1
RE ELA	January '26	15	2	MC	1	1
RE ELA	January '26	16	1	MC	1	1
RE ELA	January '26	17	2	MC	1	1
RE ELA	January '26	18	3	MC	1	1
RE ELA	January '26	19	4	MC	1	1
RE ELA	January '26	20	2	MC	1	1
RE ELA	January '26	21	4	MC	1	1
RE ELA	January '26	22	1	MC	1	1
RE ELA	January '26	23	2	MC	1	1
RE ELA	January '26	24	1	MC	1	1

MC = Multiple-choice question

Regents Examination in English Language Arts – January 2026

Scoring Key: Parts 2 and 3

Examination	Date	Parts	Scoring Key	Question Type	Max Raw Credit	Weight
RE ELA	January '26	2	-	ES	6	4
RE ELA	January '26	3	-	R	4	2

ES = Essay R = Response

The chart for determining students' final examination scores for the **January 2026 Regents Examination in English Language Arts** will be posted on the Department's web site at: <https://www.nysedregents.org/hse/la/> 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 20, 2026 — 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 <https://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 *Directions for Scoring Regents Examinations*.

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.

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 *Directions for Scoring Regents Examinations*, 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.

As technology has advanced over the years, one of the more popular developments has come in the form of social media. This form of communication system, whether it be Facebook, Instagram, X or some similar platform, now plays a major role in the lives of individuals and their posts are "out there" for all to see. As a result, many employers are looking at the posts of job applicants to determine whether or not they are suitable for the position they are applying for. Despite some feeling this practice is acceptable and beneficial as a determining factor in hiring employees, in reality, it is an invasion of one's privacy, can be misleading, can lead to discrimination and is completely unnecessary.

At first glance, this practice of employers turning to an applicant's social media posts as part of the decision making process regarding the potential hiring of said applicant sounds like a good idea. Yes, what is publicly posted becomes "fair game". Yes, it may reveal "patterns of overt anger, suggestions of violence, associations with questionable characters, signs of crass behavior or even too many political posts" (Text 1, lines 18-25) which seem contrary to the expectations and image desired by the employer. However, what one sees may not be a true reflection of the individual in question. A post may have been an impulsive reaction to another's aggravating posts or a bit of humorous commentary that gets lost in the printed word, lacking the vocal intonations that would have clarified the intent. As a result, what an employer takes from such posts may be misleading and

lead to a misinterpretation of the applicant's true character and abilities. Because of this, several states such as New York and California "have enacted laws prohibiting employers from discriminating on the basis of an employee's lawful off-duty conduct" (Text 3, Lines 31-34). These states recognize that individuals' posts are part of their private lives and are not intended for professional use. Not only can this invasion of privacy be misleading and lead to misinterpretations, but it can also lead to biases.

As Jennifer Preston, an HR consultant with Flex HR points out, "while social media channels can yield ample benefits... for vetting job candidates, consulting such sources can also be risky... particularly when they are used to evaluate candidates based on their personal lives, [and] opinions" which "can create dangerous biases that can lead to legal risks" (Text 2, Lines 14-19). This is further supported by business litigation attorney Mary Allen Murray who concedes that this practice of employers looking at an applicant's social posts is legal and can "reveal a more honest view" (Text 2, Lines 20-22). However, she cautions that they may "be sued if any unlawful prejudice is shown... during the recruitment process" (Text 2, Lines 27-29).

Thus the law, overall, is on the side of individual rights, and against the violation of such. An applicant's gender identity, religious and/or political beliefs, ethnicity, and personal associations should have no bearing on whether they are hired or not. These are not reflections of their work ethic or abilities. Rather, what should be taken into account is the applicant's appropriate skills, education, and prior employment, as well as how they present

Anchor Paper – Part 2 – Level 6 – A

themselves in a face to face interview. Applicants should only be judged on job qualifications and their personal life should remain just that - personal.

While, yes, as noted earlier, there are some benefits to an employer using an applicant's social media posts as part of the hiring process, it is clear that this process should not be allowed. Social media posts can easily be misinterpreted and, thus, misleading and for various reasons may not always be reflecting an applicant's true character. It also may lead to unfair biases, whether consciously or unconsciously, which have no bearing on the applicant's actual work ethic or qualifications for the job being applied for. As a result, an employer may miss out on an excellent employee, and an applicant may be wrongly denied a desired job opportunity.

Anchor Level 6–A

CONTENT AND ANALYSIS:

- The essay introduces a precise and insightful claim, as directed by the task (*Despite some feeling this practice is acceptable and beneficial ... it is an invasion of one’s privacy, can be misleading, can lead to discrimination and is completely unnecessary*).
- The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*what an employer takes from such posts may be misleading and lead to a misinterpretation of the applicant’s true character and abilities and These states recognize that individuals’ posts are part of their private lives and are not intended for professional use*) and to distinguish the claim from alternate or opposing claims (*At first glance, this practice of employers turning to an applicant’s social media posts as part of the decision making process regarding the potential hiring of said applicant sounds like a good idea*).

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 (*Yes, it may reveal “patterns of overt anger, suggestions of violence, associations with questionable characters, signs of crass behavior or even too many political posts” ... which seem contrary to the expectations and image desired by the employer and New York and California “have enacted laws prohibiting employers from discriminating on the basis of an employee’s lawful off-duty conduct”*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 1, Lines 18–25*), (*Text 3, Lines 31–34*), (*Text 2, Lines 14–19*)].

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 provides background to the issue and establishes a negative claim, followed by a paragraph that addresses the counterclaim through a discussion about how information that is gained from social media, when used for professional purposes, can be seen as an *invasion of privacy* and can *lead to misinterpretations and biases*, followed by a paragraph that focuses on the legal issues that arise when biases are formed and concluding with a paragraph of summation (*Social media posts can easily be misinterpreted, and, thus, misleading and for various reasons may not always be reflecting an applicant’s true character*).
- The essay establishes and maintains a formal style, using sophisticated language and structure (*A post may have been an impulsive reaction to another’s aggravating posts or a bit of humorous commentary that gets lost in the printed word, lacking the vocal intonations that would have clarified the intent and Rather, what should be taken into account is the applicant’s appropriate skills, education, and prior employment, as well as how they present themselves in a face to face interview*).

CONTROL OF CONVENTIONS:

- The essay demonstrates control of conventions with essentially no errors (*decision making process; their personal life*).

As the world becomes a more digital place, online presence is increasingly more relevant in one's life. Employers are beginning to utilize social media more and more to gain a more honest perspective of who their potential candidates are; but this is not a bad thing. Employers should consider social media activity when evaluating interviewees. Social media is where people project the most public version of themselves. ~~So~~ Why shouldn't employers know what one is putting out into the world? It affects their business as well.

When employers research candidates for a job, they are looking for both bad but also good qualities. Of course they want to be aware of someone's illegal activities if there are any, and possible "...patterns of overt anger, suggestions of violence, associations with questionable characters, signs of crass behavior or even too many political posts" (Text 1 line 23-24). The last item may be controversial, but different companies may wish to express specific political views, so it is completely valid to take political beliefs into consideration. A business's employees represent their ideals, so employers should know if they will taint their reputation or not. As more audiences turn to the internet for

information, they will find the same things employers have found, and therefore digital footprint matters when hiring. But if employers are going to search one up anyway, why not use that to one's advantage? "The Harris Poll surveyed over 1,000 employers and found that 67 percent of them look for information that supports a candidate's qualifications to get them through the door." (Text 4 line 24-26). If employers are looking for pros in a post, that should be an advantage. If an effort is made to project ^{deeper, more} positive qualities instead of shallow things such as beauty, this scary background check shouldn't seem so bad. If someone had nothing to hide, social media checks would be, the majority of the time, a resume boost, not a liability.

However, some may say laborers are entitled to their own private leisurely activities, which is true. They claim that it invades their privacy and crosses a line to research their life outside of work very closely. Luckily there are laws meant to protect workers. For example, "Many states have enacted laws prohibiting employers from discriminating on the basis of an employee's lawful off-duty

conduct..." (Text 3 line 31-33), meaning workers can be allowed to have lives outside work, and so long as it is legal, employers can't hold it against them. But when you think about it, why would employers be upset their workers have fun? Hanging out with friends or partying is a great way to de-stress, and as long as one displays responsibility and reliability as well, social media screenings should not worry them.

Overall, social media checks seem scary and personal at first, but being mindful of the image you project should be a concern for everyone anyway. Humanity is just starting a greater transition to ~~being~~ an age of technological reliance. Digital footprint is becoming even more accessible and public. Posting is now a mini international broadcast. Since people are viewing your social media as a representation of you, make it the best version of you. You shouldn't be ashamed of your social media ~~to~~ reaching anyone. Let's put it this way: if you wouldn't want your grandma to see it, don't post it!

Anchor Level 6–B

CONTENT AND ANALYSIS:

- The essay introduces a precise and insightful claim, as directed by the task (*Employers should consider social media activity when evaluating interviewees. Social media is where people project the most public version of themselves. Why shouldn't employers know what one is putting out into the world? It affects their business as well.*)
- The essay demonstrates in-depth and insightful analysis of the texts as necessary to support the claim (*The last item may be controversial, but different companies may wish to express specific political views, so it is completely valid to take political beliefs into consideration and If someone had nothing to hide, social media checks would be, the majority of the time, a resume boost, not a liability*) and to distinguish the claim from alternate or opposing claims (*However, some may say laborers are entitled to their own private leisurely activities.*)

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 (*"Of course they want to be aware of someone's ... patterns of overt anger, suggestions of violence, associations with questionable characters, signs of crass behavior or even too many political posts"* and *"Many states have enacted laws prohibiting employers from discriminating on the basis of an employee's lawful off-duty conduct.*)
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 1 line 23–24*) and (*Text 4 line 24–26*)].

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 that *social media activity* should be considered by employers, followed by a paragraph of support that focuses on the employer's right to use social media since *a businesses employees represent* that business, and a third paragraph that addresses the counterclaim regarding *privacy* concerns, and a conclusion that advises prospective employees to be *mindful of the image you project.*
- The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*As more audiences turn to the internet for information, they will find the same things employers have found, and therefore digital footprint matters when hiring and Humanity is just starting a greater transition to an age of technological reliance*), although some phrasing is less formal at times (*search one up and hanging out ... or partying*).

CONTROL OF CONVENTIONS:

- The essay demonstrates control of conventions, exhibiting occasional errors (*are; but, interviewees, beliefs; businesses employees; and therefore digital; Luckily there; veiwing*) only when using sophisticated language.

Anchor Paper – Part 2 – Level 5 – A

Throughout the world, social media use has constantly been increasing as more and more people start to express themselves online. As a result, the question of whether employers should consider social media activity when evaluating potential candidates has been raised. Although many may believe ~~that social media activity should be considered~~ ^{that social media channels can create benefits for evaluating} potential candidates, ~~because of legal risks and the possible risk of discrimination, this method of candidate evaluation should not be considered.~~ because of legal risks and the possible risk of discrimination, this method of candidate evaluation should not be considered.

Because of the possible risk of discrimination, the use of social media to evaluate candidates should not be considered. According to one of the articles, the information that employers may find from consulting such sources "can also be risky", because they "can create dangerous liaisons" ~~to~~ ^(Text 2, line 19) ~~to~~ While conducting background checks using social media, employees are exposed to the personal lives of candidates, but also "ethnicity, religious beliefs, gender," (Text 2, lines 25-26) and more, which can cause many to show unlawful prejudice during the recruitment process. Additionally, one example of a case in which discrimination was shown towards potential candidates was the Gaskell v. University of Kentucky case, in which the top candidate was ruled out because of the "information about the employee's religious beliefs the employer discovered through an online search" (Text 3, lines 24-25). In this case, the use of social media created an unfair discrimination towards the candidate, showing how the use of social media can ultimately lead to discrimination from employers. Because of the potential risk of discrimination, social media should not be used to consider candidates, evident from the already existing ~~the~~ cases resulting from this idea.

Additionally, social media use to consider candidates should not be used because of several laws it violates and the legal risks as a result.

One example for this is the "lawful off-duty conduct law." ^(Text 3, line 31) While using social media as evaluation may not violate this law, it is very close

Anchor Paper – Part 2 – Level 5 – A

to it, and can even cause ^(Text 3, line 32) "discriminations on the basis of an employee's lawful off duty conduct. Although personal activities may be protected by this law, the use of social media to evaluate candidates invades the personal lives of many people, causing social media to not be a good way to evaluate job candidates.

However, in contrast, many may believe that social media can be used to evaluate candidates. According to one of the articles, social media can "eliminate potential risk" (Text 1, line 35) by observing to see if social media revelations "don't affect their performance or raise any issues with coworkers" (Text 1, line 40). Employees may argue that social media reveals the best of worst of candidates, ~~and~~ allowing them to "[gain] insight on [their] candidates" (Text 2, line 12).

Although this may be true, ~~social media is not the best way to~~ ~~evaluate candidates~~ the risks employees take by taking this step to check the background of their candidate using social media is extremely excessive, as many legal issues can be caused along with discrimination against subjects.

While some may believe that social media should be used to evaluate job candidates, because of legal risks and discrimination, social media should not be considered to evaluate these people. ~~Discrimination is a legal risk that~~
social media ~~can~~ can create legal risks against laws that protect citizens and discrimination which is why, ultimately, it should not be used ~~to evaluate~~ as a method of ~~the~~ the employment process.

Anchor Level 5–A

CONTENT AND ANALYSIS:

- The essay introduces a precise and insightful claim, as directed by the task (*Although many may believe that social media channels can create benefits for evaluating potential candidates, because of legal risks and the possible risk of discrimination, this method of candidate evaluation should not be considered*).
- The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*In this case, the use of social media created an unfair discrimination towards the candidate, showing how the use of social media can ultimately lead to discrimination from employers and Although personal activities may be protected by the law, the use of social media to evaluate candidates invades the personal lives of many people*) and to distinguish the claim from alternate or opposing claims (*However, in contrast, many may believe that social media can be used to evaluate candidates*).

COMMAND OF EVIDENCE:

- The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*the information that employers may find ... “can also be risky”, because they “can create dangerous biases”; the top candidate was ruled out because of the “information about the employee’s religious beliefs the employer discovered through an online search”; by observing to see if social media revelations “don’t affect their performance or raise any issues with coworkers”*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 2, Lines 25–26*) and (*Text 1, Line 35*)].

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 issue and a negative claim, followed by two supporting paragraphs that focus on the concerns involving discrimination (*Because of the possible risk of discrimination, the use of social media to evaluate candidates should not be considered*) and the legal risks. A fourth paragraph addresses the counterclaim and is followed by a concluding paragraph that reinforces the claim (*Social media can create legal risks against laws that protect citizens and discrimination which is why, ultimately, it should not be used as a method of the employment process*).
- The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*While using social media as evaluation may not violate this law, it runs very close to it, and can even cause “discriminating on the basis of an employee’s lawful off-duty conduct*), with occasional breaks in precision (*for for “of” and a singular use of an ampersand*)

CONTROL OF CONVENTIONS:

- The essay demonstrates control of conventions, exhibiting occasional errors (*candidates, evident; “discriminating ... conduct. Although; revelations; coworkers*) only when using sophisticated language.

When applying for a job, it is important to remember that employers will judge not only the interview, but the social media presence as well. The things candidates post online are ~~the~~ a major reason why they may be declined an offer. While scary for applicants, this process is beneficial to the business, since it proves whether or not someone is responsible enough for the job.

This is a completely fair process, as it reveals who someone portrays themselves as in an online setting. In text 1, reasons are given as to why an individual may be turned down: "...patterns of overt anger, suggestions of violence, associations with questionable characters, signs of cross behavior or even too many political posts." (Text 1, lines 23-24) The reasons highlighted are all very fair; it is challenging to work with a ticking time-bomb of a person, and thus, better for the company to turn them down, rather than ignore the behavior for the innocent interview facade. Despite this, there are still risks to relying on this information. Every employer is not a saint looking for dangerous activity, they may be looking for details like race, sexuality, religion, etc, and feel inclined to deny based on what they dislike. Text 3 references two court cases where discrimination was a key factor to the employment process, "...top candidate passed over partly due to information about an employer's religious beliefs," (Text 3, lines 23-24) "...expressed a preference for white female employees..." (Text 3, lines 27-28) It is completely unfair to decide employers this way, many employers have bias or prejudice that they should not rely on for hiring potential candidates. Although there are risks, it is hard to argue that there is no benefit to looking in to outside sources for candidate information. Jeff Williams in text two conveys the right idea for how all employers should apply this process in their environment, "a good practice is for hiring managers to ask themselves what information is necessary to make a good decision..." (Text 2, lines 32-33) Managers need to really look at profiles with an unbiased eye, and truthfully find what

Anchor Paper – Part 2 – Level 5 – B

really matters. ~~It~~ ~~is~~ Regardless of how charismatic someone may seem, it is important to find their hidden details. For instance, ~~if~~ ~~an~~ ~~employer~~ ~~meets~~ someone who seems like the perfect teacher without checking their profiles, they could later discover that the teacher they hired speaks about their students in an inappropriate way, or wishes to cause harm to them. Despite unfortunate prejudice, it is too significant to ignore that employers cannot judge an interviewee off first impressions.

While this process seems risky or flawed, the benefits can save a company from dangerous workers. It is important that employers are an unbiased party, so they can make proper decisions for the workplace.

Anchor Level 5–B

CONTENT AND ANALYSIS:

- The essay introduces a precise and thoughtful claim, as directed by the task (*this process is beneficial to the business, since it proves whether or not someone is responsible enough for the job*).
- The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*The reasons highlighted are all very fair, it is challenging to work with a ticking time-bomb of a person, and thus, better for the company to turn them down and Managers need to really look at profiles with an unbiased eye, and truthfully find what really matters*) and to distinguish the claim from alternate or opposing claims (*Despite this, there are still risks in relying on this information*).

COMMAND OF EVIDENCE:

- The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*reasons are given ... “patterns of overt anger, suggestions of violence, associations with questionable characters, signs of crass behavior or even too many political posts” and “a good practice is for hiring managers to ask themselves what information is necessary to make a good decision... ”*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 1, lines 23–24*) and (*Text 3, lines 27–28*)].

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 positive claim, followed by a lengthy paragraph that moves from support of the claim to presenting and refuting a counterclaim and then to *the right idea for how all employers should apply this process* of evaluating potential job candidates, and a conclusion of summation.
- The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*they may be looking for details ... and feel inclined to deny based on what they dislike and Despite unfortunate prejudice, it is too significant to ignore that employers cannot judge ... off first impressions. While this process seems risky or flawed, the benefits can save a company from dangerous workers*) although it is sometimes inexact (*to decide employees and employers cannot judge an interviewer*).

CONTROL OF CONVENTIONS:

- The essay demonstrates partial control of conventions, exhibiting occasional errors (*business, since; fair, it is; person, and thus, better; this way, many; looking in to; environment, “a good*) that do not hinder comprehension.

~~Why is social media important~~ Why is social media important to us and our future? Over the past decade or so, the growing use of social media has led to the rise of its popularity where people share their opinions, beliefs and occasionally their lives.

The more people share online, the more information about that person is online. Whether the posts are good or not, companies still have access to this, and ~~many~~ some employers use this information in the hiring process. Employers should not consider social media activity when evaluating potential candidates because the candidates can be discriminated against for their views and accessing the candidates social media accounts can have legal risks.

Social media ~~activity can lead to~~ browsing during the hiring process can lead a candidate to be discriminated against. When agents or employers browse through the candidates social media, they have access to "content available to the public"

(Text 1, line 19) or even "posts you've made on social media over the past six months (even the posts you deleted)." (Text 1, lines 19-20)

People often post their views and opinions on social media and with agents having access to this, they are likely to develop bias, and can discriminate against candidates for having opposing views. With this information being available, "it is difficult to prove that they were not influenced"

(Text 3, line 20) when in the hiring process.

~~Why is social media important~~ This is important because

the more information that is accessed, the more the agent or recruiter can judge a candidate on, especially with their ethnicity, religious practices, political views, etc. Thus, not using social media during the hiring process will ~~be~~ eliminate potential bias and discrimination.

It is also important to be aware of the legal risks associated with ~~the~~ companies having access to candidates / employees social media accounts. ~~It is not~~ While employers ~~are~~ are not violating any laws by looking at an applicants interests or values, there must be "written consent from the prospective employee or current employee." (Text 3, line 64) This is important to acknowledge because without consent, employees would be violating laws. In addition, a legal risk of asking for an applicant's or employees password creates a "risk of violating the federal Stored Communications Act." (Text 3, line 68) This is extremely significant because this act applies to all 50 states and accessing passwords can violate ~~the~~ ^{an} Act that protects employees and their rights.

~~Others~~ Others may argue that employers should consider social media activity when evaluating potential candidates because they can access information not known during the interview process. While this may be the case, accessing candidates personal views can lead to

A person being rejected because of what was found on social media. A study found that "55 percent of employers who use social media screenings said they found content that caused them not to hire a candidate." (Text 4, lines 32-33) It is likely that these individuals got rejected because they were discriminated against "ethnicity, religious beliefs, gender, or other protected classes." (Text 2 lines 25-26) This portrays how employers ~~are~~ are quick to perceive opinions about what they find online, which often causes them to reject candidates.

Overall, employers should not consider social media activity when evaluating candidates as this can eliminate discrimination, bias, and legal risks. While there are ample amounts of information online there are tons of more risks associated with using social media to evaluate a candidate.

Anchor Level 4–A

CONTENT AND ANALYSIS:

- The essay introduces a precise and thoughtful claim, as directed by the task (*Employers should not consider social media activity when evaluating potential candidates because the candidates can be discriminated against for their views and accessing the candidates social media accounts can have legal risks*).
- The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*with agents having access to this, they are likely to develop bias, and can discriminate against candidates for having opposing views and It is also important to be aware of the legal risks*) and to distinguish the claim from alternate or opposing claims (*Others may argue that employers should consider social media activity ... because they can access information not known during the interview process*).

COMMAND OF EVIDENCE:

- The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*they have access to “content available to the public” ... or even “posts you’ve made on social media over the past six months (even the posts you deleted and With this information ... “it is difficult to prove that they were not influenced” ... when in the hiring process)*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 1, lines 19–20*) and (*Text 4, lines 32–33*)].

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits acceptable organization of ideas and information to create a cohesive and coherent essay, with an opening paragraph that introduces a claim against the use of social media in hiring, followed by two supportive paragraphs that focus on *discrimination* and *legal risks*. A fourth paragraph presents and refutes a counterclaim based upon the issue of employers’ rights to access *candidates personal views*, and a conclusion that restates the claim.
- The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Thus, not using social media during the hiring process will eliminate potential bias and discrimination and This portrays how employers are quick to perceive opinions about what they find online, which often causes them to reject candidates*).

CONTROL OF CONVENTIONS:

- The essay demonstrates partial control of conventions, exhibiting occasional errors (*candidates social media; bias, and can; on especially; applicants interests; employee.*” (*Text 3, line 54*) *This; an Act that*) that do not hinder comprehension.

Anchor Paper – Part 2 – Level 4 – B

Employers should consider social media activity when evaluating potential candidates. Social media is a system that is based on communication for individuals to connect online. It is an easy access for many, through computers and cell phones. There are many different apps where you could send messages, photographs and videos.

Some people would say employers should consider social media activity when evaluating candidates because it would help employers get an idea of who that person is and would help employers make it easy to determine the skills and qualifications for that person's position. In text 1, lines 13 and 22, it explains how looking at a candidate's social media posting can help them look out for what they do or don't want. "A candidate's ironic, aggressive and potentially threatening postings are about many are on the lookout for..." "A Cambridge survey found that 57% of employers have found social content that caused them to rule out a candidate." These quotes from text 1 help people/employers know what they are looking for. In text 3, line 5 it states how looking through social media is helpful when determining skills for the position. "It's not unreasonable to wish to use social media to understand a prospective employee's professional qualifications and skills to determine the fit for the position." This quote from text 3 backs up the opinion on whether employers should check social media for candidates.

Others may disagree and argue that employers shouldn't consider social media activity when evaluating potential candidates. They would disagree because, at times when checking social media content, it creates biased opinions that affect the choosing for the position like a past, negative comment or post can stick. In text 2, lines 17-19 it explains how biased opinions are created when checking social media causing a negative outcome for candidates. "Particularly when they are used to evaluate candidates based on their personal lives, opinions and what they choose to post and re-post..."

Anchor Paper – Part 2 – Level 4 – B

Information can create dangerous biases that can lead to legal risks? In text 4, lines 13-14 and 32-33, it describes how social media from past posts can negatively disqualify you. "Just one negative impression from your social media profile could disqualify you from a position." "A whopping 55% of employers who use social media screenings said that they have found content causing them not to hire a candidate." Based on these quotes from text 4 and 2, people will argue that checking candidates' social media often have a negative outcome based on negative opinions.

In conclusion, although many argue both sides, employers should consider social media activity when evaluating possible candidates because it gives opinions and expectations for the position.

Anchor Level 4–B

CONTENT AND ANALYSIS:

- The essay introduces a precise claim as directed by the task (*Employers should consider social media activity when evaluating potential candidates ... because it would help employers get an idea of who that person is and ... make it easy to determine the skills and Qualifications for that Persons Position*).
- The essay demonstrates some analysis of the texts (*These Quotes from text 1 helps people/employers know what they are looking for* and *This Quote from text 3 backs up the opinion on if employers should check social medias for candidates*), but distinguishes the claim from alternate or opposing claims (*Others may disagree and argue that employers shouldn't consider social media activity when evaluating potential candidates*).

COMMAND OF EVIDENCE:

- The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*"A candidate's irate, aggressive and potentially threatening postings are what many are on the look out for ..."* and *"Just one negative impression from your social media profile could disqualify you from a position"*).
- The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material with some accurate citations (*In text 2, lines 17–19 it explains* and *In text 4, lines 13–14 and 32–33, it describes*) although in other situations line numbers indicated are not fully inclusive of the quotes referenced or are missing and miscopying occurs in some instances.

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits acceptable organization of ideas and information to create a mostly coherent essay, first introducing a claim, then supporting the claim with one body paragraph that focuses on reasons why employers should use social media to evaluate candidates, followed by a second body paragraph that addresses an opposing claim that focuses on biases that create a *Negative outcome* for the candidate, and concluding with the consideration that *many argue both sides* and a reiteration of the claim.
- The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*These Quotes from text 1 helps people/employers know what they are looking for; Based on these Quotes from text 4 and 2, people will argue; Although many argue both sides*).

CONTROL OF CONVENTIONS:

- The essay demonstrates partial control of conventions, exhibiting occasional errors (*many, through; persons position; dont; Quotes ... helps; because, At; conent; a past, Negative; checking ... often have; conclusion, Although ... sides. Employers*) that do not hinder comprehension.

Employers should consider social media activity when evaluating potential candidates. This is to reduce potential risks, can be beneficial for the candidate, and is overall more sought after.

Employers should consider social media due to the risk. How social media can reveal the best (and worst) of your employment candidate state.

"As an employer it's all about eliminating potential risk. For this reason I suggest to direct that they take a look at current employees social media accounts, too a practice I do myself." This person stated how looking at social media reduces risk statistically. (text 7)

Another reason social media should be considered for employers looking at candidates is because it could be beneficial. "How social media could affect your job" state "Despite what job candidates might think most employers are looking for reasons to hire someone. The Harris Poll surveyed over 1,000 employers and found that 67% of the look for info that supports a candidate." This shows how social media

can be beneficial for job qualifications employers can see qualifications and things the company is looking for on social media (text 4)

Lastly why employers should consider social media when looking for qualifications is due to a more popularity in considering

social media. "Guadralls for social media putting the hiring process states" 70% ~~say~~ believe employers should screen all applicants social media profiles while 67% say they use social network sites to research potential job candidates". This shows how a majority of the population agrees with considering social media (text 3)

Many people believe that considering social media can be a risk to their privacy. This is wrong due to the person/candidate chooses what is on their social media. ~~the~~ This doesn't violate any laws or acts of privacy in the United States.

The benefits and positives of considering social media out way all the cons and negatives of not considering social media. Considering social media eliminates risk factors, is more beneficial, and lastly is statistically proven to be more sought after.

Anchor Level 3–A

CONTENT AND ANALYSIS:

- The essay introduces a reasonable claim, as directed by the task (*Employers should consider social media activity when evaluating potential candidates*).
- The essay demonstrates some analysis of the texts (*This shows how social media can be beneficial ... employers can see qualifications and things the company is looking for* and *This shows how a majority of the population agrees with considering social media*), but insufficiently distinguishes the claim from alternate or opposing claims (*Many people believe that considering social media can be a risk to their privacy. This is wrong due to the person/candidate chooses what is on their social media*).

COMMAND OF EVIDENCE:

- The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*“As an employer its all about eliminating potential risk. For this reason I suggest to client that they take a look at current employes social media accounts, too a practice I do myself”* and *“70% believe employers should screen all applicants social media profiles while 67% say they use social network sites to research potential job candidates”*).
- The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*text 1*) and (*text 3*)] with no identifying line numbers and some words are miscopied or omitted.

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits acceptable organization of ideas and information to create a coherent essay, with an introductory paragraph that presents a claim in favor of using social media in the hiring process, followed by three paragraphs of support explaining how using *social media* in the hiring process *reduces risk* and *can be beneficial for job qualifications*, and is considered acceptable by many, followed by a paragraph that presents and refutes a counterclaim based on the issue of privacy, and concludes with a summative paragraph (*The benefits and positives of considering social media out way all the cons*).
- The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*Employers should consider social media due to the risk* and *This doesn’t violate any laws or acts of privacy*) that is sometimes inexact (*a more popularity*).

CONTROL OF CONVENTIONS:

- The essay demonstrates partial control of conventions, exhibiting occasional errors (*risk. How social media ... state “As; employer its all; reason I; statisticaly; job” state “Despite; qualifications employers; Lastly why; Durring; out way; person ... their; choses*) that do not hinder comprehension.

Every one in this world uses social media it ranges from kids to adults they may use it for fun or just cause its there life. When it comes to working all that matters is if you have the basic skills to complete the job.

No employers should not consider social media because if were not over 21 then our business is our business. In text 2 line 19 it states "Preston says this information can create dangerous biases that can lead to legal risk." What this means is for these people to think there just gonna find about people without order is not right.

Moreover in jobs we cant use phones or anything that does not require to the job. In text 3 it states "C many states enacted laws prohibiting employers from discriminating on the basis of an employee's off duty conduct." What this means is that again people off this world are clear in the right state of mind to do right so again as long as they have the basic skills of the job nothing else matters.

With social media accounts people may have a public profile or a private profile ~~with~~ which is smarter maybe you are doing things but you wont get urself in trouble. In text 4 it states "Instead you should keep your social

media accounts Clean and up to date. What this means is make sure you don't have anything that could alert or be offensive in a way.

Never should a person miss out a job opportunity over a post they posted which isn't harmful.

Anchor Level 3–B

CONTENT AND ANALYSIS:

- The essay introduces a reasonable claim, as directed by the task (*No emPloyers should not consider Social media because If were not our 21 then our business is our business*).
- The essay demonstrates confused or unclear analysis of the texts (*What this means is for these People to think there Just gonna find about People without order and what this means is that again People off this world are cleary in the right State of mind to do right*), failing to distinguish the claim from alternate or opposing claims.

COMMAND OF EVIDENCE:

- The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*“many States enacted laws Prohibiting employers from discriminating on the basis of an employee’s off duty Conduct” and “Instead You should Keep Your Social media accounts Clean and up to date”*).
- The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material with one proper citation (*In text 2 line 19*) but with two other citations identifying the texts but not the line numbers (*In text 3 and In text 4*).

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 topic of social media and a second paragraph that introduces a claim against employers using social media, followed by two paragraphs that attempt to support the claim (*as long as they have the basic SKills of the Job nothing else matters and make Sure You dont have anything that could alert or be offensive in a way*) and ends with a single-sentence conclusion (*Never Should a Person miss out a joP oPPertunity over a Post they Posted which isnt harmful*).
- The essay lacks a formal style, using some language that is inappropriate or imprecise (*cause for “because”; there for “their”; there for “they’re”; gonna find out about People without order; off for “of”*).

CONTROL OF CONVENTIONS:

- The essay demonstrates emerging control of conventions, exhibiting occasional errors that hinder comprehension (*media it; adults they; its; No employers; cant; that does not require to; People ... are cleary in the right; With Social media accounts People; things but; wont; urself; JoP oPPertunity*).

Anchor Paper – Part 2 – Level 2 – A

No employers should not consider social media activity. I say this because when hiring someone that should be based on their skill of the job. Without our ability to express ourselves what's the point of social media? So no employers should not look at our social when interviewing.

Text 4 says "A social media screening is usually done prior to employment" this shows that they're not giving others a fair chance. A job is supposed to be higher if you do what you're told. Another textual evidence is "take a minute to google yourself" - We want to express yourself and have fun and don't care what people think.

Another evidence is "found content caused them not to hire a candidate". Employers' opinion should not be based upon what the world thinks about them or things they like or relate to. People want to act like they're interested in some things.

Conclusion: Basing things on the internet is bad for people. They can get mad and get bad information that hurts. As time goes on, people as a whole get to be better. Social tracking isn't good and can be dangerous. Hopefully, as time goes on, we can change this.

Anchor Level 2–A

CONTENT AND ANALYSIS:

- The essay introduces a reasonable claim, as directed by the task (*No employers should not consider social media activity ... Because when hiring someone that should be based on their skill of the Job*).
- The essay demonstrates confused and unclear analysis of the texts (*this shows that they are not giving others a fair chance* and *Employers' opinion should not be based upon what the world thinks about them*), failing to distinguish the claim from alternate or opposing claims.

COMMAND OF EVIDENCE:

- The essay presents ideas briefly, making some use of specific and relevant evidence (“*A social media screening is usually done prior to employment*” and “*found content caused them not to hire a candidate*”) in an attempt to support analysis, although some evidence may be irrelevant (“*take a minute to google yourself*”).
- The essay demonstrates little use of citations, identifying one text (*Text 4*) which is quoted but not cited in three separate instances, including no line numbers.

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay, with an introductory paragraph that establishes a negative claim and offers a rationale that *hiring should ... be based on skill*, followed by two body paragraphs that include text evidence, but whose analysis becomes digressive and inaccurate. The essay concludes with a paragraph that moves away from the claim to generalizations about how *Basing things of the internet is Bad for people* which *Hopefully ... can change*.
- The essay lacks a formal style, using some language that is inappropriate (*wanna*) and imprecise (*based on their skill; their* for “they’re”; *A job is supposed to hire if you do what you told; an* for “and”; *People might act like*).

CONTROL OF CONVENTIONS:

- The essay demonstrates emerging control of conventions, exhibiting occasional errors that hinder comprehension (*No employers; should; hiring; ourselves what's; employment*”*this; textual evidence; we ... yourself; candidate; Employers' opinion ... he; Conclusion: Basing; isn't*).

Social media has completely change people and there work. People use social media for lot of thing in there life. Watching people on social media could discovered information about any person and there cualification for the job. This can cause new friend ship between boss and canidate and now they know the best and worst of each other. This is why i belive that employers should watch social media. They can get good new employee's and friends. As weel as insight of gain information about certain people track record in social media and also checking people can help. Text 1 says finding hiring managers may see "a candidate irate, aggressive, and potentially threatening postings". He them need to be careful they dont get hurt. So yes they need to watch out for social media.

Anchor Level 2–B

CONTENT AND ANALYSIS:

- The essay introduces a claim (*This is why i belive tha't employers should watch social media*).
- The essay demonstrates confused and unclear analysis of the texts (*This can cause new friend ship between boss and canidate and now they know the best and wort of each other and He then need to be careful they dont get hurt*), failing to distinguish the claim from alternate or opposing claims.

COMMAND OF EVIDENCE:

- The essay presents little evidence from the texts, referencing only one text with a partial quote (“*a canidate irate, aggressive and potentially threatening postings*”) with its intent being misinterpreted.
- The essay demonstrates little use of citations (*Text 1 says*) without mention of line numbers.

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay, consisting of a single paragraph that opens with generalized comments about social media and continues with a series of vague and loosely connected references to the task in an attempt to support the claim that moves from *discovered information* to *new friend ship*, back to *insight ... about certain people* and then to safety concerns that are reflected in a confused concluding statement (*So yes they need to watch out for social media*).
- The essay lacks a formal style, using some language that is imprecise (*there* for “their”; *lot of thing*; *insight of gain information*; *finding hiring managers may see*).

CONTROL OF CONVENTIONS:

- The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*has complety change*; *could discovered*; *cualification*; *friend ship*; *canidate*; *wort*; *i belive tha't*; *new employee's*; *friends. as weel*; *people track record*; *He ... need to be*; *So yes they*) that make comprehension difficult.

Social media can be good or bad. Social media can get you in a lot of trouble and people can find where you live. You can get into arguments with people you don't even know just because you did or said something they didn't like. Social media is one of the reasons why the world is so bad now. It can distract kids in school from learning or working but that's not only kids, adults do it too. Media can be distracting so kids are in school and can't learn what they need to. Social media caused so many deaths all around the world. Some people can barely see if the site that they heard from is real or fake so they can get hacked by some random person so they can lose all their money over one mistake.

Even though social media can also be helpful such as looking up stuff you had no idea of. You can meet new friends but be smart about it. Media you can see what your friends been up to and you can text them. You can also see a lot of content like on tiktok, instagram, facebook, snapchat and many more. You can also shop online on trusted web sites.

Anchor Level 1–A

CONTENT AND ANALYSIS:

- The essay does not introduce a claim, as directed by the task. While the essay states *social media Can be good or bad*, this statement is both non-committal and unrelated to the given task.
- The essay does not demonstrate analysis of the texts.

COMMAND OF EVIDENCE:

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

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits some organization of ideas and information to create a mostly coherent essay, with an introductory paragraph that first states how *social media can be good or bad* and then discusses the negative aspects of social media (*you can get into argue ments with people you don't even know and It can destract kid in School from learning*), followed by a second paragraph that discusses the positive aspects (*Social Media can also be helpful Such as looking up stuff and you can see what your friend s been up too*) with no concluding statement and nothing within that relates to the actual task.
- The essay lacks a formal style, using some language that is imprecise (*were* for “where”; *loose* for “lose”; *looking up stuff*; *Media you can see what; too* for “to”).

CONTROL OF CONVENTIONS:

- The essay demonstrates emerging control of conventions, exhibiting occasional errors (*argue ments; destract; kid in School; working but; thats; kid's are; cant; barley; tiktok, instagram, facebook, Snap chat; wedsites*) that hinder comprehension.

* Although the essay exhibits Levels 1, 2, and 3 criteria, it is a personal response and makes little or no reference to the task or texts and can be scored no higher than a 1.

I think that want a work is very difficult because many people also want a work because 55 percent of employers who use social media screening but future employers may conduct social media

Anchor Level 1–B

CONTENT AND ANALYSIS:

- The essay does not introduce a claim.
- The essay does not demonstrate analysis of any texts.

COMMAND OF EVIDENCE:

- The essay presents little or no evidence from the texts, only briefly referencing *employers who use social media screening*.
- The essay does not make use of citations.

COHERENCE, ORGANIZATION, AND STYLE:

- The essay is minimal, consisting of a single sentence, making assessment unreliable.
- The essay is minimal, making assessment unreliable.

CONTROL OF CONVENTIONS:

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

When most people apply for a job they are interviewed by the employer. Now some may wonder if what the applicant says at the interview is true, so they (the employer) may do a background check on the applicant. With the internet being a big hit around the world, your employer may check it. This means they may check your activity on social media platforms. Now, should employers really consider ~~social~~ social media activity when evaluating potential candidates? Well I say they absolutely should.

When employers search for candidates that would apply for a job, they're gonna want somebody who knows what they're doing and gets things done. Social media activity can easily help employers make the right decision about their candidates. Social media platforms can tell employers if their candidate is "who they say they are" as the candidate's true personality can be "reflected in their social media accounts." (Text 2, Lines 47-48). When viewing a candidate's activity on social media, employers can see what their candidate is capable of doing. This allows them to better decide if their candidate is suitable for the job.

Now others may say that employers should not consider social media activity when evaluating potential candidates. This is completely understandable, as there can be serious drawbacks that may affect your application. Your employer may find content on your social media account that they may find "potentially offensive" or something "you wouldn't say at the workplace." (Text 4, Lines 36-37). If your employer saw something on your

social media account they didn't like, they may not hire you. So depending on what employers find on a candidate's social media account, they can completely decide not to hire you.

Social media activity may affect the jobs you apply for in many ways, such as posts, reels, and search/watch history. Although using it is much better than not ~~even~~ considering it at all. In some cases, it may be "good to know what is going on in employee's lives by their postings." (Text 1, Lines 38-39). Employers look for a person's background when viewing social media accounts of candidates. If your employer knows about what's going on in your life, they may be more willing to hire you.

Employers should definitely consider social media activity when evaluating potential candidates because it allows for a more direct view of a person's background and the things they do. Social media activity can help increase ~~your~~ your chance of being hired and it can make it easier for employers to find the right people for the job.

Applying for a job is frightening in itself already; you are concerned whether you are fit for the job, they may have found a more suited applicant, you may not have presented yourself professionally enough, etc. But a reason that an applicant should not have to fear is if their ~~past~~ separate life outside the job determines their acceptance. Although there are a few beneficial aspects of using social media when evaluating job candidates, it is truly unnecessary and not worth the risk.

Utilizing social media when evaluating job candidates is incredibly unnecessary and irrelevant when it comes to hiring. In general, social media poses as a series of platforms where individuals can share events in their lives and often their opinions with the rest of the world. Thus, employers using a person's freedom of speech and expression as a reason to turn someone down despite their professional capabilities is simply uncalled for. "If their social media revelations don't affect their performance or raise issues with co-workers, they probably will not pose a problem at the workplace" ~~(Text 1, line 39-41)~~ (Text 1, line 39-41). Another example that proves to be unfair towards any candidates who are active on social media is the personal bias that may develop from the employer about a potential employee. Employers using details to evaluate such as "their personal lives, opinions and what they choose to post and repost" (Text 2, line 18-19) is unjust as they are taking irrelevant information into consideration even if it does not jeopardize the workplace or provide that the candidate is unfit for the position. Therefore, it is unnecessary to evaluate ^{job} candidates through the usage of social media.

Using social media when evaluating job candidates is also very risky for the employers. There are a significant number of potential risks that may come back at ~~the~~ those hiring all just for rejecting an applicant

after ~~to~~ analyzing their social media platforms. These risks even include discrimination and other violations. For example, "If a recruiter or hiring manager has accessed this data, it is difficult to prove that they were not influenced by it in their hiring decision" (Text 3, line 14-20). ~~Just~~ If an applicant is rejected who is part of a protected class such ~~as~~ by their race, gender, sexual orientation, etc., ~~the~~ these job candidates can ~~to~~ take action against the recruiters if there is any reason that their class has any connection to their rejection from the job. An additional risk included violations of such towards the National Labor Relations Act which protects applicants from being discriminated based on opinion. And for an employer to "(use) social media to screen out applicants on this basis may lead to an unfair labor charge against the company" (Text 3, line 60-61). Moreover, using social media to evaluate candidates can lead to the possibility of law suits and violations which is not worth it.

Although, there are a few points that may be applauded for ~~that~~ about the benefits of using social media to evaluate a job candidate. It is understandable if "the essence of using social media to evaluate a candidate ~~is~~ [is] to determine if this person ~~is~~ can perform the essential function of the job" (Text 2, line 58-59). In retrospect, it is deemed viable for recruiters to use social media when the terms are used to determine the professionability of the candidate and if they are worthy of a job. However, social media still proposes more negatives than positives when determining hiring a person. And applicants should not have to worry about their separate lives from their job lives if they are fit for the position.

No They shouldn't look at your ~~the~~ social media when deciding whether or not to hire you because that is an invasion of your imploy's privacy ~~the~~ especially if you don't ask. it can also be risky ~~not~~ which can be seen it ~~is~~ where it states "particularly when they are used to evaluate candidate bases on personal lives ~~the~~ information can be ~~very~~ dangerous that lead to legal risks which mean you might see stuff that wasn't meant for you. People work life and media are different

Part 2 – Practice Paper – D

In today's world, social media is consumed by everyone. People can say and post whatever they want behind the comfort of their own screen. This tends to bring people's true, authentic self out when sharing on social platforms. Employers should consider social media activity when evaluating potential candidates. By doing so, it can help determine who the candidate really is, and if their character will benefit one's workplace or not.

Reputation is everything to companies and brands. This is what the face of all they stand for, and what helps attract ~~customers~~ people. "This new hire will have a... potentially huge impact on your company's brand and reputation" (text 2, line 4-5) People not only represent companies in work hours, but also after hours. One person's mistake, or negative social media presence can negatively disrupt a company. When hiring it's important to know the person's intent on the world. This is why ~~compa~~ Employers should consider social media, to know who the person they are hiring truly is. "A whopping 55 percent of employers who use social media screening said that they have found content caused them not to hire a candidate" (text 4, line 32-33) ~~Compan~~ Employers have the company's best interest in heart, and these screenings help prevent what could be future problems.

Some might argue that these screenings are not fair, and creepy. But "statements made in public forum, which includes social media, are fair game" (text 1, line 17-18). And social

Part 2 – Practice Paper – D

Media screenings can benefit one more than nurt. "the Harris Poll surveyed over 1,000 employers and found that 67 percent of them look for information that supports a candidates qualifications to get them through the door" (text 4, line 24-26). People can use social media to their advantage as a way to positively stand out. Employers often do this to solidify their decisions, and if one is who they say they are, and does not possess any potential risk to the companies image, then social media only solidifies this.

Social media ~~is only ad~~ and technology is only advancing. Employers should use this to their benefit. This is a positive because not only does it reward good people, ~~but teachers~~ who use social media as a positive, but it also teaches people that what they post is important. These screenings could help lower bullying and negativity in social media and overall make sure a work place is a safe, and positive place to be.

Employers should consider social media activity when evaluating potential candidates. When it comes to hiring someone for a job you have to make sure that the person is qualified and willing to do the job. There are also things that employers have to make sure are not coming into their company. For example, people who are negative and violent online are ~~probably~~ probably not the best people to be hired for a job.

Employers have a hard time selecting candidates to hire for a job they have to make sure that the person is qualified but not only just that. They also have to make sure that they avoid certain risks of violence and negativity. In the text it says, "As an employer, it is all about eliminating potential risks." (Text 1) As this quote is saying an employer's big job is to avoid and eliminate potential risks that are trying to get into their company. In text 2 it says, "It's 2023, and what is posted on TikTok, Instagram, Twitter (X) - and even Facebook for the nostalgic - is an accessible, noninvasive way of gaining insight on your candidate." Employers use what they find on social media to figure out their traits and what kind of person they are. It's a very important thing when it comes to hiring the right person.

Social media doesn't always have to be a bad thing. When it comes to the work industry, you can use social media to boost your company and give your employers a chance to see what kind of person you are. In text 4 it says, "The Harris Poll surveyed over 4,000 employers and found that 67 percent of them ~~looked~~ looked for information that supports a candidate's qualifications to get them through the door." This all happens because of what employers find online people are usually picked first because

of it.

Now some people may say that employers can't use what someone does in their private life against them because it would be discrimination. In text 2 it says, "vetting job ~~and~~ ~~and~~ candidates... based on their personal lives, opinions, and what they choose to post and re-post... Preston says this information can create dangerous biases that lead to legal risks". This quote ~~might~~ might be what happens with new employers but over all ~~of~~ social media has been a real help in the hiring ~~process~~ ~~process~~ process. Employers should be able to use social media as a factor when hiring someone.

Practice Paper A – Score Level 4

Holistically, this essay best fits the criteria for Level 4 because the essay introduces a precise claim, as directed by the task and demonstrates appropriate and accurate analysis of texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims. The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis and demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material. The essay exhibits acceptable organization of ideas and information to create a coherent essay while establishing and maintaining a formal style, using precise and appropriate language and structure. The essay demonstrates partial control of conventions, exhibiting occasional errors that do not hinder comprehension.

Practice Paper B – Score Level 5

Holistically, this essay best fits the criteria for Level 5 because the essay introduces a precise and thoughtful claim, as directed by the task, demonstrating thorough analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims. The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis while demonstrating proper citation of sources to avoid plagiarism when dealing with direct quotes or paraphrased material. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay that maintains a formal style, using fluent and precise language and sound structure that demonstrates control of conventions, exhibiting occasional errors, only when using sophisticated language.

Practice Paper C – Score Level 2

Holistically, this essay best fits the criteria for Level 2 because the essay introduces a claim, but demonstrates a confused and unclear analysis of the texts, presenting ideas inaccurately, while demonstrating little use of citations to avoid plagiarism when dealing with direct quotes or paraphrased material. The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay which lacks a formal style, using some language that is imprecise. The essay demonstrates a lack of control of conventions, exhibiting frequent errors that make comprehension difficult.

Practice Paper D – Score Level 4

Holistically, this essay best fits the criteria for Level 4 because the essay introduces a precise claim, as directed by the task, demonstrating an appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims. The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis while demonstrating proper citation of sources to avoid plagiarism when dealing with direct quotes or paraphrased material. The essay exhibits acceptable organization of ideas and information to create a coherent essay, establishing and maintaining a formal style through the use of precise and appropriate language and structure. The essay demonstrates partial control of conventions, exhibiting occasional errors that do not hinder comprehension.

Practice Paper E – Score Level 3

Holistically, this essay best fits the criteria for a Level 3 because the essay introduces a reasonable claim with some analysis of the texts, but insufficiently distinguishes the claim from alternate or opposing claims. The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis, but demonstrates inconsistent citations, omitting line numbers when dealing with direct quotes or paraphrased material. The essay exhibits some organization of ideas and information to create a mostly coherent essay, but fails to maintain a formal style, using primarily basic language and structure while demonstrating emerging control of conventions, exhibiting occasional errors that hinder comprehension.



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

- 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.

Anchor Paper – Part 3 – Level 4 – A

The central idea of the ~~story~~^{text}, "Ballpark: Baseball in the American City", is that the way in which Americans build their baseball parks, shows ~~also~~ a lot about their attitudes towards their cities. This central idea is conveyed through the use of ~~a~~^{developed} cause and effect format. ~~Through the use of~~^{Through the use of} ~~that~~^{that} ~~second generation~~^{writing strategy} ~~the~~^{the} readers are able to easily understand why the baseball parks were built a certain way or how it shows ~~the~~^{the} way people viewed their cities. For example, second generation ^{ball parks} which were built ^{after} during the just after WW2, were built in a way to minimize connection to their cities. One of the most famous baseball parks built during this period was the Astrodome which had "a roof that rendered the entire ball field interior space, removing even the tiny leaf of grass in the urbe" (Lines 27 and 28). ~~The~~^{The} ~~roof~~^{roof} of the Astrodome was built in a way that ~~isolated it~~^{isolated it} the space from the rest of the city, but utilized methods that would create an illusion of the countryside in the stadium. The reason why was because "these ~~best~~ ballparks were generally built during the years after World War II to escape the city, or at least minimize any connection to it, and they were invariably suburban in concept if not geography;" (Lines 23-25) The author frames the idea that people wanted to escape their cities, as the cause ~~for~~^{for} the reason why they're built ~~with~~^{with} ~~the~~^{the} little connection to their city.

Another example of this ~~the~~ strategy being used is when the author talked about the way 3rd generation ballparks were built. During this period, people began having more pride in the city they lived in, and thus cared more about ~~living~~^{supporting it}. As a result ~~of~~^{of}, 3rd generation ballparks were ~~built~~^{designed} in the hope of weaving together an urban fabric that had been broken, aspiring to use baseball to heal the city rather than run away from it." (Lines 37-39) As a result of this, the ballparks were ~~built~~^{built} ~~actually~~^{actually} integrated into older urban neighborhoods, and

Anchor Paper – Part 3 – Level 4 – A

returning it to the field of grass under the open sky." (lines 33-35) The author stated that people wanted to help heal their cities, as the cause, and the ballparks ~~using the~~ ^{using the} a open dome system again, as the effect. Through the use and develop of this technique, the author is ~~was~~ able to ~~so~~ clearly ~~that~~ convey his central idea, that ~~how~~ the way in which baseball parks were built, shows the attitudes of people toward their city.

Anchor Level 4–A

CONTENT AND ANALYSIS:

- The response introduces a well-reasoned central idea (*the way in which Americans build their baseball parks, shows a lot about their attitudes towards their cities*) and a writing strategy (*This central idea is conveyed and developed through the use of cause and effect format*) that clearly establish the criteria for analysis.
- The response demonstrates a thoughtful analysis of the author’s use of cause and effect formatting to develop the central idea (*The author frames the idea that people wanted to escape their cities, as the cause for the reason why they’re built with little connection to their city and The author stated that people wanted to help heal their cities, as the cause, and the ballparks using a open dome system again, as the effect*).

COMMAND OF EVIDENCE:

- The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*the Astrodome ... had “a roof that rendered the entire ball field interior space” ... The reason why was because “these ballparks were generally built during the years after World War II to escape the city, or at least minimize any connection to it, and they were invariably suburban in concept if not geography” and 3rd generation ballparks were “designed in the hope of weaving together an urban fabric” ... As a result of this, the ballparks were “quite literally integrated into older urban neighborhoods, and returning it to the field of grass under the open sky”*).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits logical organization of ideas to create a cohesive and coherent response, with an opening paragraph that introduces the central idea that the building of baseball parks *shows the way people viewed their cities* and the writing strategy of cause and effect text structure, then provides one example of how *second generation ballparks ... were built in a way to minimize connections to their cities*. A second paragraph gives another example of the writing strategy by explaining why *3rd generation ballparks were built differently* and concludes with a restatement of the central idea.
- The response establishes and maintains a formal style, using precise language and sound structure (*The roof of the Astrodome was built in a way that isolated the space from the rest of the city, but utilized methods that would create an illusion of the countryside in the stadium and During this period, people began having more pride in the city they lived in, and thus cared more about supporting it*).

CONTROL OF CONVENTIONS:

- The response demonstrates control of the conventions with infrequent errors (*geography.” (Lines 23–25) The; cities, as the cause; using a open dome system*).

According to the text "Ballpark: Baseball in the American City" we are introduced to baseball and ballparks and how they were developed throughout history. Not only did their technology advance but their communities formed deep connections that allowed a sense of unity. Throughout the text, the central idea that was most emphasized would be, Through shared values, communities can be united and people can be brought together. The writing strategy best utilized to convey the central idea is symbolism.

It is apparent that the shared value most seen in this passage would be the love of ballparks. Throughout history sports have been consistent and being able to watch these sports, such as baseball, with loved ones or strangers allow bonds to be formed through this shared value. However, it is known that "The baseball park was always a special kind of place" because it was able to "instill people with a greater sense that it belonged to them" so then it became a "key part of American public space". Based on the evidence provided that it portrays how the ballpark isn't just a ballpark but a place that implemented a sense of belonging and comfort. This successfully supports the idea that through shared values communities and people are united because this love for ballparks became an American sensation, so it is clear that communities all over the country are able to be brought together through shared values, in this case a ballpark. Additionally, symbolism was explicitly portrayed since we see how the ballpark stands

for much more than just an ordinary ballpark, rather it symbolises unity. Through this we see how the central idea is conveyed because ballparks represent that shared value that is emphasized throughout the text. During this time period despair and sadness was a frequent feeling, as a result of the world war. Although we can see through baseball parks how Americans went from viewing their cities as central to the idea of community in the first decades of the twentieth century instead of continuing to try to "run away from them in the decades after world war II" the idea of also coping with the same pain can also bring people together, therefore emphasizing the central idea, through shared values communities and people can be brought together.

The idea of living through a war period is horrific enough but to live through a world war is bound to be traumatizing. Unfortunately, "these ballparks" that people cherished greatly "were generally built during the years after world war II" but instead of tragedy and violence, through the shared love of ballparks many communities benefitted from attending these ballpark because it symbolizes "how far Americans had come in the post war years from thinking of urban neighbor hoods as desirable turf". It is evident that ballparks also symbolize a benchmark in American history, for when people finally started to feel safe in their country. These symbols of hope and unity are able to truly depict the central idea because through these representations of important milestones we see how

Unity is a great impact toward communities since before they strayed away from urban areas and especially now this unity was only achievable through shared values (love of ballparks). There have been many generations of ballparks. ~~The~~ However, the most significant generation would be the third generation, because "what is most important about the ballparks of the third generation is that most of them were designed in the hope of weaving together an urban fabric that had been broken". This depicts how the love of ballpark and the better versions of ballparks were specifically intended to unite people. The ballpark mainly symbolizes the unity of new people were brought together after witnessing global warfare. Furthermore, this supports the central ideas, through shared values communities are united. The writing strategy symbolism helped best to ~~pretty~~ display the central idea.

Anchor Level 4–B

CONTENT AND ANALYSIS:

- The response introduces a well-reasoned central idea (*Throughout the text, the central idea that was most emphasized would be, Through shared values, communities can be united and people can be brought together*) and a writing strategy of *symbolism* that clearly establish the criteria for analysis.
- The response demonstrates a thoughtful analysis of the author’s use of *symbolism* to develop the central idea (*Based on the evidence provided that it portrays how the ballpark isn’t just a ballpark but a place that implemented a sense of belonging and comfort and It is evident that ballparks also symbolize a benchmark in American history, for when people finally started to feel safe in their country*).

COMMAND OF EVIDENCE:

- The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*it is known that “The baseball park was always a special kind of place” because it was able to “instill people with a greater sense that it belonged to them” so then it became a “key part of American public space” and Although “we can see through baseball parks how Americans went from viewing their cities as central to the idea of community in the first decades of the twentieth century” instead of continuing to try to “run away from them in the decades after World War II”*).

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 the central idea and writing strategy followed by a paragraph that explains how *this love for ballparks became an American sensation that symbolises unity*, followed by a second paragraph that further expounds on the idea that *through the shared love of ballparks many communities benefitted* because it gave *hope* and a concluding statement that reiterates the central idea and strategy used.
- The response establishes and maintains a formal style, using precise language and sound structure (*Not only did their technology advance but their communities formed deep connections that allowed a sense of unity; Additionally, symbolism was explicitly portrayed since we see how the ballpark stands for much more than just an ordinary ballpark, rather it symbolises unity and This depicts how the love of ballpark and the better versions of ballparks were specifiially intended to unite people*), although the response uses the ampersand symbol for “and” in one instance and *toward* communities instead of “on” in another.

CONTROL OF CONVENTIONS:

- The response demonstrates partial control of conventions with occasional errors (*technology advance but their; would be, Through shared; them” so then; provided that; American sensation, so it is clear; During this time period despair and sadness was; centery; World War II” the; these ballpark because it symbolizes; specifiially*) that do not hinder comprehension.

The central idea of the text "Ballpark: Baseball in the American City" is that the changes behind the development of ball parks over the years seemed to take place after certain events such as World War II, but these changes to the ball parks also showcase the change in communities' architectural taste, as well as, the change in how the community views the notion of public space and the nature of a place.

The Author's use of setting helps to make this point. This can be seen in line 22-25 where it says that "set in a sea of parking, these ball parks were generally built during the years after World War II to escape the city ~~city~~, and they were invariably suburban in concept if not in geography." This clearly shows us how the author uses setting to show us that after the war, the people/community changed as it correlates to the creation of a suburban ball park. Unhappy with city life after the war, ball parks enclosed themselves and moved away from being a part of the city ~~city~~, shutting the city and all its problems out.

~~Another~~ Another example of this can be seen in lines 37-39 where it states that "But what's most important about the ball parks of the third generation is that most of them were designed in the hope of weaving together an urban fabric that ~~was~~ had been broken, aspiring to use baseball to heal the city rather than run away from it." In other ^{and the} words as time progressed not only has the ball parks/people changed, from ~~the~~ time of wanting to separate from problems,

like in the previous generation, but 3rd generation ball parks strove to help urban areas thrive.

Parks are again changing now, as we see ball parks similar to theme parks. Although the setting is the same as 3rd generation, staying within the urban areas, the parks are changing the landscape of the urban areas by making it their own.

They are taking over cities and taking over businesses by not only building new urban parks but also building all the things that would attract people to the ball parks to spend more money. The writer calls the new Atlanta ball park an "instant neighborhood of restaurants, condos, bars, and hotels in which everything, even the streets, is a part of a private development project."

Lines 46-47. This is an example of a way the setting is used to showcase the change in a new generation.

This thus allows us to clearly see that the changes of the ball parks not only showcase the change in appearance of the ball parks, but also changes in the communities' ^{architectural} tastes and views of public space, and what the ball parks roles in their settings should be.

Anchor Level 3–A

CONTENT AND ANALYSIS:

- The response introduces a well-reasoned central idea (*the changes behind the development of ball parks over the years seemed to take place after certain events such as World War II, but these changes to the ball parks also showcase the change in communities architectural taste, as well as, the change in how the community views the notion of public space and the nature of a place*) and a writing strategy (*The Author’s use of setting helps to make this point*) that clearly establish the criteria for analysis.
- The response demonstrates a thoughtful analysis of the author’s use of setting to develop the central idea (*the author uses setting to shows us that after the war, the people/community changed as it correlates to the creation of a suburban ball park. Unhappy with city life after the war, ball parks enclosed themselves and moved away from being a part of the city and Parks are again changing now ... Although the setting is the same as 3rd generation, staying within the urban areas, the parks are changing the landscape of the urban areas by making it there own*).

COMMAND OF EVIDENCE:

- The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*“set in a sea of parking, these ball parks were generally built during the years after World War II to escape the city....., and they were invariably suburban in concept if not in geography” and “But what is most important about the ball parks of the third generation is that most of them were designed in the hope of weaving together an urban fabric that had been broken, aspiring to use baseball to heal the city rather than run away from it”*).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits acceptable organization of ideas and information to create a coherent response, with an introductory paragraph that states a central idea, followed by the first of three body paragraphs which introduce *setting* as the literary strategy used to develop the central idea and examples of how setting is used to develop the idea that changes to ball parks showcase changes in communities’ taste and ideals (*ball parks ... are taking over cities ... the new Atlanta ball park an “instant neighborhood of restaurants, condos, bars, and hotels in which everything, even the streets, is a part of a private development project”*) and concludes with a reiteration of how setting supports the central idea.
- The response establishes and maintains a formal style, using appropriate language and structure (*In other words as time progressed not only has the ball parks and the people changed, from a time of wanting to separate from problems, like in the previous generation, but 3rd generation ballparks strived to help urban areas thrive*) with occasional imprecision (*the people/community and This thus allows*) which sometimes personifies ballparks (*Unhappy with city life after the war, ball parks enclosed themselves and moved away from being a part of the city, shutting the city and all its problems out*).

CONTROL OF CONVENTIONS:

- The response demonstrates partial control of conventions with occasional errors (*World war; communities architectural taste, as well as, the change; The Author’s; to shows; words as; changed, from; Lines 46–47; ball parks roles*) that do not hinder comprehension.

In the ~~main~~ text *Ballpark: Baseball in the American City* by Paul Goldberger, the Author uses the literary technique of comparison to develop a central idea of community.

The article talks about the development of three types of baseball parks, how they were made, the expectations behind the development and what it turned out to be. He first talks about the first park, the first generation and the story behind. "Grew out of neighborhoods, took their eccentric forms from the pattern of city streets, and were inextricably tied to their surroundings. The story of Ebbets Field is the story of Brooklyn, as the story of Tiger Stadium is the story of downtown Detroit" (para line 16) He talks about how it started, the story behind it and the importance of it in the community. Later on he starts to talk about the second generation "is a different story: concrete bunkers, often circular, shaped not by the grid of urban streets but by a backward glance to the ancient Colosseum" (line-19) how it was built different. "They reveal how far Americans had come in the post war years" (line-25) They explain the story behind it and how important it is to the community. Then he talks about the third generation "But what is most important about the ballparks of the third generation is that most of them were designed in the hope of weaving together an urban fabric that generation been broken" (line-37) He explains how the third generation was different, following the "same" background because it was built after but with a different story and a different reason.

The literary technique that Paul ~~uses~~ Goldberger uses in this text is comparison. He uses that to show the readers and explain what are the background behind each monument, why the importance and how the community reacts towards it. By that we understand that different generations can overcome expectations in a different way and creates different. This connection is important to develop in the sense of community, because by all generations there was two things by the comparison that stayed the same; The baseball park and the importance of community connection.

Anchor Level 3–B

CONTENT AND ANALYSIS:

- The response introduces a clear central idea about *community*, as it relates to *the development of three types of baseball parks, how they were made, the expectations behind the development and what it turned out to be* and a writing strategy (*The literary technique that Paul Goldbeger uses in this text is comparison*) that establish the criteria for analysis.
- The response demonstrates a superficial analysis of the author’s use of comparison to develop the central idea (*He explains how the third generation was different, following the “same” back ground because it was built after but with a different story and a different reason and By that we understand that different generations overcome expectations in a different way and reacts different*).

COMMAND OF EVIDENCE:

- The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis for each generation of ballparks (*the first ... “grew out of neighborhoods ... inextricably tied to their surroundings”; the second generation “is a different story: concrete bunkers, often circular, shaped not by the grid of urban streets but by a back ward glance to the ancient Colosseum”; “But what is most important about ballparks of the third generation is that most of them were designed in the hope of weaving together an urban fabric that generation been broken”*) with some miscopying within quotations.

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits acceptable organization of ideas and information to create a coherent response, by first identifying a central idea and writing strategy, followed by a discussion of each generation of ballparks to show comparison. The response concludes with a paragraph that summarizes how comparison is used to *explain what are the background behind each monument, why the importance and how the community reacts towards it* and how the *connection* develops the central idea.
- The response lacks a formal style, using language that is basic and imprecise (*He first talks about the first park, the first generation and the story behind; how it was built different; there was two things by the comparison that stayed the same*).

CONTROL OF CONVENTIONS:

- The response demonstrates partial control of conventions with occasional errors (*the Author; detroit, Later on he; explaines; after but; By that we; generations ... reacts; sence; there was two; same; The*) that do not hinder comprehension.

This short story "Ballpark: Baseball in the American City", by Paul Goldberger ~~describes~~ describes signs of person vs society. The central idea of this short story describes that ~~anything can~~ anything can bring everyone together. Doesn't matter ~~where~~ ^{the situation} ~~or~~ ~~where~~, someone always shares something in common with others. Person vs Society Shows that literary element.

Ballparks have been around for ~~generations~~ generations. It was how most people got together ~~during~~ during the time of world war 2. "Ballparks were generally built during the years after world war 2, to escape the city or at least minimize any connection to it" ⁽²⁴⁻²⁶⁾ That shows how people tried to cope with the war going on, they played baseball in a astrodome. It didn't matter where they played or who played with them. New ballparks were created around ~~the~~ all the different city's, and some ballparks out in the open, as the generation got older. More and more people continue to with others and some create teams with others.

This shows that anything can bring anyone in no matter the situation. It can help people with tough situations going on with them. It doesn't matter where or when, it will bring everyone together.

Anchor Level 2–A

CONTENT AND ANALYSIS:

- The response introduces a central idea (*The central idea idea of this short story describes that anything can bring everyone together*) and a writing strategy (*person vs. society shows that literary element*).
- The response demonstrates a superficial analysis of the author’s use of the writing strategy to develop the central idea (*people tried to cope with the war going on, they played baseball in a astrodome*).

COMMAND OF EVIDENCE:

- The response presents ideas inconsistently, inadequately, and inaccurately in an attempt to support analysis, by providing one inadequate example which attempts support of a man vs. society conflict (*“Ball parks were generally bailt during the years after World War 2, to escape the city or at least minimize any connection to it”*) and another inaccurate reference (*It didnt matter where they played or who played with them. New ball parks were created around all the diffrent city’s*).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits inconsistent organization of ideas and information, failing to create a coherent response with an opening paragraph that introduces a central idea and a writing strategy, a second paragraph that attempts to explain person vs. society conflict but moves from describing how baseball parks were where *most people got together during the time of world war 2* to how *some create teams with others*. A third paragraph reiterates the central idea, which remains general (*This shows that anything can bring anyone in no matter the situation*).
- The response lacks a formal style, using language that is basic, inappropriate, or imprecise (*This short story ... describes signs of person vs. society; Doesnt matter the situation; some ballparks out in the open, as the generation got older; can bring anyone in*).

CONTROL OF CONVENTIONS:

- The response demonstrates partial control of conventions with occasional errors (*Doesnt matter; generations. it; bailt; world war 2; going on, they played; a astrodome; didnt; diffrent city’s; contiue; anyone in no matter; when. it*) that do not hinder comprehension.

The central idea of this text is that people recommended that it should be Baseball Parks in America. The author use of writing is they want people to come together and talk about how they need to more Baseball Parks. The evidences for this text is "We can see thru Baseball Parks how Americans went from viewing there cities as central idea of community in the first decades of the twentieth century to wanting to run away from them before the decades after World War 2, and how we tried in our own time to use Baseball Parks to get our cities back. They just want there cities back to them. It not how it's was from back in the day it in the neighborhood now and maybe an escape place to go when they want to they can run away from the wars and stuff. my point of view of this text is we should have way more ballparks in America because it good for the country.

Anchor Level 2–B

CONTENT AND ANALYSIS:

- The response introduces an incomplete central idea (*The central idea of this txt is that people reccommeded that It should be Baseball Parks in America*) and a confused writing strategy (*my point of veiw of this txt is*).
- The response demonstrates a minimal analysis of a confused writing strategy to develop the central idea (*my point of veiw of this txt is we should have way more Ballparks in America becuse it good for the countrey*).

COMMAND OF EVIDENCE:

- The response presents ideas inconsistently, inadequately, and/or inaccurately in an attempt to support analysis, making use of some evidence that may be irrelevant (*“We can see thru Baseball Parks how Americans went from veiwing there cities as central idea of communy in the first decades of the twenteth century to wanting to run away from them before the decades after World War 2, and how we tried in our own time to use Baseball Parks to get our cities back*) as it is not related to the central idea and miscopying within the quote leads to further confusion (*before the decades after World War 2*).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits inconsistent organization of ideas and information, failing to create a coherent response with a single paragraph that introduces an incomplete central idea and one text example about *Baseball Parks*, followed by minimal and confused analysis about ballparks being an *ecscape place to go to run away from the wars and stuf*. The response concludes with the mention of a literary device, point of view. However, it is misused to express an opinion (*it good for the countrey*) rather than develop the central idea.
- The response lacks a formal style, using language that is basic and imprecise (*The author use of writing is, talked about how they need to more Baseball Parks, evidences for “evidence”, there for “their”, and It not how it’s was from back in the day*).

CONTROL OF CONVENTIONS:

- The response demonstrates emerging control of conventions (*txt; reccommeded that It; Baseball Parks; author use; is They; thru; veiwing; communy; twenteth; “We can ... get our cities back; The Just; day It; naborhood; maybey; escscape; to they can; stuf. my; becuse; countrey*) with some errors that hinder comprehension.

The author uses one writing strategy to develop his idea because the author is showing us how much we treat our cities today as if ever has in the past and how most places have been built by their government. The first generations of ball parks was in places like, Washington Park in Brooklyn and South End Ground in Brooklyn and Boston. But what was the most important about the ball parks of the third generation is that most of them were designed to hope off weaving on urban fabric, but our actions on the city changes the view towards it the ball park is one of the greatest of all American buildings types and it reveals as much as about how we treat it. So yes the author does use one writing strategy to develop his idea because the author is showing what had developed over the century.

Anchor Level 1–A

CONTENT AND ANALYSIS:

- The response introduces a confused central idea (*How much we treat oure cities todAy as it ever HAs in the past and How most plAces HAVe been built by their coverment*) and a confused writing strategy (*The auAthor uses one writing strAdegy developes His ideA because the auAthor is showing us*).
- The response demonstrates minimal analysis of the author’s use of an incomplete writing strategy (*showing*) to develop a central idea (*the auAthor is showing what HAd developed over the centruy*).

COMMAND OF EVIDENCE:

- The response presents ideas inadequately and inaccurately (*WAsington pArk in brooklyn and South ends ground in brooklyn and boston; Hope of weaving an urbin frabric and greatest of all americAn buildings types and it ReveAls as much as about How we treat it*) in an attempt to support analysis as evidence presented is irrelevant in regard to the stated central idea and demonstrates miscopying of the text.

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits little organization of ideas and information in a single paragraph that opens with a central idea and a confused writing strategy, followed by a brief mention of *first generitions of ballparks* and *ballparkys of the third generAtion*, and concludes with a return to the incomplete writing strategy of showing, failing to create a coherent response.
- The response lacks a formal style, using language that is basic (*but what was the most important*) and imprecise (*as it ever HAs in the past; diesigned to Hope of weAving; our actions on the city; as much as about How*).

CONTROL OF CONVENTIONS:

- The response demonstrates a lack of control of conventions with frequent errors (*auAthor; stradegy; oure; coverment; genirAtions; liKE; WAsington pArk; South ends ground in brooklyn and boston, bAll parks’ of; on urbin frabric; torwds; So yes the author; does uses; develope; centruy*) and random use of capitalization that make comprehension difficult.

The litital elemnt used was
langue. The auther use his langue
to express his idea. About his openens
on baseball statems. They believed that
a baseball statem would tell you how
much the city cares.

The text prove this by. Using this
quote "The ball park is one of Americas
greatest building". This proves my statment.

Anchor Level 1–B

CONTENT AND ANALYSIS:

- The response introduces a confused central idea (*a baseball statem would tell you how much the city cares*) and a writing strategy (*The auther use his langue to express his idea*).
- Although the response identifies *langue* as a literary element, it demonstrates no analysis of the author’s use of language to develop the central idea simply stating (*This proves my statment*).

COMMAND OF EVIDENCE:

- The response presents little evidence from the text beyond “*The ball park is one of Americas greatest building*”, which is unrelated to the stated central idea.

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits little organization of ideas and information, first introducing a generalized writing strategy and central idea, then following up with “proof” from the text which is completely unrelated to the established central idea.
- The response lacks a formal style, using language that is basic and imprecise (*They believed that a baseball statem would tell you how much the city cares*).

CONTROL OF CONVENTIONS:

- The response demonstrates a lack of control of conventions with frequent errors (*litital elemnt; langue; auther use; his idea. About; openens on; The auther ... They; statems. They; The text prove; quote “The; Americas greatest; statment*) that make comprehension difficult.

Part 3 – Practice Paper – A

The central idea in the story, "Baseball in the American City" is Symbolism because in the text they were fighting to have their cities back after World War II by using their own time using Baseball parks. City and people have been pushing away because World War II was placed like baseball fields in neighborhoods. Lines 65-70 It states "What has been true of the baseball fields throughout its life of more than a century and a half that it has been an indicator not only for our architectural taste but also of our attitudes towards cities and community, our notions of public space and our changing views about nature of place." This shows how much the baseball ring is important to the community and they were fighting for it back.

Throughout the 20th century and into modern day, where Americans want to live and their attitudes about different types of places has evolved constantly. There are many indicators about these views including architectural style of the time and countless others. The author of "Ballpark: Baseball in the American City" argues that one of the greatest indicators is the ~~the~~ baseball park, and he develops this idea ~~by~~ ~~by~~ providing specific examples.

The author first argues that baseball parks built in the ~~the~~ pre-WWII era exemplify the view of Americans at the time - that cities were the centers of community. He validates this argument by citing that, "places like... Ebbets Field and Fenway Park and Wrigley Field... grew out of neighborhoods, took their eccentric forms from the pattern of city streets, and were inextricably tied to their surroundings," (15-18). Listing highly recognizable examples of such ballparks helps develop the idea that they were tied to the city which surrounded them, just as Americans viewed that cities were the center of / tied to their culture.

Another time the author lists examples is to show how a change in the style of ballparks reflected a shift in Americans' attitudes towards cities. After WWII, many began fleeing urban cities in favor of sheltered suburbia. The author develops the idea that ballparks reflected this by becoming separate and closed off from cities by citing that, "The most famous of the post-war structures built for baseball, the Astrodome, had a roof that rendered the entire ball field interior space," (26-28). By using another easily recognizable example, the author clearly develops how the closed off and sheltered yet still close-to-the-city nature of post war ballparks

was representative in the new desire of Americans to be away from cities in a more sheltered environment.

The central idea developed in this text is probably best summarized in the ~~penultimate sentence~~ of the text: "[the baseball park] has been an indicator not only of our architectural taste, but also of our attitudes towards cities and community, our notion of public space, and our changing views about the nature of place;" (66-68). ~~The author also~~ There are countless examples of how the style of ballpark being built flawlessly reflects these attitudes and views of the time, and the author effectively cites many of them to further develop this central idea.

The evolution of baseball in america has grown from just playing in a field to playing in big stadiums with ~~th~~ thousands of people watching. Baseball is a ~~st~~ sport that started in america and has and always will be one of the most popular sports in america.

Baseball has started from a hobbie to people making money from it and having millions of fans. When baseball started no one thought it would get this big in the matter of years. Baseball is a turning point because when it started it never stop becoming more and more popular and it will keep getting popular over many years.

Baseball will always be a sport that people will enjoy over many years and it will never stop being popular even if people started to not watch it or go to the games because there is billions of people that will be enjoying it.

The central idea of the text is that the development of the ballpark also shows the American people's desire to connect to the cities. The author shows this through the use of imagery. The author describes multiple generations of ballparks using vivid imagery, which helps the reader visualize how ballparks connect to the people's desire to connect to cities.

The first generation of ballparks shows that the people wanted to connect to the cities. The author describes the first generation of ballparks as, "grew out of neighborhoods, took their eccentric forms from the pattern of city streets, and were inextricably tied to their surroundings. (lines 16-17)". The author uses imagery and describes the form of ballparks as "grew out of city streets". The use of imagery helps the reader understand through the first ballpark that the American people wanted to connect to the cities at the time. The second generation of ballparks shows that the American people wanted to run away from the cities. As the author states, "concrete bunkers, often circular, shaped not by the grid of urban streets but by a backward glance to the ancient Colosseum (lines 20-21)". The use of imagery in this part shows that the American people wanted to run away from the cities. The author describes the ballpark as an ancient Colosseum instead of growing from the urban

Streets. The third generation reverts it back to the cities. The author describes the ballparks as, "...integrated into older urban neighborhoods... (line: 34)". The author's imagery shows that the American people wanted to connect back to the cities at this time.

Overall, the author uses vivid imagery throughout the text to describe each generation of ballparks. The description shows that the American people went from wanting to connect to cities, to wanting to connect to the countryside, to back to the cities.

Part 3 – Practice Paper – E

The central idea the author is trying to tell us is how unique ballparks are even though they are a private piece of land, it is viewed as a public space to the urban community. One example is how the writer considers the baseball park as an American public space just like any other public space. On line 7-8, it says "As much as the town square, the street, the park, and the plaza, the baseball park is a key part of American public space". In fact, the ballparks were used to get the cities back in shape after World War II. The ballparks became a part of the city that stands out and fits in at the same time. On line 16-17, it states "grew out of neighborhoods, took their eccentric forms from the pattern of city streets, and were inextricably tied to their surroundings". This proves how the baseball parks play a significant role to the urban community.

The writer uses metaphors to enhance the reading. The author uses this writing strategy to tie back to the point how ballparks stand out to urban communities by ~~not~~^{giving} examples. One example is on line 28 and it says "removing even the fig leaf of us in the urbe". This quote is proving how the new technological advancements made the ball field stand out by removing the countryside look in the city. Another example is on line 38-39 and states "more of them were designed in the hope of weaving together an urban fabric that had been". This quote uses a metaphor how the ballparks attach the city back together to make it an actual, enjoyable city.

Practice Paper A – Score Level 2

Holistically, this response best fits the criteria for Level 2 because the response introduces a central idea and a writing strategy, demonstrating a superficial analysis of the author’s use of symbolism to develop the central idea while presenting ideas inconsistently and inadequately in an attempt to support analysis, making use of some evidence that may be irrelevant. The response exhibits inconsistent organization of ideas and information, failing to create a coherent response while lacking a formal style and using language that is basic, imprecise, and demonstrates emerging control of conventions with some errors that hinder comprehension.

Practice Paper B – Score Level 4

Holistically, this response best fits the criteria for Level 4 because the response introduces a well-reasoned central idea and a writing strategy that clearly establishes the criteria for analysis, while demonstrating a thoughtful analysis of the author’s use of examples to develop the central idea. The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis, while exhibiting logical organization of ideas and information to create a cohesive and coherent response. The response establishes and maintains a formal style, using precise language and sound structure, and demonstrates control of conventions with infrequent errors.

Practice Paper C – Score Level 1

Although the response has elements of a Level 3 and a Level 2 response, it can be scored no higher than a 1 because it is a personal response that makes little or no reference to the task or text.

Practice Paper D – Score Level 3

Holistically, this response best fits the criteria for Level 3 because the response introduces a clear central idea and a writing strategy that establish the criteria for analysis although it demonstrates a superficial analysis of the author’s use of imagery to develop the central idea. The response presents ideas sufficiently, making adequate use of relevant evidence, exhibiting acceptable organization of ideas and information to create a coherent response while lacking a formal style, using language that is basic and sometimes imprecise. The response demonstrates partial control of conventions with occasional errors that do not hinder comprehension.

Practice Paper E – Score Level 3

Holistically, this response best fits the criteria for Level 3 because the response introduces a clear central idea and a writing strategy that establish the criteria for analysis, demonstrating an appropriate analysis of the author’s use of metaphor to develop the central idea. The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis, while exhibiting acceptable organization of ideas and information to create a coherent response. The response establishes and maintains a formal style, using appropriate language and structure and demonstrates partial control of conventions with occasional errors that do not hinder comprehension.

**Map to the Learning Standards
Regents Examination in English Language Arts
January 2026**

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

The *Chart for Determining the Final Examination Score for the January 2026 Regents Examination in English Language Arts* will be posted on the Department’s web site at: <https://www.nysed.gov/state-assessment/high-school-regents-examinations> on Tuesday, January 20, 2026. 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.nysed.gov/state-assessment/teacher-feedback-state-assessments>.
2. Click Regents Examinations.
3. Complete the required demographic fields.
4. Select the test title from the Regents Examination dropdown list.
5. Complete each evaluation question and provide comments in the space provided.
6. Click the SUBMIT button at the bottom of the page to submit the completed form

Regents Examination in English Language Arts – January 2026

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

(Use for the January 2026 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	99	5	24	46	1
52	99	5	23	43	1
51	98	5	22	40	1
50	97	5	21	36	1
49	95	5	20	33	1
48	94	5	19	30	1
47	93	5	18	27	1
46	91	5	17	23	1
45	90	5	16	20	1
44	89	5	15	17	1
43	88	5	14	14	1
42	86	5	13	11	1
41	85	5	12	9	1
40	84	4	11	8	1
39	82	4	10	7	1
38	81	4	9	6	1
37	79	4	8	5	1
36	77	3	7	5	1
35	75	3	6	4	1
34	73	3	5	3	1
33	71	3	4	2	1
32	68	3	3	2	1
31	66	3	2	1	1
30	65	3	1	1	1
29	61	2	0	0	1
28	58	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](https://www.nysed.gov/state-assessment/high-school-regents-examinations)

(https://www.nysed.gov/state-assessment/high-school-regents-examinations)