

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

REGENTS EXAMINATION

IN

ENGLISH LANGUAGE ARTS

(Common Core)

Tuesday, June 2, 2015 — 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

Newland Archer is reacquainted with Ellen Mingott (now Countess Olenska) while attending a party with some of 1870s' New York aristocracy.

It was generally agreed in New York that the Countess Olenska had “lost her looks.”

She had appeared there first, in Newland Archer’s boyhood, as a brilliantly pretty little girl of nine or ten, of whom people said that she “ought to be painted.” Her parents had been continental wanderers, and after a roaming babyhood she had lost them both, and
5 been taken in charge by her aunt, Medora Manson, also a wanderer, who was herself returning to New York to “settle down.” ...

Every one was disposed to be kind to little Ellen Mingott, though her dusky red cheeks and tight curls gave her an air of gaiety that seemed unsuitable in a child who should still have been in black for her parents. It was one of the misguided Medora’s many peculiarities
10 to flout the unalterable rules that regulated American mourning, and when she stepped from the steamer her family were scandalised to see that the crape veil she wore for her own brother was seven inches shorter than those of her sisters-in-law, while little Ellen was in crimson merino and amber beads, like a gipsy foundling.¹

But New York had so long resigned itself to Medora that only a few old ladies shook
15 their heads over Ellen’s gaudy clothes, while her other relations fell under the charm of her high colour and high spirits. She was a fearless and familiar little thing, who asked disconcerting questions, made precocious comments, and possessed outlandish arts, such as dancing a Spanish shawl dance and singing Neapolitan love-songs to a guitar. Under the direction of her aunt (whose real name was Mrs. Thorley Chivers, but who, having received
20 a Papal title,² had resumed her first husband’s patronymic,³ and called herself the Marchioness Manson, because in Italy she could turn it into Manzoni) the little girl received an expensive but incoherent education, which included “drawing from the model,” a thing never dreamed of before, and playing the piano in quintets with professional musicians. ...

These things passed through Newland Archer’s mind a week later as he watched
25 the Countess Olenska enter the van der Luyden drawing-room on the evening of the momentous dinner. The occasion was a solemn one, and he wondered a little nervously how she would carry it off. She came rather late, one hand still ungloved, and fastening a bracelet about her wrist; yet she entered without any appearance of haste or embarrassment the drawing-room in which New York’s most chosen company was somewhat awfully
30 assembled.

In the middle of the room she paused, looking about her with a grave mouth and smiling eyes; and in that instant Newland Archer rejected the general verdict on her looks. It was true that her early radiance was gone. The red cheeks had paled; she was thin, worn,

¹foundling — an abandoned child

²Papal title — a title given by the Pope

³patronymic — male family name

35 a little older-looking than her age, which must have been nearly thirty. But there was about
her the mysterious authority of beauty, a sureness in the carriage of the head, the movement
of the eyes, which, without being in the least theatrical, struck him as highly trained and full
of a conscious power. At the same time she was simpler in manner than most of the ladies
present, and many people (as he heard afterward from Janey)⁴ were disappointed that
40 her appearance was not more “stylish” — for stylishness was what New York most valued.
It was, perhaps, Archer reflected, because her early vivacity⁵ had disappeared; because she
was so quiet—quiet in her movements, her voice, and the tones of her low-pitched voice.
New York had expected something a good deal more resonant in a young woman with such
a history.

45 The dinner was a somewhat formidable business. Dining with the van der Luydens was
at best no light matter, and dining there with a Duke who was their cousin was almost
a religious solemnity. It pleased Archer to think that only an old New Yorker could perceive
the shade of difference (to New York) between being merely a Duke and being the van der
Luydens’ Duke. New York took stray noblemen calmly, and even (except in the Struthers
set) with a certain distrustful *hauteur*;⁶ but when they presented such credentials as these
50 they were received with an old-fashioned cordiality that they would have been greatly
mistaken in ascribing solely to their standing in Debrett.⁷ It was for just such distinctions
that the young man cherished his old New York even while he smiled at it. . . .

55 The Countess Olenska was the only young woman at the dinner; yet, as Archer scanned
the smooth plump elderly faces between their diamond necklaces and towering ostrich
feathers, they struck him as curiously immature compared with hers. It frightened him to
think what must have gone to the making of her eyes.

60 The Duke of St. Austrey, who sat at his hostess’s right, was naturally the chief figure of
the evening. But if the Countess Olenska was less conspicuous than had been hoped, the
Duke was almost invisible. Being a well-bred man he had not (like another recent ducal⁸
visitor) come to the dinner in a shooting-jacket; but his evening clothes were so shabby and
baggy, and he wore them with such an air of their being homespun, that (with his stooping
way of sitting, and the vast beard spreading over his shirt-front) he hardly gave the
appearance of being in dinner attire. He was short, round-shouldered, sunburnt, with
a thick nose, small eyes and a sociable smile; but he seldom spoke, and when he did it was
65 in such low tones that, despite the frequent silences of expectation about the table,
his remarks were lost to all but his neighbours.

70 When the men joined the ladies after dinner the Duke went straight up to the Countess
Olenska, and they sat down in a corner and plunged into animated talk. Neither seemed
aware that the Duke should first have paid his respects to Mrs. Lovell Mingott and
Mrs. Hedly Chivers, and the Countess have conversed with that amiable hypochondriac,
Mr. Urban Dagonet of Washington Square, who, in order to have the pleasure of meeting
her, had broken through his fixed rule of not dining out between January and April. The two
chatted together for nearly twenty minutes; then the Countess rose and, walking alone
across the wide drawing-room, sat down at Newland Archer’s side.

75 It was not the custom in New York drawing-rooms for a lady to get up and walk away
from one gentleman in order to seek the company of another. Etiquette required that
she should wait, immovable as an idol, while the men who wished to converse with her

⁴Janey — Newland Archer’s sister

⁵vivacity — liveliness

⁶hauteur — display of arrogance

⁷Debrett — British aristocracy reference book

⁸ducal — relating to a duke

80 succeeded each other at her side. But the Countess was apparently unaware of having broken any rule; she sat at perfect ease in a corner of the sofa beside Archer, and looked at him with the kindest eyes. ...

— Edith Wharton
excerpted from *The Age of Innocence*, 1920
Windsor Editions, by arrangement with D. Appleton and Company

- | | |
|--|--|
| <p>1 In the context of the entire passage, the tone established by line 1 can best be described as</p> <p>(1) indifferent (3) compassionate
(2) judgmental (4) admiring</p> <p>2 The use of flashback in lines 2 through 23 serves to</p> <p>(1) relate Countess Olenska's history
(2) describe Newland Archer's ancestry
(3) explain Medora Manson's talents
(4) identify Thorley Chivers's perspective</p> <p>3 The meaning of "flout" as used in line 10 is clarified by the word</p> <p>(1) "wanderer" (line 5)
(2) "dusky" (line 7)
(3) "scandalised" (line 11)
(4) "relations" (line 15)</p> <p>4 The description of Ellen in lines 14 through 23 conveys that people viewed her as</p> <p>(1) unique (3) fashionable
(2) simple (4) unhealthy</p> <p>5 The words "disconcerting" (line 17) and "precocious" (line 17) imply that, as a child, the Countess Olenska was</p> <p>(1) impatient (3) timid
(2) untamed (4) hesitant</p> <p>6 Medora Manson, as described in the passage, can best be characterized as</p> <p>(1) cautious (3) intellectual
(2) overprotective (4) unconventional</p> | <p>7 Based on the text, the reader can infer that Newland Archer is</p> <p>(1) oblivious to the party's guests
(2) intimidated by the Duke's presence
(3) intrigued by the Countess Olenska
(4) resentful toward the wealthy class</p> <p>8 The Duke and the Countess Olenska are similar in that they are both</p> <p>(1) ignored by almost everyone at dinner
(2) interested in marriage opportunities
(3) unconcerned with social expectations
(4) considered to be of lesser nobility</p> <p>9 What effect is created by viewing the Countess at the party through Archer's eyes?</p> <p>(1) It emphasizes a distinction between the Countess and the guests.
(2) It reveals a conflict between the Countess and Medora.
(3) It clarifies a growing relationship between the Countess and the Duke.
(4) It enhances the differences between the Countess and Archer.</p> <p>10 The fact that the Countess leaves one gentleman to speak with another (lines 72 through 74) shows that she</p> <p>(1) has an unnatural need for the Duke's attention
(2) is concerned about her reputation at the party
(3) is actively avoiding Newland Archer's conversation
(4) has little regard for customs associated with gender</p> |
|--|--|

Reading Comprehension Passage B

Machines

I hear them grinding, grinding, through the night,
The gaunt machines with arteries of fire,
Muscled with iron, boweled with smoldering light;
I watch them pulsing, swinging, climbing higher,
5 Derrick¹ on derrick, wheel on rhythmic wheel,
Swift band on whirring band, lever on lever,
Shouting their songs in raucous notes of steel,
Blinding a village with light, damming a river.
I hear them grinding, grinding, hour on hour,
10 Cleaving the night in twain,² shattering the dark
With all the rasping torrents of their power,
Groaning and belching spark on crimson spark.
I cannot hear my voice above their cry
Shaking the earth and thundering to the sky.

15 Slowly the dawn comes up. No motors stir
The brightening hilltops as the sunrise flows
In yellow tides where daybreak's lavender
Clings to a waiting valley. No derrick throws
The sun into the heavens and no pulley
20 Unfolds the wildflowers thirsting for the day;
No wheel unravels ferns deep in a gulley;
No engine starts the brook upon its way.
The butterflies drift idly, wing to wing,
Knowing no measured rhythm they must follow;
25 No turbine drives the white clouds as they swing
Across the cool blue meadows of the swallow.
With all the feathered silence of a swan
They whirr and beat—the engines of the dawn.

—Daniel Whitehead Hicky
from *Bright Harbor*, 1932
Henry Holt and Company

¹derrick — a large machine used for lifting

²twain — two

- 11 The use of figurative language in lines 2 and 3 contributes to the poem’s meaning by
- (1) expressing a frustration with the loss of nature
 - (2) establishing a parallel between man and machine
 - (3) affirming the essential human need for machines
 - (4) illustrating the struggle for society’s survival
- 12 The description of the machines’ songs as “raucous” (line 7) conveys that the songs are
- (1) extremely harsh
 - (2) largely misunderstood
 - (3) deeply inspirational
 - (4) highly engaging
- 13 The poet’s use of “groaning and belching” (line 12) is used to convey
- (1) his affection for most machines
 - (2) the importance of inventions
 - (3) his desire for progress
 - (4) the difficult work of machines
- 14 A central idea that is reinforced by lines 27 and 28 is that nature
- (1) contributes to its own destruction
 - (2) accomplishes its tasks with ease
 - (3) endorses the notion of progress
 - (4) reveals the mysteries of life
-

Reading Comprehension Passage C

Speech of Patrick Henry, delivered in the House of Delegates of Virginia, in support of his motion to put the colony in a state of defense against the encroachments¹ of Great Britain, March, 1775.

5 ...Mr. President, it is natural to man to indulge in the illusions of hope. We [American colonists] are apt to shut our eyes against a painful truth, and listen to the song of that syren [siren], till she seduces our judgments. Is it the part of wise men, engaged in a great and arduous struggle for liberty? Are we disposed to be of the number of those, who having
10 eyes, see not, and having ears, hear not the things which so nearly concern our temporal salvation? For my part, whatever anguish of spirit it might cost, I am willing to know the whole truth; to know the worst, and to provide for it. I have but one lamp by which my feet are guided, and that is the lamp of experience. I know of no way of judging of the future, but by the past; and, judging by the past, I wish to know what there has been in the
15 conduct of the British ministry for the last ten years, to justify those hopes with which gentlemen have been pleased to solace themselves and the house? Is it that insidious² smile with which our petition has been lately received? Trust it not, sir, it will prove a snare to your feet. Suffer not yourselves to be betrayed with a kiss. Ask yourselves how this gracious reception of our petition, comports³ with those warlike preparations which cover
20 our waters and darken our land? Are fleets and armies necessary to a work of love and reconciliation? Have we shown ourselves so unwilling to be reconciled, that force must be called in to win back our love? Let us not deceive ourselves, sir. These are the implements of war and subjugation⁴—the last arguments to which kings resort. I ask gentlemen, sir, what means this martial array, if its purpose be not to force us to submission? Can gentlemen assign any other possible motive for it? Has Great Britain any enemy in this
25 quarter of the world, to call for all this accumulation of navies and armies? No, sir, she has none: they are meant for us: they can be meant for no other purpose—they are sent over to bind and rivet upon us those chains, which the British ministry have been so long forging. And what have we to oppose to them? Shall we try argument? Sir, we have been trying that for the last ten years. Have we any thing new to offer upon the subject? Nothing. We have held the subject up in every light of which it is capable; but it has been all in vain. Shall we resort to entreaty and humble supplication?⁵ What terms shall we find, which have not been already exhausted? Let us not, I beseech you, sir, deceive ourselves longer. Sir, we have done every thing that could be done, to avert the storm which is now coming on. We have
30 petitioned—we have remonstrated⁶ we have supplicated—we have prostrated⁷ ourselves before the throne, and have implored its interposition to arrest the tyrannical hands of the ministry and parliament. Our petitions have been slighted; our remonstrances have produced additional violence and insult; our supplications have been disregarded; and we have been spurned, with contempt, from the foot of the throne.

35 In vain, after these things, may we indulge the fond hope of peace and reconciliation. *There is no longer any room for hope.* If we wish to be free—if we mean to preserve inviolate those inestimable privileges for which we have been so long contending—if we

¹encroachments — aggressions

²insidious — slyly deceitful

³comports — agrees

⁴subjugation — oppression

⁵supplication — begging

⁶remonstrated — pleaded in protest

⁷prostrated — laid down in a humble manner

mean not basely to abandon the noble struggle in which we have been so long engaged, and which we have pledged ourselves never to abandon, until the glorious object of our contest shall be obtained—we must fight!—I repeat it, sir, we must fight—An appeal to arms and to the God of Hosts, is all that is left us!

They tell us, sir, that we are weak—unable to cope with so formidable an adversary. But when shall we be stronger? Will it be the next week, or the next year? Will it be when we are totally disarmed; and when a British guard shall be stationed in our House? Shall we gather strength by irresolution and inaction? Shall we acquire the means of effectual resistance, by lying supinely on our backs, and hugging the delusive phantom of hope, until our enemies shall have bound us, hand and foot? Sir, we are not weak, if we make a proper use of those means which the God of nature hath placed in our power—three millions of people, armed in the holy cause of Liberty, and in such a country as that which we possess; are invincible by any force which our enemy can send against us.

Sir, we shall not fight our battles alone. There is a just God, who presides over the destinies of nations, and will raise up friends to fight our battles for us. The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave. Besides, sir, we have now no election. If we were base enough to desire it, it is now too late to retire from the contest. There is no retreat, but in submission and slavery. Our chains are forged:—their clanking may be heard on the plains of Boston! The war is inevitable—and let it come!! I repeat it, sir, let it come!!!

It is in vain, sir, to extenuate the matter. Gentlemen may cry, peace, peace—but there is no peace! The war is actually begun! The next gale that sweeps from the north, will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains, and slavery? Forbid it, Almighty God!—I know not what course others may take; but as for me, GIVE ME LIBERTY, OR GIVE ME DEATH!

—Patrick Henry
excerpted and adapted from *The Mental Guide, Being a Compend of the First Principles of Metaphysics, and a System of Attaining an Easy and Correct Mode of Thought and Style in Composition by Transcription; Predicated on the Analysis of the Human Mind*, 1828
Marsh & Capen, and Richardson & Lord

- 15 Lines 1 through 3 help to frame the speaker’s argument by
- (1) addressing human frailties
 - (2) exposing outside criticisms
 - (3) explaining common misconceptions
 - (4) proposing certain compromises
- 16 Lines 6 and 7 help to express the speaker’s desire to
- (1) locate the necessary resources
 - (2) rely on outside assistance
 - (3) insist on short-term solutions
 - (4) confront the unpleasant reality
- 17 The major effect of the figurative language used in lines 22 and 23 (“they are sent ... so long forging”) is to emphasize the
- (1) loyalty of subjects
 - (2) respect for authority
 - (3) penalty for treason
 - (4) loss of freedom
- 18 The overall purpose of the first paragraph (lines 1 through 34) is to
- (1) explain the role of government
 - (2) question the importance of reason
 - (3) analyze the existing situation
 - (4) expose the failings of law
- 19 In the context of the speech, the purpose of the statement, “They tell us, sir, that we are weak—unable to cope with so formidable an adversary” (line 42) is to
- (1) introduce a counterclaim
 - (2) address a financial crisis
 - (3) explain a confusing concept
 - (4) defend a known fact
- 20 Which phrase clarifies the speaker’s view of Britain’s intentions for the colonies?
- (1) “gracious reception” (line 14)
 - (2) “war and subjugation” (line 18)
 - (3) “inestimable privileges” (line 37)
 - (4) “irresolution and inaction” (line 45)
- 21 The purpose of the rhetorical questions in lines 43 through 47 is to emphasize the consequence of
- (1) selfishness
 - (2) arrogance
 - (3) greed
 - (4) indecision
- 22 What is the main message delivered by the speaker to his audience in lines 47 through 50?
- (1) If we fight together we will win.
 - (2) The state will supply us with arms.
 - (3) The enemy is weaker than first thought.
 - (4) We must outlaw slavery forever.
- 23 As used in line 54 the word “election” most nearly means
- (1) support
 - (2) choice
 - (3) enemies
 - (4) politics
- 24 The speaker’s overall tone may best be described as
- (1) contented
 - (2) frightened
 - (3) passionate
 - (4) satirical

Part 2

Argument

Directions: Closely read each of the *four* texts provided on pages 11 through 15 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 college athletes be paid?

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 college athletes should be paid. 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 college athletes should be paid
- 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 – The Case for Paying College Athletes

Text 2 – It’s Time to Pay College Athletes

Text 3 – Sorry Time Magazine: Colleges Have No Reason to Pay Athletes

Text 4 – There’s No Crying in College: The Case Against Paying College Athletes

Text 1

The Case for Paying College Athletes

5 The college sports industry generates \$11 billion in annual revenues. Fifty colleges report annual revenues that exceed \$50 million. Meanwhile, five colleges report annual revenues that exceed \$100 million. These revenues come from numerous sources, including ticket sales, sponsorship rights, and the sale of broadcast rights. The National Collegiate Athletic Association [NCAA] recently sold broadcast rights to its annual men’s basketball tournament for upwards of \$770 million per season. And the Big Ten Conference has launched its own television network that sells air time to sponsors during the broadcast of its football and men’s basketball games.

10 These college sports revenues are passed along to NCAA executives, athletic directors and coaches in the form of salaries. In 2011, NCAA members paid their association president, Mark Emmert, \$1.7 million. Head football coaches at the 44 NCAA Bowl Championship Series schools received on average \$2.1 million in salaries. The highest paid public employee in 40 of the 50 U.S. states is the state university’s head football or basketball coach. At the University of Alabama, the head football coach, Nick Saban, recently signed
15 a contract paying him \$7 million per year — more than 160 times the average wage of a Tuscaloosa public school teacher.

20 Nevertheless, the NCAA member colleges continue to vote to forbid the sharing of revenues with student-athletes. Instead, they hide behind a “veil of amateurism” that maintains the wealth of college sports in the hands of a select few administrators, athletic directors and coaches. This “veil” not only ensures great wealth for athletic directors and coaches, but it also ensures sustained poverty for many of the athletes who provide their labor. A 2011 report entitled “The Price of Poverty in Big Time College Sport” confirms that 85 percent of college athletes on scholarship live below the poverty line.

25 Not only are the NCAA rules that prevent colleges from paying student-athletes immoral, but they also are likely illegal. Section 1 of the Sherman Antitrust Act, in pertinent part, states that “every contract, combination ... or conspiracy, in restraint of trade or commerce ... is declared to be illegal.” Applying this language, any agreement among NCAA members to prohibit the pay of student-athletes represents a form of wage fixing that likely violates antitrust law. In addition, the NCAA’s no-pay rules seem to constitute an
30 illegal boycott of any college that would otherwise seek to pay its student-athletes.

35 The NCAA defends its no-pay rules on several dubious grounds. For example, it claims that compensating student-athletes would destroy competitive balance in college sports; however, it does not consider the possibility of other less restrictive alternatives to maintain competitive balance. In addition, the NCAA claims that compensating student-athletes would create a Title IX¹ problem; however, the average Division I men’s basketball coach earns nearly twice as much in salary as the average Division I women’s basketball coach. NCAA members have not suggested terminating the pay of college basketball coaches to resolve this concern.

40 The argument in favor of allowing colleges to pay their student-athletes comes down to economic efficiency, distributive justice and a reasonable interpretation of antitrust laws. By contrast, the argument against allowing pay to student-athletes arises mainly from greed and self-interest.

—Marc Edelman
excerpted and adapted from “The Case for Paying College Athletes”
<http://www.usnews.com>, January 6, 2014

¹Title IX — law that prohibits discrimination based on gender in any federally funded education program or activity

Text 2

It's Time to Pay College Athletes

...The historic justification for not paying players is that they are amateur student-athletes and the value of their scholarships—often worth in excess of \$100,000 over four years—is payment enough. But a growing number of economists and sports experts are beginning to argue for giving athletes a fair share of the take. The numbers are too large to ignore. College athletes are mass-audience performers and need to be rewarded as such. “The rising dollar value of the exploitation of athletes,” says Roger Noll, a noted sports economist from Stanford University, “is obscene, is out of control.” ...

Most scholarships are revokable, so if an athlete doesn't perform well on the field, he can, in a sense, be fired from college. But academic work for some athletes is secondary: top men's basketball and football players spend 40 hours per week on their sports, easily. During football season, former Georgia tailback Richard Samuel, who earned an undergraduate degree in sports management in 2011, said he was an “athlete-student,” not a “student-athlete,” as the NCAA wants people to believe. “In the fall, we would spend way more time on sports than academics,” says Samuel.

Players are essentially working full-time football jobs while going to school; they deserve to be paid more than a scholarship. Because even full-ride athletic scholarships don't cover the full cost of attending school, athletes are often short a few thousand bucks for ancillary expenses on top of tuition, room and board, books and fees: money for gas, shampoo and, yes, maybe a few beers. Some athletes are on only partial scholarship or are walk-ons¹ still paying full tuition.

While many players scrimp, their head coaches don't. Average salaries for major college football coaches have jumped more than 70% since 2006, to \$1.64 million, according to *USA Today*. For major-conference men's hoops coaches who made the 2012 March Madness tournament, pay is up 20%, to \$2.25 million, over that of coaches who made the 2010 tournament, according to the *Journal of Issues in Intercollegiate Athletics*. “It's nuts,” says Michael Martin, chancellor of the Colorado State University system, who was chancellor at Louisiana State University from 2008 to 2012. LSU hired Les Miles to coach its football team in 2005; Miles now earns \$4.3 million annually. “It's time for people to step up and say, We think this is the max that a football coach ought to get, and we ought to stick to it,” says Martin. ...

The time is right to give schools the option to share their rising sports income with college athletes. Not every school would—or could—participate. Only the 60 or so schools in the power conferences, which have the football and basketball revenues to support such payments, would likely even consider such an option. With conferences and schools set to see record television payouts for the next decade and beyond, the idea of paying players is no longer just fodder for academic debate. It's an ethical imperative. ...

—Sean Gregory
excerpted from “It's Time to Pay College Athletes”
Time, September 16, 2013

¹walk-ons — non-scholarship athletes

Text 3

Sorry Time Magazine: Colleges Have No Reason to Pay Athletes

...In its current issue that features [Johnny] Manziel on the cover, *Time* argues vehemently for payments to big time college athletes, even calling the issue “an ethical imperative.” The magazine cites the usual laundry list — schools enjoying exposure while pulling in millions, coaches making big salaries and local bars thriving on game nights.
5 All while the poor players get nothing.

John Rowady, president of sports marketing firm rEvolution, which has worked with many colleges, disagrees. He believes that paying the players as professionals carries a big risk of the public quickly tuning out. “It would create a massive unknown, you have to wonder if it would change the whole dynamic of what it means to be a student-athlete,”
10 he says.

There’s also another fundamental issue that never seems to come up. It’s called the free marketplace. Why don’t schools pay? Because they don’t have to. Recruits jump on the offer of tuition, room and board without hesitation. And let’s not call them exploited — they aren’t. Slaves were exploited. A scholarship athlete at a university can leave anytime
15 he wants to, free to become a tuition-paying student like anyone else.

When you really think about it, many of us are just way too enamored with the word “should,” as in a college athlete “should” be paid. It’s shorthand for trying to impose our own sensibilities onto others, to stick our noses where they don’t belong. The issue of compensation for college athletes really comes down to the colleges and the athletes.
20 According to census bureau data, college graduates earn approximately \$1 million more during their lifetimes than people whose highest educational attainment is a high school diploma. Most have to invest \$100,000 to \$200,000 to get that coveted college degree. A scholarship athlete doesn’t.

Rowady sees another form of payment that gets overlooked, at least for the top players: brand building. A top notch football or basketball recruit isn’t just getting the competitive experience he needs for launching a pro career. He’s gaining exposure that’s bound to pay off in endorsements and a nice contract the moment he turns pro.
25

“They perform in a high profile environment, and gain access to incredible networks of people,” says Rowady. For those who aren’t pro material: study. Your education is free,
30 remember.

Few ever benefitted more from the exposure factor than the man behind an attention-grabbing lawsuit against the NCAA over player media likenesses, Ed O’Bannon. The former basketball player earned close to \$4 million during a brief and disappointing NBA career after he was picked by the New Jersey Nets in the first round of the 1995 draft.¹ Why was
35 O’Bannon drafted so high? Probably because he had just led UCLA to the 1995 national title in front of a massive March Madness audience. Sure, O’Bannon had talent, but there’s little doubt that the big brands of UCLA and March Madness pushed his evaluation a bit out of proportion.

Add it all up, and the marketplace produces a collegiate athletic population that is generally happy with what it gets — a free education and broad sports exposure. That doesn’t mean there’s anything wrong adding some cash to college players’ current benefits. Or to let Manziel and others make money signing autographs or doing commercials. If they can get organized and get more for what they do, good for them. ...
40

—Tom Van Riper
excerpted and adapted from “Sorry Time Magazine: Colleges
Have No Reason To Pay Athletes”
<http://www.forbes.com>, September 6, 2013

¹draft — process by which teams select eligible athletes

Text 4

There’s No Crying in College: The Case Against Paying College Athletes

...Should college athletes get a piece of the \$871.6 million pie the NCAA brings in annually?

The answer is simple: No, absolutely not.

5 College athletes are already being paid with an athletic scholarship that is worth between \$20–\$50,000 per year.

Oh, and that does not even begin to factor in the medical and travel expenses, free gear, top-notch coaching, unlimited use of elite athletic facilities and a national stage to audition for a job in the professional ranks.

All of those perks are paid for in full by the universities these athletes choose to attend.

10 Before attempting to discredit some of the cases for compensating players at the college level, let’s take into account all of the things they already receive cost-free.

Athletic scholarships cover just about everything a student-athlete needs to survive for four years at a major university. Campus housing, daily medical care and free meals via training table are all included. Tuition and books are covered as well.

15 None of those things are cheap. It costs \$57,180 to attend Duke University. The University of Texas charges \$35,776 for out-of-state enrollees. Even Butler University charges \$31,496 per year.

This means many college athletes are being reimbursed with nearly as much money as the average American makes per year.

20 Leaving a four-year college with a degree will help former players earn more money than those who only have a high school diploma, regardless of whether or not they move on to a professional sports career.

Students who attain a Bachelor’s degree will make \$1.1 million more in their lifetimes than non-graduates.

25 Traveling around the world is another privilege these student-athletes are afforded. ...

The Fair Market Value Argument

This is one of the more common stances pay-for-play supporters take. The idea that players are not being paid their “fair market value,” however, is a complete myth.

The two sports impacted by this argument the most are football and basketball, because their revenue funds just about every other varsity team at most universities.

30 These athletes have to be worth millions, right? Wrong. College athletes are not worth a single cent on the open market, at least until they are eligible for the NBA or NFL draft.

Changes to the NBA draft eligibility requirements brought an end to high school athletes heading straight to the professional ranks. Now, NBA hopefuls must be one year removed from high school to enter the draft.

35 Meanwhile, NFL prospects have to wait three years before they can be drafted.

Every student-athlete knows they cannot get paid in college, but if they do not like it there are other options.

40 Brandon Jennings was the No. 1-overall basketball prospect in the country in 2008. Instead of attending college, Jennings opted to sign a \$1.2 million deal with Lottomatica Roma, a professional team in Italy.

The Compton, CA product was drafted 10th by the Milwaukee Bucks after playing one season overseas.

45 Much like the foreign basketball associations, the Canadian Football League does not have an age requirement. High school graduates wishing to play pro football can head north and sign a contract right away. ...

Instead of choosing this route, though, NFL and NBA hopefuls take their talents to the NCAA. The media exposure, coaching and training provided by the universities is far better than the athletes will receive in foreign markets. Going to classes is simply the tradeoff for reaping these benefits. ...

Paying College Athletes Will Eliminate Scandals

50 Contrary to popular belief, the recent scandals involving the Ohio State Buckeyes, Miami (Fla.) Hurricanes and USC Trojans are not exactly anything new to college athletics.

Paying players will not eliminate any of the greed or determination to win at all costs that exists in today's society. Cheating will never stop, and it existed at the NCAA level well before the era of modern technology. ...

The NCAA Has More Than Enough Money to Pay Players

55 Although the NCAA reels in over \$800 million per year, 81 percent of which comes from television and marketing-rights fees, the organization continues to be non-profit.

How is this possible? An astounding 96 percent of the revenue the NCAA brings in annually is redistributed to its members' institutions.

60 This is done through donations to academic enhancement, conference grants, sports sponsorships, student assistance funds and grants-in-aid. A percentage of revenue is also added to the basketball fund, which is divided up and distributed to the NCAA tournament field on a yearly basis.

65 The universities themselves are not exactly rolling in wads of cash, either. Last year, only 22 athletic departments were profitable. Football and basketball bring in the dough, and every other college sport survives as a result.

Remember this year's Cinderella story in March Madness, the Florida Gulf Coast Eagles? The university nearly lost money as a result of their run to the Sweet 16.

70 Two years ago, the Division I Board of Directors approved a \$2,000 stipend for college athletes to cover the "full cost of attendance." Less than two months later, the NCAA's member institutions repealed the stipend, because they could not afford it.

College athletics may sound like a great business, but in reality only the top-tier programs are churning out a profit.

I do not agree with everything the NCAA does. However, the evidence shows it is not the booming business everyone thinks it is. ...

—Zach Dirlam
excerpted from "There's No Crying in College:
The Case Against Paying College Athletes"
<http://bleacherreport.com>, April 3, 2013

Part 3

Text-Analysis Response

Your Task: Closely read the text provided on pages 17 and 18 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

...And so the battle was staged between a crippled, sane boy and a hostile, sane, secretly savage though sometimes merciful world.

5 Can I climb man-made mountains, questioned Joseph Meehan. Can I climb socially constructed barriers? Can I ask my family to back me when I know something more than they, I now know the heinous¹ scepticism so kneaded down constantly in my busy sad world. What can a crippled, speechless boy do, asked Joseph, my handicap curtails my collective conscience, obliterates² my voice, beckons ridicule of my smile and damns my chances of being accepted as normal. ...

10 How do I conquer my body, mused the paralysed boy. Paralysed I am labelled, but can a paralytic move? My body rarely stops moving. My arms wage constant battle trying to make me look a fool. My smile which can be most natural, can at times freeze, thereby making me seem sad and uninterested. Two great legs I may have, but put my bodyweight on them and they collapse under me like a house of cards. How then can I convey to folk that the strength in my legs can be as normal as that of the strongest man? Such were boy 15 Joseph's taunting posers, but he had one more fence that froze his words while they were yet unspoken.

But fate was listening and fate it was that had frozen his freedom. Now could fate be wavering in her purpose? Credence³ was being given to his bowed perceptions – could fate avow him a means of escape?

20 Writing by hand failed. Typing festered hope. The typewriter was not a plaything. Boy Joseph needed to master it for the good of his sanity, for the good of his soul. Years had taught him the ins and outs of typewriting, but fate denied him the power to nod and hit the keys with his head-mounted pointer. Destruction secretly destroyed his every attempt to nod his pointer onto the keys. Instead great spasms gripped him rigid and sent his 25 simple nod into a farcical effort which ran to each and every one of his limbs.

Eva Fitzpatrick had done years of duty trying to help Joseph to best his body. She told him everything she knew about brain damage and its effects. The boy understood, but all he could do was to look hard into her humble eyes and flick his own heavenwards in affirmation. ...

30 Eva's room was crested by creative drawings. Her manner was friendly, outgoing, but inwardly she felt for her student as he struggled to typewrite. Her method of working necessitated that her pupil be relaxed so she chatted light-hearted banter as she all the while measured his relaxation. The chatting would continue, but when Joseph saw his teacher wheel the long mirror towards the typing table he knew that they were going to play 35 typing gymnastics.

Together they would struggle, the boy blowing like a whale from the huge effort of trying to discipline his bedamned body. Every tip of his pointer to the keys of the typewriter sent his body sprawling backwards. Eva held his chin in her hands and waited for him to relax and tip another key. The boy and girl worked mightily, typing sentences which Eva herself gave as a headline to Joseph. Young Boyblue honestly gave himself over to his 40 typing teacher. Gumption⁴ was hers as she struggled to find a very voluntary tip coming to the typewriter keys from his yessing head.

¹heinous — hateful

²obliterates — blots out

³credence — belief

⁴gumption — perseverance, toughness

45 But for Eva Fitzpatrick he would never have broken free. His own mother had given up
on him and decided that the typewriter was no help at all. She had put the cover on the
machine and stored it away. She felt hurt by defeat. Her foolish heart failed to see breathing
destructive spasms coming between her son and the typewriter. But how was a mother to
know that hidden behind her cross was a Simon⁵ ready and willing to research areas where
she strode as a stranger. How could she know that Eva brought service to a head and that
50 science now was going to join forces with her. Now a new drug was being administered to
the spastic boy and even though he was being allowed to take only a small segment of
Lioresal⁶ tablet, he was beginning already to feel different. The little segments of Lioresal
tablet seemed harmless, but yet they were the mustard seeds of his and Eva's hours of
discovery.

55 Now he struggled from his certainty that he was going to succeed and with that certainty
came a feeling of encouragement. The encouragement was absolute, just as though
someone was egging him on. His belief now came from himself and he wondered how this
came about. He knew that with years of defeat he should now be experiencing despair,
but instead a spirit of enlightenment was telling him you're going to come through with a
bow, a bow to break your chain and let out your voice.

60 At the very same hour fate was also at work on Eva. When it was least expected she
sensed that music of which he sampled. She watched Joseph in the mirror as he struggled
to find and tip the required keys. Avoiding his teacher's gaze, he struggled on trying to test
himself. Glee was gambolling⁷ but he had to be sure.

65 Breathing a little easier, his body a little less trembling, he sat head cupped in Eva's
hands. He even noticed the scent of her perfume but he didn't glance in the mirror. Perhaps
it won't happen for me today he teased himself but he was wrong, desperately, delightfully
wrong. Sweetness of certainty sugared his now. Yes, he could type. He could freely hit the
keys and he looked in the mirror and met her eyes. Feebly he smiled but she continued
to study him. Looking back into her face he tried to get her response, but turning his
70 wheelchair she gracefully glided back along the corridor to his classroom. ...

—Christopher Nolan
excerpted from *Under the Eye of the Clock*, 1987
Weidenfeld and Nicolson

⁵a Simon — Biblical reference to Simon of Cyrene who helped Jesus carry his cross

⁶Lioresal — a medication to treat skeletal muscle spasms

⁷gambolling — skipping

REGENTS IN ELA (Common Core)

Printed on Recycled Paper

REGENTS IN ELA (Common Core)

FOR TEACHERS ONLY

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

CCE

ENGLISH LANGUAGE ARTS (Common Core)

Tuesday, June 2, 2015—9:15 a.m. to 12:15 p.m., only

SCORING KEY AND RATING GUIDE

Mechanics of Rating

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Check this web site at <http://www.p12.nysed.gov/assessment/> 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 (Common Core). More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Scoring the Regents Examination in English Language Arts (Common Core)*.

Scoring the Multiple-Choice Questions

For this exam all schools must use uniform scannable answer sheets provided by the regional scanning center or the Department's contractor, Data Recognition Corporation, if the school has been selected for the Department's score collection project. The scoring key for this exam is provided below. **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.

Correct Answers				
Part 1				
1 2	6 4	11 2	15 1	20 2
2 1	7 3	12 1	16 4	21 4
3 3	8 3	13 4	17 4	22 1
4 1	9 1	14 2	18 3	23 2
5 2	10 4		19 1	24 3

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 from high to 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 only contain scores, not commentaries.)

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

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



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

New York State Regents Examination in English Language Arts (Common Core)
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 the conventions, exhibiting occasional errors only when using sophisticated language	-demonstrate partial control, exhibiting occasional errors that do not hinder comprehension	-demonstrate emerging control, exhibiting occasional errors that hinder comprehension	-demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult	-are minimal, making assessment of conventions unreliable

- 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 as a 0.

Currently the NCAA chooses not to pay student-athletes. However, this decision is the subject of much debate. One popular opinion in support of paying student-athletes is based on the simple principle of compensation for work provided. On the other hand, an argument against paying student-athletes is that they are auditioning on a national stage for the professional teams using the popularity of the NCAA, all while receiving ~~benefits~~ benefits which may include free tuition, meals, books and other necessities. In light of these facts, I must side with the latter opinion. I believe that student-athletes should not be paid.

The benefits student-athletes receive from ^{5th}scholarships and the NCAA exposure cancel out the reasons why they should be paid. Yes, top players may put in up to forty hours per week in training and games (Text 2, line 10). However, college scholarships for student-athletes offer cover between \$20,000 to \$50,000 per year (Text 4, lines 4-5). In addition, there are many other benefits that come with the package. Schools provide money for "medical and travel expenses, free gear, top-notch coaching, unlimited use of elite athletic facilities and a national stage to audition for a job in the professional ranks" (Text 4, lines 6-8). Therefore, even the student athletes who do not go on to play professionally can still experience all of the thrills of playing ~~in~~ in the NCAA, plus earn a degree without going into serious debt. Text 3 indicates that "college graduates earn approximately \$1 million more during their lifetimes" than those with only a high school diploma (lines 20-22). When looking beyond the immediate moment and calculating the overall benefits received by student-athletes over the course of a lifetime, the idea of paying them, of sending additional money their way, is unnecessary. Looking beyond the average career path, many student-athletes

aspire to play their sport professionally. Even those players who might not otherwise be qualified for the professional leagues gain the needed exposure to raise themselves to the next level simply by playing on a celebrated team in the NCAA. Ed O'Bannon, who led UCLA to the national title in 1995, turned out to have a disappointing NBA career. Despite the fact that his performance in the professional league was not nearly worth the \$4 million he earned in his brief career, he was elevated to the higher level as a first round draft pick due to the popularity of UCLA and the NCAA (Text 3, lines 31-38). Therefore, student-athletes should not be paid because they benefit from the popularity of the NCAA and from the exposure they get from being on the national stage.

Finally, the NCAA cannot afford to pay its student-athletes. Many people cite the incredibly large figures that both the NCAA and specific colleges bring in as revenue as evidence to why student-athletes should be paid. Text 1 shows how some colleges ^{have} brought in up to \$100 million dollars annually (lines 2-3), while the industry as a whole "generates \$1 billion in annual revenues" (line 1). However, 96 percent of the NCAA's revenue is redistributed to the colleges associated with it in the form of scholarships, grants and donations to support the maintenance of colleges and the programs they offer (Text 4, lines 59-62). This provision helps ^{all} college programs survive. A testament to this is the ~~the~~ Division I Board of Directors' attempt two years ago to pay college athletes a \$2,000 stipend to cover additional college expenses. This lasted for months before it had to be repealed due to lack of funds (Text 4, lines 68-70).

In conclusion, in no way do student-athletes deserve to be paid because they receive ample benefits in the form of scholarships

Anchor Paper – Part 2 – Level 6 – A

and exposure. Adding payment on top of this would be excessive and unnecessary. In fact, sending more money to the athletes could very well bankrupt the programs that are providing them with a free education.

Anchor Level 6–A

The essay introduces a precise and insightful claim, as directed by the task (*On the other hand, an argument against paying student-athletes is that they are auditioning on a national stage for the professional teams using the popularity of the NCAA, all while receiving benefits which may include free tuition, meals, books and other necessities. In light of these facts, I must side with the latter opinion. I believe that student-athletes should not be paid*). The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*When looking beyond the immediate moment and calculating the overall benefits received by the student-athletes over the course of a lifetime, the idea of paying them, of sending additional money their way, is unnecessary*) and to distinguish the claim from alternate or opposing claims (*Many people cite the incredibly large figures that both the NCAA and specific colleges bring in as revenue as evidence to why student-athletes should be paid and However, 96 percent of the NCAA's revenue is redistributed to the colleges associated with it*). The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*Despite the fact that his performance in the professional league was not nearly worth the \$4 million he earned in his brief career, he was elevated to the higher level as a first round draft pick due to the popularity of UCLA and the NCAA and A testament to this is the Division I Board of Directors' attempt two years ago to pay college athletes a \$2,000 stipend to cover additional college expenses*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*Text 4, lines 6-8*) and *Text 3 indicates... (lines 20-22)*. The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay by first declaring that *the benefits student-athletes receive...cancel out the reasons why they should be paid*, then devoting a paragraph each to discussing the economic benefits, the advantage of national exposure and the lack of money available once the NCAA revenue is redistributed, and concluding with a strong affirmation of the introductory claim. The essay establishes and maintains a formal style, using sophisticated language and structure (*Even those players who might not otherwise be qualified for the professional leagues gain the needed exposure to raise themselves to the next level simply by playing on a celebrated team in the NCAA*). The essay demonstrates control of conventions with essentially no errors, even with sophisticated language.

A heated debate continues as to whether or not college athletes should be paid. While there are some who may argue against paying these student-athletes because they are already receiving scholarships that cover most of their expenses, in reality, this assumption is not valid. Why is it not valid? One reason is that it does not take into consideration the immense time and effort these student-athletes put into their sport. Secondly, is the fact that "85 percent of college athletes on scholarships live below the poverty line" (Text 1, line 23), and still have expenses that need to be met. Last of all, is the added fact that the NCAA takes in an excessive amount of revenue thanks to these young athletes.

The life of a college athlete is extremely demanding. Oftentimes, "top men's basketball and football players spend 40 hours per week on their sports" (Text 2, line 10) to the extent that "Georgia tailback Richard Samuel... said he was an 'athlete-student', not a 'student-athlete'" (Text 2, lines 11-13). The truth is that sports, for many college athletes, becomes their main priority and their full-time job. Because so much time and effort is dedicated to sports by these students, "it's an ethical imperative" (Text 2, line 36) to pay these students for their labor.

As previously noted, many of these student-athletes are starting out at the poverty level, income-wise. While it is argued that "Athletic scholarships cover just about everything a student-athlete needs" (Text 4,

line 12), this is not entirely true. Although scholarships may cover "campus housing, daily medical care and free meals" as well as "tuition and books" (Text 4, lines 13-14), there are occasions when "Athletes are short a few thousand bucks for ancillary expenses" (Text 2, lines 17-18) such as money for gas, personal hygiene, and entertainment. However as mentioned, many student-athletes spend up to forty hours a week on their sport and may not have the time to work at a job as well. Being paid the extra money would assist in covering the added expenses that may not be covered by their scholarships.

As for the final argument, the NCAA is an extremely affluent group. Each year this organization generates about \$871.6 million (Text 4, lines 1-2). The average salary for a men's college football coach since 2006 is about \$1.64 million (Text 2, line 22). However, the salary for the players is non-existent. As already noted, college athletes dedicate considerable time and effort to their sports. Consequently, they deserve a portion of the profits. It is argued that the reason the NCAA does not pay its players is because "although [it] reels in over \$800 million per year..., the organization continues to be non-profit" (Text 4, lines 55-56). This argument would be reasonable if coaches did not earn so much each year. For instance, "At the University of Alabama, the head football coach... [is paid] \$7 million per year – more than 160 times the average wage of a Tuscaloosa public school teacher." (Text 1, lines 15-16). If the bloated salaries of

Coaches were reduced to reasonable amounts, the NCAA would be able to afford to pay its players.

In conclusion, any person who dedicates 40 hours a week towards a sport deserves to be paid. Because they cannot fill the financial gap left by college scholarships, student-athletes deserve and need help. If the NCAA cuts the salaries of their top coaches they would be able to pay their players. This would free up money for deserving student-athletes and seems to be the fair course to take.

Anchor Level 6-B

The essay introduces a precise and insightful claim, as directed by the task (*While there are some who may argue against paying these student-athletes because they are already receiving scholarships that cover most of their expenses, in reality, this assumption is not valid*). The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims (*It is argued that the reason the NCAA does not pay its players is because "although [it] reels in over \$800 million per year..., the organization continues to be non-profit"...* This argument would be reasonable if coaches did not earn so much each year). The essay presents ideas fully and thoughtfully [*The truth is that sports, for many college athletes, becomes their main priority and their full-time job. Because so much time and effort is dedicated to sports by these students, "it's an ethical imperative" (Text 2, line 36) to pay these students for their labor*], making highly effective use of a wide range of specific and relevant evidence to support analysis [*Although scholarships may cover "campus housing, daily medical care and free meals" as well as "tuition and books" (Text 4, lines 13-14), there are occasions when "Athletes are short a few thousand bucks for ancillary expenses" (Text 2, lines 17-18) such as money for gas, personal hygiene, and entertainment*]. The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 1, line 23) and (Text 4, lines 1-2)]. The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay with an opening paragraph that states the claim and introduces arguments relating to "time and effort", costs not covered by scholarships, and the NCAA's "excessive amount of revenue" that are addressed, along with their counterclaims, followed by three body paragraphs, and a concluding paragraph of summation that includes the reiteration of the claim. (*Because they cannot fill the financial gap left by college scholarships, student-athletes deserve and need help*). The essay establishes and maintains a formal style, using sophisticated language and structure (*As already noted, college athletes dedicate considerable time and effort to their sports. Consequently, they deserve a portion of the profits*). The essay demonstrates control of the conventions, exhibiting occasional errors (*imense, excesive, its' an, ocasions, However as mentioned*) only when using sophisticated language.

After reviewing both sides of the debate regarding paying college student athletes, the obvious and logical answer is No; they should not be paid! One must first realize the real cost of a college's expenses versus ~~minus~~ the revenues from its sports events. Then one must also understand that this issue involves the true cost of a college education for a student athlete receiving a scholarship.

The primary reason college athletes should not get paid is that they already are. More often than not, a college athlete walks onto the court or field on a scholarship. Whether it be a partial scholarship or a full ride, these student athletes receive monetary aid, sometimes up to \$50,000 a year (Text 4, line 5). In addition to paid tuition and board, the school pays for its athletes "medical and travel expenses, gear, top-notch coaching, unlimited use of elite athletic facilities" (Text 4, lines 6-9).

Not only do these college athletes receive these immediate monetary benefits, they receive the gift of the future. They have a "national stage to audition for a job in the professional ranks" (Text 4, lines 7-8). The athlete "isn't just getting the competitive experience he needs for launching a pro career. He's gaining exposure that's bound to pay off in endorsements and a nice contract when he turns pro" (Text 3, lines 25-27). These are tremendous benefits for a college athlete, receiving a paid college education and the possibility of

a successful professional sports career.

Some argue that not paying student athletes is immoral and even illegal! They cite Section I of the Sherman Antitrust Law, claiming that not paying student-athletes "is a form of wage-fixing" (Text 1, line 28). The Sherman Antitrust Law does not apply to schools or their sports teams. The application of this law is an unreasonable objection.

Others claim student athletes should share in the huge revenues that their colleges receive for their sporting events. Although these revenues can be quite high, the profits are not! "An astounding 96 percent of the revenue of NCAA brings in annually is redistributed to its members institutions" for "academic enhancement, conference grants, sports sponsorships, student assistance funds and grants-in-aid" (Text 4, lines 57-60). Plus, only 22 athletic departments were even profitable (Text 4, line 64). Colleges do not have the money to pay their student-athletes. Plus, every student athlete knows that there are other alternatives if money becomes an issue. As cited in Text 4, lines 39-40, a student athlete can leave college and play for an international team, often earning a very high salary.

As the evidence clearly shows, college athletes should not get paid over and above their scholarships. They receive full compensation

Anchor Paper – Part 2 – Level 5 – A

for their skill, effort and hard work by their school while knowing their future is full of lucrative possibilities.

Anchor Level 5–A

The essay introduces a precise and thoughtful claim, as directed by the task (*After reviewing both sides of the debate regarding paying college student athletes, the obvious and logical answer is No; they should not be paid*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*These are tremendous benefits for a college athlete, receiving a paid college education and the possibility of a successful professional sports career*) and to distinguish the claim from alternate or opposing claims (*Others claim student athletes should share in the huge revenues ... Although these revenues can be quite high, the profits are not*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*Whether it be a partial scholarship or a full ride, these student athletes receive monetary aid, sometimes up to \$50,000 a year and They have a “national stage to audition for a job in the professional ranks”*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 3, lines 25-27), (Text 1, line 28), (Text 4, line 64)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, first introducing the claim and identifying the two major arguments supporting the claim, focusing on *the real cost of a college’s expenses versus the revenues from its sports events and the true cost of a college education for a student athlete receiving a scholarship*, followed by four body paragraphs that both support the claim and refute the counterclaim as they relate to the arguments presented, and concluding with a reiteration of the claim. The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*Not only do these college athletes receive these immediate monetary benefits, they receive the gift of the future*). The essay demonstrates control of conventions with essentially no errors (*athletes...expenses and members institutions*), even with sophisticated language.

Being a college athlete can be rewarding, but are these students really getting everything they deserve? The answer is no. Colleges that are members of the NCAA continue to debate whether or not student athletes should get paid. Many feel as though a scholarship is not enough for the amount of time and effort that the athletes are devoting to their sports.

Although there are many reasons why athletes should get paid, it is easy to understand why some people feel otherwise. Some say that being a scholarship athlete is sufficient reward. Many college athletes are receiving scholarships that are worth between twenty to fifty thousand dollars annually (Text 4, line 4). These athletic scholarships not only cover the cost of tuition, but also include housing on campus, meal plans, books, medical care, travel expenses, athletic equipment, excellent coaching and high quality athletic facilities in which to play their sport. In addition, these athletes have the opportunity to be on national display for possible recruitment to the professional status (Text 4, lines 6-14). A final argument that opposes paying scholarship athletes is the fact that these athletes are not worth anything until they are eligible for either the NBA or NFL draft (Text 4, lines 30-31). So why pay those who have a free education, free exposure to the pros and athletes who are essentially worthless until they are drafted?

In contrast, the benefits that scholarship athletes receive are insufficient for the time they devote to the sport. All athletes deserve to be paid. It is unfair that athletic directors and coaches often make millions of dollars annually while the athletes who provide their labor are sometimes living in poverty. According to a 2011 report 85 per cent of scholarship athletes live below the poverty level. (Text 1, lines 17-23)

Scholarship athletes do not have the time to work to earn extra money. These athletes often spend as much as forty hours a week in practice and actual games in addition to taking classes and doing the required academic work. This is more like working two full-time jobs. (Text 2, lines 13-19) It is impossible for these students to do both sports and academics adequately. They deserve to get paid for their time.

Another argument favoring payment of college athletes would be the fact that many athletes only receive partial scholarships. These student athletes are in more need of money than the full scholarship athletes. (Text 2, lines 16-17) Those on a partial scholarship will have the same demands placed on them as the full scholarship athletes. They will not have time for a job, so it is only fair that they get the money they need to pay for college. These students should at least be allowed to sign autographs or do commercials for

extra money. (Text 3, line 42)

College athletes put so much time and effort into their sports that it seems only fair that they get paid for what they do. Although they do receive some benefits and scholarships it is not enough. It doesn't seem right that the coaches are getting paid huge salaries when it is the students that are putting in the time and labor. It is only right that college athletes get paid in addition to the other benefits they receive.

Anchor Level 5-B

The essay introduces a precise and thoughtful claim, as directed by the task (*Being a college athlete can be rewarding, but are these students really getting everything they deserve? The answer is no*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*This is more like working two full-time jobs ... It is impossible for these students to do both sports and academics adequately. They deserve to get paid for their time and Those on a partial scholarship will have the same demands placed on them as the full scholarship athletes*) and to distinguish the claim from alternate or opposing claims (*Although there are many reasons why athletes should get paid, it is easy to understand why some people feel otherwise*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*These athletic scholarships not only cover the cost of tuition, but also include housing on campus, meal plans, books, medical care, travel expenses, athletic equipment, excellent coaching and high quality athletic facilities in which to play their sport and It is unfair that athletic directors and coaches often make millions of dollars annually while the athletes who provide their labor are sometimes living in poverty*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 4, line 4), (Text 1, lines 17-23), (Text 2, lines 13-19)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, starting with an introductory paragraph stating a specific claim, followed by three body paragraphs, addressing first the counterclaim, which is then refuted through support of the claim, and concluding with a strong reaffirmation of the claim (*It is only right that college athletes get paid in addition to the other benefits they receive*). The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*They will not have time for a job, so it is only fair that they get the money they need to pay for college*). The essay demonstrates control of the conventions, exhibiting occasional errors (*recieving, These athletic scholarships ... to play their sport, 2011 report 85 per cent, some benefits and scholarship it is*) only when using sophisticated language.

An argument that exists today is whether or not college athletes should be getting paid. Some people believe that paying athletes is fair and would be beneficial. However, after doing research and looking below the surface, one would see that this is false. College athletes should not be getting paid, regardless of the arguments and myths that exist.

College athletes are given scholarships worth over "\$100,000 over four years" (TEXT 2, line 2) while most students have to invest this much money to get a college degree, a student-athlete does not. The athletic scholarships that college athletes receive cover not only the best coaching and free athletic gear, but also "medical and travel expenses," use of athletic facilities, and a stage for future opportunities. (TEXT 4, lines 6-8) while most students have to pay for campus housing, meal plans, and books, student-athletes do not. (TEXT 4, lines 13-14). Even if the college athlete does not pursue a professional sports career, he or she will still earn more money than someone without a college degree. (TEXT 4,

lines 20-22).

The high profile environment that college athletes are in is often overlooked. These athletes are exposed to great networks of people. The exposure gained by college athletes pays off in endorsements when an athlete goes pro. An example of someone who greatly benefited from his exposure gained from college sports is the former basketball player, Ed O'Bannon. Although his ^{NBA} career was a "brief and disappointing" one, he earned almost \$4 million most likely due to his great performance in front of a "March Madness audience". (Text 3, lines 26-38)

A common argument against not paying athletes is that the NCAA has an abundance of money that could be used to pay the players. However, "90% of the NCAA's revenue" is redistributed to its members' institutions (Text 4, lines 55-58). Therefore, the belief that the NCAA is hiding behind a "veil of amateurism" (Text 1, line 18) is false. In fact, the revenue is distributed through donations to "academic enhancement, conference grants, sports scholarships, student assistance funds, and grants-in-aid".

(TEXT 4, LINES 59-60).

Overall, it is foolish to look past the facts and say that college athletes should get paid. They are already receiving scholarships that cover many expenses ordinary students must cover themselves. Also, being a college-athlete gives them the exposure they need to make a lot of money in the future. Many people fail to see that the NCAA is a non-profit organization, not one that has enough unused money to pay student athletes with.

Anchor Level 5-C

The essay introduces a precise and thoughtful claim, as directed by the task (*College athletes should not be getting paid, regardless of the arguments and myths that exist*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*While most students have to pay for campus housing ... student-athletes do not* and *The high profile environment that college athletes are in is often overlooked*) and to distinguish the claim from alternate or opposing claims (*A common argument against not paying athletes is that the NCAA has an abundance of money that could be used to pay the players. However, "96% of the NCAA's revenue" is redistributed to its members' institutions*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*The athletic scholarships that college athletes receive cover not only the best coaching and free athletic gear, but also "medical and travel expenses," use of athletic facilities and a stage for future opportunities* and *In fact, the revenue is distributed through donations to "academic enhancement, conference grants, sports scholarships, student assistance funds, and grants-in-aid"*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 2, line 2); (Text 4, lines 13-14); (Text 3, lines 26-38)]. The essay exhibits acceptable organization of ideas and information to create a coherent essay, by first introducing the claim, then addressing both the claim and the counterclaim, focusing first on the benefits and added exposure college-athlete scholarship recipients receive, followed by the reality of how NCAA revenue is distributed, and ending with a summative conclusion (*Overall, it is foolish to look past the facts and say that college athletes should get paid*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*While most students have to invest this much money to get a college degree, a student-athlete does not.*). The essay demonstrates control of the conventions, exhibiting occasional errors only when using sophisticated language (*recieve, dissapointing, it's for "its"*).

College athletes, contrary to many peoples' beliefs, should not be paid to play their respective sports. Even though the NCAA makes a gargantuan amount of money, "over 96 percent of the revenue the NCAA makes is redistributed to its' members' institutions." (Text 4, line 57) Even if it was approved, there would not be enough money to pay every college athlete.

Athletes go to the college of their choice because they feel that is where the best fit will be. If schools were to start paying athletes, the larger, more profitable universities would be garnering all the best talent and, therefore, deny smaller institutions the chance to bring in top-tier talent. "College Athletes are already being paid with an athletic scholarship that is worth between \$20-\$50,000 per year" (Text 4, line 5) Even if ~~you~~ an athlete is a walk-on, he/she is completely free to transfer anywhere else and possibly receive a scholarship. Many athletes, by playing college sports, are exposed to "a high profile environment, and gain access to incredible networks of people" (Text 3, lines 28-29) Just by being on the team, athletes receive top-level coaching, free gear, meals, and many other stipends. (Text 4, lines 6-8). There is hardly a need for college athletes to receive a salary.

Many critics explain that "players are essentially working full time" and that "they deserve to be paid more than a scholarship" (Text 2). But is an athlete, who garners a large or even full-ride^{lines 15+16} scholarship, really worthy of a salary? Athletes should be playing their respective college sports because they have a passion and drive to improve and succeed against other top-talent across the country. If universities were to begin to pay athletes, they would effectively derive the athletes of their motivation

to play and succeed at a higher level. This would, therefore, have drastic effects on the fan bases. Games would not be worth going to, and sports revenues would decline. There would be a lack of money, and universities would struggle to pay their athletes. Many universities effectively re-imburse the revenue into other sports teams and academic fields. It would be a mistake to take money away from academics and other, smaller teams just so an athlete can be given more than the multitude of perks they already receive. This is why college athletes should not be paid.

College sports and their competitiveness are driven by the athletes' will to succeed and develop. Players participate in college sports because of their intense passion and want to be noticed nation-wide. By paying athletes, that motivation, drive, and determination would be greatly diminished if not stamped out entirely. Many academic institutions would suffer, along with smaller teams funded by the revenue of more exposed teams. Paying players would greatly disrupt this effective cycle, and the competitive nature of college sports would be at a loss. College sports are popular because of the structure they currently abide by, which is why athletes should not be paid.

Anchor Level 4–A

The essay introduces a precise claim, as directed by the task (*College athletes, contrary to many peoples' beliefs, should not be paid to play their respective sports*). The response demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims (*Many critics explain that "players are essentially working full time" and that "they deserve to be paid more than a scholarship" and If universities were to begin to pay athletes, they would effectively derive the athletes of their motivation to play and succeed at a higher level*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*Just by being on the team, athletes recieve top-level coaching, free gear, meals, and many other stipends*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 4, line 57), (Text 3, lines 28-29), and (Text 2, line 15+16)]. The essay exhibits acceptable organization of ideas and information to create a coherent essay with an opening paragraph that introduces the claim, one supporting paragraph that addresses the claim, using specific examples from the text (*"College Athletes are already being paid with an athletic scholarship that is worth between \$20-\$50,000 per year"*), one paragraph that addresses the counterclaim (*This would, therefore, have drastic effects on the fan bases*), and a conclusion that summarizes the arguments and reiterates the original claim (*By paying athletes, that motivation, drive, and determination would be greatly diminished if not stamped out entirely*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*But is an athlete, who garners a large or even full-ride scholarship, really worthy of a salary?*). The essay demonstrates control of the conventions, exhibiting occasional errors (*peoples', recieve, re-imburse, an athlete ... they*) only when using sophisticated language.

In my opinion, college athletes should get paid. Many others may argue and say that they shouldn't get paid, however there are many reasons why the college athletes deserve the money. College athletes should get paid because by this time in their athletic career it is no longer a hobby, it is their life. These athletes eat, sleep, and breathe their chosen sport.

Many people argue that the athletes get paid through the wide range of scholarships they receive. What most people don't know is, "[most] scholarships are revokable, so if an athlete doesn't perform well on the field, he can, in a sense, be fired from college." (Text 2, line 8-9). Any of these scholarships received by an athlete can be taken away just as easily. Athletes spend all of their time studying, going to classes, and training for their sport. They don't have time to get a job for money to spend on food or clothes or whatever they please.

Colleges make a large amount of money off their athletics that the athletes never even see. "The college sports industry generates \$11 billion in annual revenues." (Text 1, line 1-2). The athletes at these colleges are making all the money. They play in the games people pay to see, their names are on the merchandise that is sold, but they never see a penny come their way. "These college sports revenues are passed along to NCAA executives

athletic directors, and coaches in the form of salaries." (Text 1, line 9-10). Sure, all of those people need to get paid somehow, but they aren't the ones directly making the money. The athletes are the ones putting in all the hard work and they deserve to get something back.

Many people arguing about whether athletes should be paid or not are looking at all the wrong things. "The issue of compensation for college athletes really comes down to the colleges and the athletes." (Text 3 line 18-19). Often times people say that paying athletes will ruin the competition, but in reality, everyone wants to win, pay or not.

Everyone needs to start thinking about the athletes and their overall health. Say an athlete doesn't have any financial help from his/her parents. This athlete trains just as hard as everyone else, and stays up every night till about 3am studying for classes after work. This athlete will become unhealthy extremely quickly, will risk injury more than others, and will risk losing their hard earned scholarships.

Long story short, college athletes should get paid.

Anchor Level 4–B

The essay introduces a precise claim, as directed by the task (*In my opinion, college athletes should get paid*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims (*Many people argue that the athletes get paid through the wide range of scholarships they receive and Any of these scholarships received by an athlete can be taken away just as easily*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*They play in the games people pay to see, their names are on the merchandise that is sold, but they never see a penny come their way*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 2, line 8-9*), (*Text 1, line 1*), and (*Text 1, line 9-10*)]. The essay exhibits acceptable organization of ideas and information to create a coherent essay starting with an introductory paragraph stating and rationalizing a claim, followed by two body paragraphs supporting the claim and one addressing the counterclaim (*Often times people say that paying athletes will ruin the competition, but in reality, everyone wants to win, pay or not*), and concluding with a one sentence restatement of the claim (*Long story short, college athletes should get paid*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*These athletes eat, sleep, and breathe their chosen sport*). The essay demonstrates partial control, exhibiting occasional errors (*paid, however there; their athletic career it; a hobby, it is; athlete...their*) that do not hinder comprehension.

For years, the NCAA has made laws against college athletes being paid. These laws make sense, college athletes do not need to be paid. College athletes should not be paid because they already receive benefits.

In text three, Lines 8 through ten, the consequences of college athletes being paid is described. If these student athletes were paid, corruption would most likely take over college sports. They would most probably become similar to pro sports, everything depending on money and contracts. In reality, playing sports is not required. There is a very small chance that most college athletes would find jobs in pro sports. Paying college athletes would like paying High School ones. There is a very small chance of them ever going pro.

In addition to this, Text 4 explains how the tuition and payment of expenses for college athletes far outways the direct costs or the students pay themselves. Lines 4 through 15 describe all of the benefits college athletes receive. Campus housing, free meals, tuition and books, equipment and travel expenses are all paid. Why would athletes need to be paid? It is like any other job. In return for an athlete's "labor", free tuition is supplied. There is no logical reason to pay them any further.

Text 4 also explains that most of what the NCAA makes goes back to the colleges. In Line 57, it is said that 96 percent of what the organization

makes goes directly back to participating schools.

This still leaves on popular argument for those who support college athlete payment: the salary of the head coach. Text 2 describes that some coaches can make up to \$2.25 million annually. Yes, it does appear that it is unfair for the coaches to make that much money, while their athletes ~~are~~ are paid nothing. Wrong. There's a quick fix to this problem. In lines 28 to 30, Michael Martin says that "It's time for people to step up and say, we think this is the max that a football coach ought to get and we ought to stick to it." And he's absolutely right. If athletes are upset about the amount of money their coaches make, colleges could set a regular salary, without increases. This would solve the problem well. ~~College~~ College athletes are paid in benefit, so further payment would be completely unnecessary.

Though the NCAA is said to make millions, the company redistributes most of the money made.

It is unnecessary for college athletes to be paid, as their payment lies within the benefits they receive. They could quit at any time and choose to focus on academics and pay the full tuition. It is not mandatory that the college athletes play their sports.

Anchor Level 4–C

The essay introduces a precise claim, as directed by the task (*College athletes should not be paid because they already receive benefits*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims (*This still leaves on popular argument for those who support college athlete payment: the salary of the head coach*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*Lines 4 through 15 describe all of the benefits college athletes receive, campus housing, free meals, tuition and books, equipment and travel expenses are all paid*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material, although some inconsistency exists in the presentation (*text three, Lines 8 through ten; Text 4...Lines 4 through 15; Text 2...lines 28 to 30*). The essay exhibits some organization of ideas and information to create a mostly coherent essay, providing a claim in the introduction, but losing focus in the first body paragraph as it shifts from corrupt consequences to the *small chance of them ever going pro*. The essay continues with two more body paragraphs focusing briefly on advantages of benefits to the athlete and of NCAA revenue to the colleges, followed by a refutation of a counterclaim, and concludes with a summary and restatement of the claim (*It is unnecessary for college athletes to be paid, as their payment lies within the benefits they receive*). The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*They would probably become similar ... everything depending on money and contracts* and *College athletes are paid in benefit*). The essay demonstrates partial control, exhibiting occasional errors (*sense, college; outways; unnecessary; receive; mandatory*) that do not hinder comprehension.

Many people have different opinions when it comes to whether college athletes should be paid or not. From the support of several passages I believe that college athletes shouldn't get paid. Once college athletes continue with their sport and make it to the NBA or NFL Draft, then they should get paid. But with a scholarship to college, they shouldn't also be getting even more money.

In text 4, lines 4-5 states that a student athlete is "paid with an athletic scholarship that is worth between \$20-\$50,000 per year" which means that they can leave college without a worry because they had a scholarship and didn't pay, unlike regular students. If college athletes already have scholarships, there is no need for them to make even more money. Someone who goes to college without any scholarship has to pay for all their difficult classes, why should only the athletes be recognized, it wouldn't be fair. Text 3, lines 26-27 also shows that these college athletes get paid by "gaining exposure that's bound to pay off in endorsements and a nice contract the moment he turns pro."

In text 1 it explains how once college athletes are being paid it might "destroy competitive balance" meaning that they wouldn't care as much. College Athletes should work just as hard as regular college students and shouldn't get paid, they should work hard to become pro which then

they will get money for their achievements. A

~~college~~ college athlete isn't a career, it's a choice.

In text 4, lines 6-8 it simply states how college athletes are already being paid with all of their expenses being paid for. They get medical and travel pay, gear, top coaches, great facilities and a "national stage to audition for a job in the professional ranks." All of these things and their scholarships are paid for by the college, so it wouldn't be fair for them to get paid even more.

Once they become pro then they will get paid after all the hard work they practiced in college.

Therefore, my opinion towards college-athletes is that they shouldn't get paid. Throughout the several passages with support, once they go pro then their hard work will pay off. Scholarships are already worth a lot, there is no need for them to get paid, athletes should work just as hard as regular college students.

Anchor Level 3-A

The essay introduces a reasonable claim, as directed by the task (*I believe that college athletes shouldn't get paid*). The essay demonstrates some analysis of the texts (*If college athletes already have scholarships, there is no need for them to make even more money*), but insufficiently distinguishes the claim from alternate or opposing claims (*In text 1 it explains how once college athletes are being paid it might "destroy competitive balance" meaning that they wouldn't care as much*). The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*a student athlete is "paid with an athletic scholarship that is worth between \$20 - \$50,000 per year" which means that they can leave college without a worry and those college athletes get paid" ... in endorsements and a nice contract the moment he turns pro*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material by sometimes omitting the line references (*In text 1 it explains*). The essay exhibits some organization of ideas and information to create a mostly coherent essay by first introducing the claim then providing three body paragraphs of support, the third of which repeats ideas presented in the first, and concludes with a reiteration of the claim (*my opinion towards college-athletes is that they shouldn't get paid*). The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*they shouldn't also be getting even more money and they should work hard to become pro which then they will get money*). The essay demonstrates partial control, exhibiting occasional errors (*NFL Draft; In text 4, lines 4-5 states; Someone ... their; recognized, it; career, it's*) that do not hinder comprehension.

College athletes, also known as student-athletes, live under the constant notion that they are just amateur athletes who are reimbursed for their hardwork and dedication in scholarship money. However, I along with many others disagree with this notion. College athletes put just as much time and effort into their sport as professional athletes do. Numerous reasons such as the surplus of money the NCAA has, the interpretation of on-trust laws, and the amount of effort student-athletes put into their sport back the arguement to pay college athletes.

Alone, "The college sports industry generates \$11 billion..." (text 1, line 1) College sports coaches are often some of the highest paid occupations in that state, which can be seen in "40 of the 50 U.S. states..." (text 1, line 13). It is very clear that the NCAA has enough money to pay coaches over a million dollars a year. Why can't student-athletes get a share in some of this money? After all, if it weren't for student-athletes these coaches would not have their jobs. As it is now, "85 percent of college athletes on scholarship live below the poverty line." (text 1, line 23) ~~while~~ while it is true that their tuition, books, ~~room~~ and room and board are all paid for, items such as food, clothes, and toiletries are not paid for Student athletes.

who do not have time to find a job and work have to find other ways to pay for these items. With the salary of coaches at an all time high, it should be very easy for the NCAA to pay its ~~ath~~ student-athletes.

Not only ~~is~~ is the lack of pay for student-athletes unjust, it is also seen as illegal. As seen in the Sherman anti-trust act, "... Every contract... in restraint of... commerce... is declared to be illegal." (Text 1, lines 26-27). Prohibiting colleges from paying their student athletes can be seen as a form of wage-fixing that is prevented by anti-trust laws. In following their own rule to prevent the pay of student athletes, the NCAA may be breaking the law.

Student-athletes dedicate so much time and effort into their sport that they are sometimes referred to as "athlete-students" (Text 2, line 12). Many ~~of~~ college athletes easily dedicate "40 hours a week on their sport." (Text 2, line 10). College athletes barely have time to sleep and eat, let alone work for extra money. Not only do student-athletes have to practice and play games, they also have to fit into their already tight schedules a full academic ~~s~~ schedule. While ~~pract~~ practicing their sport, college athletes also have to maintain average grades so they can

graduate with a degree. Sometimes, athletes who don't maintain a particular average will have their scholarships revoked. On top of being full time athletes, college athletes are also full time students and should be reimbursed for this.

College-athletes lead a very strenuous and ~~ch~~ challenging life. They devote the majority of time to a particular sport, all the while maintaining average grades. There is no reason as to why student-athletes shouldn't be paid.

Anchor Level 3–B

The essay introduces a reasonable claim, as directed by the task (*Numerous reasons...back the argument to pay college athletes*). The essay demonstrates appropriate and accurate analysis of Texts 1 and Texts 2, as necessary to support the claim (*In following their own rule to prevent the pay of student athletes, the NCAA may be breaking the law and College athletes barely have time to sleep and eat, let alone work for extra money*). A third text is not addressed. The essay distinguishes the claim from alternate or opposing claims (*College athletes, also known as student-athletes, live under the constant notion that they are just amateur athletes who are reimbursed for their hardwork and dedication in scholarship money. However, I along with many others disagree with this notion*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*College sports coaches are often some of the highest paid occupations ... Why can't student-athletes get a share in some of this money?*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(text 1, line 1) and (text 2, line 12)]. The essay exhibits acceptable organization of ideas and information to create a coherent essay with an introductory paragraph that states the counterclaim and then lists three reasons from Text 1 and Text 2 to establish the claim. Three body paragraphs develop the arguments listed regarding coaches' salaries, the Sherman Antitrust Act, and the amount of time college athletes must devote to their sport, followed by a conclusion that briefly reaffirms the claim (*There is no reason as to why student-athletes shouldn't be paid*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*After all, if it weren't for student-athletes, these coaches would not have their jobs*). The essay demonstrates partial control, exhibiting occasional errors (*hardwork, I along with many others disagree, Sherman anti trust act, strenous*) that do not hinder comprehension. This essay must be scored no higher than a Level 3 since it addresses fewer than the three texts required.

When we think student athlete what comes to mind? Is it a young college kid making his way to the pros, a kid playing for his tuition or a young adult passionate about the game? The answer is all of above, the question that has risen throughout the years is should student athletes get paid? Articles / texts 1-4 provided valid reasons why student athletes shouldn't be paid.

It isn't colleges that won't agree to pay the students it's the NCAA. The NCAA fears that paying these student athletes will cause them to lose their competitive edge to win at all costs (text 1). Also the NCAA states that even if they agreed to pay students it wouldn't eliminate cheating and other unfair advantages / situations from happening (text four). "There would be a massive unknown". The NCAA is not sure how this would change the game (text 4). The NCAA also states the students benefit as it already is with scholarships. (text 3).

The average cost to go to a

big school like duke is 57, 800 (text 4) that's more than some working individuals make in a year. These scholarships also often come at the cost of the universities. The scholarship can include, books, tuition with room and board, meals traveling with the team. This is more than enough (text 3/4). Students have the option to leave the sport as well also to switch schools / teams. This college athlete is a great opportunity. It's also a bit of a risk to wait to be drafted. The NBA makes kids wait a year out of high school to be drafted the NFL three years (text 4). This ~~also~~ allows their publicity to grow and they can make a name for themselves as well, while earning a free education.

Often student athletes call themselves "athlete students" (text 4). They are given a wonderful chance to better themselves as individuals. College sports prepare for a future possible pro career but

also provide a pricy education
at little to no cost. student
college athletes shouldn't be paid
because that itself would change the
love for the game.

Anchor Level 3–C

The essay introduces a reasonable claim, as directed by the task (*Articles/texts 1-4 provided valid reasons why student athletes shouldn't be paid*). The essay demonstrates some analysis of the texts (*The scholarship can include, Books, tuition ... traveling with the team. This is more than enough and This allows their publicity to grow and they can make a name for themselves*), but insufficiently distinguishes the claim from alternate or opposing claims (*the NCAA states that even if they agreed to pay students it wouldn't eliminate cheating and other unfair advantages/situations from happening*). The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*The NCAA fears that paying these student athletes will cause them to loose their competitive edge and Students have the option to leave the sport as well also to switch schools/teams*) The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(text 1), (text four), (Text 3)] while attributing a quotation to Text 4 that does not exist within the text (“*There would be a massive unknown*”) and not citing line numbers for closely paraphrased material. The essay exhibits some organization of ideas and information to create a mostly coherent essay. The essay first introduces the claim through a series of questions, then provides two body paragraphs that focus on the NCAA’s attitude regarding paying college athletes and the advantages many college athletes enjoy, and concludes with a brief and somewhat incoherent paragraph (*Student college athletes shouldn't be paid because that itself would change the love for the game*). The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*Is it a young Colledge kids making his way to the pros, a kid playing for his tuition or a young adult passionate about the game?*). The essay demonstrates a lack of control, exhibiting frequent errors (*all of above, the question; It isnt colledges that wont agree; its the NCAA; benifit; duke; great oppurtunity it alsos a lot of kids; to be drafted the NFL three*) that make comprehension difficult.

Upon reading all four passages I have made a firm decision that college athletes should not be paid and I will stand firm with the decision I have made.

After reading ~~passage number two~~ the ~~second~~ ^{first} passage I grasped some important facts and that states that any person accepts a contract under the age of eighteen is breaching the Sherman Antitrust Act. As I made progress in my reading I also get to see the amount of income that colleges get when the season is over but in the end the athletes are being re-paid by having scholarships both part and full they get the luxury ~~treat~~ treatment, world class training which can eventually put them on the international stage so by the colleges paying so much ~~intrest~~ interest in them I think they should not be paid.

I may conclude this essay by saying after hard work is success and ~~coll~~ that college athletes should not be paid.

Anchor Level 2–A

The essay introduces a claim (*I have made a firm decision that College athletes should not be paid*). The essay demonstrates a confused and unclear analysis of the texts (*any person accepts a contract under the age of eighteen is breaching the Sherman Antitrust Act*), failing to distinguish the claim from alternate or opposing claims. The essay presents ideas inconsistently and inaccurately, in an attempt to support analysis, making use of some evidence that may be irrelevant (*I may conclude this essay by saying after hard work is success and that college athletes should not be paid*). The essay demonstrates little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material, by identifying one passage, not including line numbers (*After reading the First passage I grasped some important facts*), and alluding to text 4 with no formal acknowledgement. The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay by first presenting a claim, followed by a body paragraph of undeveloped and generalized statements of support, and concluding with a vague opinion followed by a restatement of the claim. The essay lacks a formal style, using some language that is inappropriate and imprecise (*the colleges paying so much intrest in them I think the should not be paid*). The essay demonstrates emerging control, exhibiting occasional errors (*four passages I; College; the First passage; As I made...I also get to see; scholarships both part and full, they; intrest*) that hinder comprehension.

It is agreeable that collage athletes should be paid. This statement is agreeable cause collage athletes is very talented to be recrooted for it in collage not to mention some college sport are on tv. In text 1 it states a men basketball tournament is sold for \$770 million.

Text 4 it says NCAA collage athletes help bring in \$871.6 million a year.

Text 2 says collage athletes that aren't paid are referred to amateur student-athletes and that there scholarships cause of him playing sports exceeds the worth of \$100,000 over four years.

This texts support that collage athletes should be paid cause there games are broadcasted on tv.

Also when not paid the collage athletes are worth so much to the school sports team and just in general.

Anchor Level 2–B

The essay introduces a claim (*It is agreeable that collage athletes Should be paid*). The essay demonstrates a confused and unclear analysis of the texts (*Text 2 says collage athletes that aren't paid are referred to amature student-athlets and that there Scholarships cause of him playing sports exceeds the worth of \$100,000 over four years*), failing to distinguish the claim from alternate or opposing claims. The essay presents ideas inconsistently and inaccurately, in an attempt to support analysis, making use of some evidence that may be irrelevant (*In text 1 it states a men basketball tornament is sold for \$770 million*). The essay demonstrates little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material, simply restating the information and identifying the text without line references (*Text 4 it says NCAA collage athlets help bring in \$871.6 million a year*). The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay, first opening with a claim followed by a series of brief, unconnected textual references in the first two paragraphs, and concluding with a loosely strung two sentence paragraph that restates the claim and offers a final contradictory argument. The essay lacks a formal style, using some language that is inappropriate and imprecise (*This statement is agreeable cause collage athlets is vary talented to be recrooted for it in collage not to mention some college sport are on tv*). The essay demonstrates a lack of control, exhibiting frequent errors (*collage athlets, reffered, there Scholarships cause of him playing, Also when not paid*) that make comprehension difficult.

Should Student Athletes in college be paid?

As colleges are growing dramatically in population by the year, more and more Star Athletes are Created. College athletes are a huge representation of the college athletic program. It is a privilege to be a college athlete and participate in a college sports team.

College athletes in my opinion should not be paid. Most of the Highschool seniors have Scholarships which pays for most or All of their college education which is saving them money. They get training by some of the best coaches in the world. They are picked ^{out of} by many students in the nation to participate in that colleges program. The training they receive in college can help them in the real world and could lead them to a professional sport and could potentially make tripple the amount of the Average High class American.

College is the plan and the beginning of the rest of your life. Everyone should have to pay for college and people would be jellous if athletes got paid and they did not anyway. That is why i think Student athletes should not be paid.

Anchor Level 2–C

The essay introduces a claim (*College athletes in my opinion should not be paid*). The essay demonstrates a confused and unclear analysis of the texts (*Most of the Highschool seniors have scholarships wich pays for most or All of their college education which is saving them money*), failing to distinguish the claim from alternate or opposing claims. The essay presents ideas inconsistently and inaccurately, in an attempt to support analysis, making use of some evidence that may be irrelevant by providing statements that allude to the texts, but lack specific detail (*The training they recive in collage...could leade them to a profecional sport and could potentially make tripple the amount of the Average High class american*). The essay does not make use of citations. The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay. The essay consists of an introduction, body paragraph and a conclusion, which includes the restatement of the task, a claim, and a series of generalized statements about college athletes and why they should not be paid. The essay lacks a formal style, using some language that is inappropriate and imprecise (*College atholets are a huge represantation of the college atholetic program and College is the plan and the begining of the rest of your life*). The essay demonstrates a lack of control, exhibiting frequent errors (*Atholets, dirmaticly, privalage, partaciate in that collages, recive, potentially make tripple, american, jellous, i*) that make comprehension difficult.

College athletes should not get paid in my opinion. College athletes are mainly in school to finish and get there scholarship and education. Sports is just an extra activity some had got to continue and pursue in college. Getting paid would not be right because college is based on furthering education not just about sports

Anchor Level 1–A

The essay introduces a claim (*College athletes should not get paid in my opinion*) but does not demonstrate analysis of the texts. The essay presents no evidence from the texts and does not make use of citations. Although there is a logical follow through of ideas generally related to the claim, the essay is minimal, consisting of only three sentences, making assessment of coherence, organization, and style unreliable. The essay is minimal, making assessment of conventions unreliable.

~~college~~ college athletes should be paid because they aren't pro so they should not be paid. They are just playing a game in college. are we gonna argue that the chess team in college should be paid. college sports are just a opportunity where they can be selected to go pro in the NFL. That's why I think college athletes should not be paid.

Anchor Level 1–B

The essay introduces a claim (*college athletes shouldn't be paid because they aren't pro so they should not be paid*), but does not demonstrate analysis of the texts. The essay presents little evidence from the texts (*They can be selected to go pro in The NFL*) and does not make use of citations. The essay exhibits little organization of ideas and information, consisting of one paragraph of loosely connected ideas. The essay uses language that is sometimes inappropriate (*are we gonna*) and repetitive. The essay demonstrates a lack of control, exhibiting frequent errors (*athleats, shouldn't, arnt, are just playing, are we gonna argue ... should be paid, a oportunity*) that make comprehension difficult. The essay is a personal response and makes little reference to the texts and can be scored no higher than a 1.

College football and basketball are watched every year at home by millions. These enjoyable sports can be seen broadcasted on television with many eager athletes awaiting their opportunity to become a professional athlete. However, there is an argument brewing as to whether these athletes should be paid or not while they are in college. These athletes should not be paid because for many, their full college tuition is covered and they are already receiving many benefits and opportunities.

Most people going to college have to pay tuition, but these athletes do not. Some athletes receive ~~an~~ an already large scholarship of \$20-\$50,000 per year (Text 4, lines 4-5). This covers all of their tuition in many colleges, such as Duke University which charges \$57,180 to attend and the University of Texas which charges \$35,776 per year (Text 4, lines 15-17). Additional payments would most definitely not be fair to the many scholars attending college who struggle with tuition fees. College, as we all know, is not inexpensive, but it is more easily affordable to these athletes and that is one reason why they should not be paid.

Not only is their college tuition paid, but these athletes also receive many benefits. These benefits include "medical and travel expenses, free gear, top-notch coaching, unlimited use of elite athletic facilities and a national stage to audition for a job in the professional ranks" (Text 4, lines 6-8).

This means these athletes have access to equipment and expertise to help them develop into better players. This also means multiple opportunities for these players to ~~receive~~ gain "exposure that's bound to pay off in endorsements and a nice contract the moment [the player] turns pro" (Text 3, lines 26-27). Furthermore these athletes are more likely to become professional athletes because of their exposure to professional scouts who want players of their ability.

Another piece of evidence ~~that~~ that shows these athletes receive many benefits comes from census bureau data. Over their working lives, college graduates make roughly \$1 million more than people with only a high school ~~degree~~ diploma. A scholarship athlete does not have to pay the \$100,000 to \$200,000 in tuition costs to get that degree (Text 3, lines 20-23). These athletes receive many benefits and opportunities, and for that reason, along with full tuition coverage they should not be paid.

However, some may argue that those athletes should be paid. Some agree with the idea that "even full-ride athletic scholarships don't cover the full cost of attending school, athletes are often short a few thousand bucks for ancillary expenses on top of tuition, room and board, books ^{and} fees..." (Text 2, lines 16-18). The question is, why should a student who has talent in sports

receive a salary in addition to a scholarship while other students struggle to pay off college tuition? Furthermore these athletes are more likely to become professional athletes because of their exposure to professional scouts who want players of their ability. Considering benefits discussed above, these athletes undoubtedly should not be paid.

Overall, college athletes should not be paid. Reasons such as ~~tuition~~ tuition coverage and benefits and opportunities prove they should not be paid. This ^{debate} needs to be settled because all the evidence proves that it is best to leave college athletes unpaid.

College Athletes are student who play for a college team like soccer or basketball and more. But many are concern about the idea of them being payed or not. I believe that College Athletes should absolute not get paid.

To begin with, text 4 shows many examples of why college Athletes shouldn't get paid. One examples is that in the text, the author states, "College Athletes are already being paid with an Athletic Scholarship that is worth between \$20-\$50,000 per year." This example relates to my claim because Athletes are already given a \$20 to \$50 thousands of dollars scholarship that's why I believe that they shouldn't get paid.

To further support my idea, Text 4 also shows other examples of why college Athletes shouldn't be paid. One example is that in the text the author states "Athletes Scholarship cover just about everything a student-athlete needs to survive

for four years at a Major
University. This is a great
example of why college Athletes
shouldn't get paid, because
every major university gives College
Athletes a scholarship to cover
their ~~cost~~ 4 years.

College athletes should not be paid any more than the benefits that they are already getting. ~~But~~ In reality, college athletes get just as much ~~a~~ handed to them as someone in the pros would. Some may think that they deserve to be paid, but they actually don't.

College athletic coaches get paid a fair amount while it seems as if the athletes themselves don't get anything. That is false. ~~None~~ Most college athletes receive scholarships that pay for most to all of ~~their~~ the expenses. "Athletic scholarships cover just about everything a student athlete needs to survive ~~in~~ for four years at a major university. Campus housing, daily medical care, and free meals via training table are all included. Tuition and books are covered as well." (Text 4, lines 12-14). Athletes at the college level pretty much get to go to ~~the~~ school, get free meals, and play in front of large crowds, all for free. So what is the need to pay them if they're already getting everything handed to them?

Some may argue that it is only fair athletes at the college level should get paid because most ~~of~~ practice and put the sport before their studies. "Richard Samuel, who earned an undergraduate degree in sports management in 2011, said he was an "athlete-student", not →

a "student-athlete" as NCAA wants people to believe" (Text 2, lines 11-13). However, this is ultimately the athlete's choice. They know what it would be like playing a college sport. They can also back out at any time if it gets to be too much.

~~Text 2~~ Playing a college sport is mainly just to get exposure. Some college players actually end up making it to the pros. "Add it all up, and the marketplace produces a collegiate athletic population that is generally happy with what it gets – a free education and broad sports exposure." (Text 3, lines 39-40).

It's not like college athletes don't get any reward for doing what they do. They get a free education while everyone else has to pay and usually end up in debt. So why would anyone even make the argument that they deserve to be paid?

College Athletes should be paid for all they do. A lot of people argue that the scholarships are pay enough. This is beyond wrong.

The NCAA brings in about 871.6 million dollars per year. According to text 4. This money could be paid to the student athletes. These kids are doing the exactly same thing that the professional leagues are doing. The difference is, that these kids are living in poverty while the pros have money. In text 4 it explains how the NCAA makes all this money but still doesn't make much profit, yet in text 1 it talks about how coaches are being payed millions. It's no wonder the NCAA isn't making a profit.

Reduce the coaches pay and give a little money to the players actually doing labor. Text 1 also says that male coaches also get paid much more than females, how about evening that out and then they might have some money to use.

Text 3 claims that the scholarships is more than enough pay when in reality, even after that scholarship the students are still a couple thousand dollars in debt.

College Athletes should be getting paid for what they do. Everything they do is just like professional sports so why ~~not~~ not pay them? Bottem line is the NCAA should be paying the student athletes for the labor that they do.

I support the idea that college athletes should be paid. It is only fair that they receive some of the profit because the athlete is the ~~one~~ person who participates in the sport. The NCAA is making more than enough money ~~to~~ that should be equally distributed.

College ~~for~~ coaches have salaries of millions of dollars. The NCAA makes hundreds of millions of dollars and none of it is going to any student-athletes. The athletes are the ones who are luring people to come and support them, not the coaches. Student-athletes should be receiving some profit as a reward. ~~The~~ N (Text 1 lines 9-16)

There are rules by the NCAA that will not allow student-athletes to be paid. Some are even illegal. According to the Sherman Antitrust Act, some rules prohibiting paying athletes is a form of wage fixing which violates the law. (Text 1 lines 24-29)

Student-athletes spend most of their time on sports. It is more that they are athlete-students rather than student athletes. ~~at~~ During

the sport season they spend a countless amount of hours per week on their sport. People are going to watch them and cheer them on and they receive nothing as a reward (text 2, lines 12-15)

Some people argue that student-athletes have no right being paid because they are already being paid with an athletic scholarship. ~~After~~ They argue that athletic scholarships cover the necessities that are needed. (Text 4 lines 5-8, 12-15). With all the practice time when is an athlete supposed to find the time to make money for things a scholarship doesn't pay for.

In my opinion I think student-athletes deserve to be paid. They put in much work and ~~receive~~ receive no paid reward in return.

Practice Paper A – Score Level 5

Holistically, this essay best fits the criteria for Level 5.

Practice Paper B – Score Level 2

Holistically, this essay best fits the criteria for Level 2.

Practice Paper C – Score Level 4

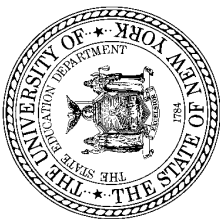
Holistically, this essay best fits the criteria for Level 4.

Practice Paper D – Score Level 3

Holistically, this essay best fits the criteria for Level 3.

Practice Paper E – Score Level 4

Holistically, this essay best fits the criteria for Level 4.



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

New York State Regents Examination in English Language Arts (Common Core)
Part 3 Rubric

Text Analysis: Exposition

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

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

They say that words can have a huge effect on an individual when they are chosen correctly. In the text given, the author's diction allows for him to express strong emotions related to the struggles of the main character, Joseph. Through his choice of words, the author demonstrates Joseph's paralyzed physical state and the obstacles and frustrations that accompany his efforts to communicate through typing.

The ~~essay~~ excerpt begins by revealing the "battle" that is present "between a crippled, sane boy and a hostile, sane, secretly savage... world." The use of the word "savage" makes it seem as though the world is naturally unaccepting, violent, and largely cruel. This young boy, who is mentally sound but physically limited, is plagued by his inability to communicate with this world, and therefore is forced to "battle" with a world that strictly defines "normal." The young boy describes how his "handicap curtails [his] ~~and~~ collective conscience, obliterates [his] voice, becomes ridicule of [his] smile and damns [his] ~~chances~~ chances of being accepted as normal." The verbs used in this sentence enhance the deeply negative and isolated state the boy finds himself trapped in. He cannot control his movements. His body just invites ~~laughter~~ laughter and inhibits connection with other people. It is as if "fate it was that had frozen his freedom." The way the author personifies fate reveals Joseph's confinement and his feeling that he cannot escape his situation. Will he ever be able to communicate?

The emotions and descriptions expressed by the author's diction are used to reflect the initial inability of the boy to properly express himself at all. By choosing such words as "battle," "obliterate" and "frozen," the author evokes the isolation, frustration and despair that the boy experiences. In the end, Joseph actually achieves some measure of success. He finds himself feeling "encouragement" and "enlightenment," although the fact that he is "desperately, delightfully wrong" in his self-doubt shows how some of the former negative emotions have not quite left him. There is "sweetness" in his success, but his smile is feeble. The author's diction leads the reader through the boy's struggle and breakthrough, but his word choice also defines the harshness of the "socially constructed barriers" that the boy had to climb and the exhaustion that lingers beyond his first triumph.

Anchor Level 4-A

The response introduces a well-reasoned central idea (*Through his choice of words, the author demonstrates Joseph's paralyzed physical state and the obstacles and frustrations that accompany his efforts to communicate through typing*) and a writing strategy (*the author's diction allows for him to express strong emotions related to the struggles of the main character*) that clearly establish the criteria for analysis. The response demonstrates a thoughtful analysis of the author's use of diction to develop the central idea (*The emotions and descriptions expressed by the author's diction are used to reflect the initial inability of the boy to properly express himself at all*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*The use of the word "savage" makes it seem as though the world is naturally unaccepting, violent, and largely cruel and He finds himself feeling "encouragement" and "enlightenment," although the fact that he is "desperately, delightfully wrong" in his self-doubt shows how some of the former negative emotions have not quite left him*). The response exhibits logical organization of ideas and information by first introducing both the central idea and writing strategy, then discussing specific examples of the author's use of diction throughout the text, and concluding with a sophisticated summation of the central idea (*The author's diction leads the reader through the boy's struggle and breakthrough, but his word choice also defines the harshness of the "socially constructed barriers" that the boy had to climb and the exhaustion that lingers beyond his first triumph*) to create a cohesive and coherent response. The response establishes and maintains a formal style, using precise language and sound structure (*The verbs used in this sentence enhance the deeply negative and isolated state the boy finds himself trapped in*). The response demonstrates control of the conventions with infrequent errors (*therefre and desperately*).

The author chronicles Joseph's struggles with his everlasting paralysis and overwhelming muscle spasms. The passage recounts the initial difficulties while culminating in Joseph's triumph over his ailments by beginning to type. In order to emphasize the true importance of Joseph's accomplishment the author must describe in depth the ~~various~~ failures of his body. ~~For this~~ work to have importance the reader must be able to comprehend to extent of ~~the~~ the damage done to Joseph's body.

The author is able to describe the condition that Joseph is in through extensive use of imagery. A picture is created of a boy with incurable ailments attempting to make sense of life. A sense of the frustration Joseph feels is imparted to the reader by a description of his great legs that "collapse like a house of cards under me." The author is able to elicit a sense of pity for Joseph by ~~well~~ describing how when he reaches to the keyboard "great spasms ^{gripped} him rigid and sent his simple nod into a farcical effort which ran to each and every one of his limbs." A clear understanding of the willpower it takes to ^{even} attempt to type is easy to grasp from the description of his efforts. Without a thorough picture of the ~~whole~~ state of Joseph's body the story would lack the depth that it possesses. The use of imagery throughout is essential to developing the narrative and giving a true feel of the monumental accomplishment typing a few letters on the keyboard really is.

Anchor Level 4–B

The response introduces a well-reasoned central idea (*The author chronicles Joseph’s struggles with his everlasting paralysis and overwhelming muscle spasms*) and a writing strategy (*The author is able to describe the condition that Joseph is in through extensive use of imagery*) that clearly establish the criteria for analysis. The response demonstrates a thoughtful analysis of the author’s use of imagery to develop the central idea (*The use of imagery throughout is essential to developing the narrative and giving a true feel of the monumental accomplishment typing a few letters on the keyboard really is*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*A sense of the frustration Joseph feels is imparted to the reader by a description of his great legs that “collapse like a house of cards under me” and when he nods to the keyboard “great spasms gripped him rigid and sent his simple nod into a farcical effort which ran to each and every one of his limbs”*). The response exhibits logical organization of ideas and information by first discussing the central idea and how the author uses description to *emphasize the true importance of Joseph’s accomplishment*, then devoting the second paragraph to the author’s use of imagery, and concluding with a summation of the analysis to create a cohesive and coherent response. The response establishes and maintains a formal style, using precise language and sound structure (*The passage recounts the initial difficulties while culminating in Joseph’s triumph and The author is able to elicit a sense of pity for Joseph*). The response demonstrates control of the conventions with infrequent errors (*accomplishment the author, importance the reader, body the story*).

The use of literary elements are used by authors to achieve a certain tone in their writings. In this piece of text, The author was trying to really get across the fact that the boy is really struggling with his body ~~and~~. He obviously has very little control over what his body does. Not only does he struggle, but his mother struggles to accept the fact that her son is not "normal" and never will be.

To achieve this sense of struggle, the author of this text uses personification. In line 17 the author talks about fate. "But fate was listening and fate it was that had frozen his freedom." Fate is an inanimate idea or concept. The author makes it "come to life" by saying it listened and did the exact opposite of what he had wanted. He couldn't speak ~~and~~ and explain himself so he blamed it on fate. Basically saying it listened to what he couldn't say and kept it for itself. Fate also "denied him the power to nod and hit the keys" (lines 22 and 23). His muscle spasms didn't allow him complete "freedom" to his body. He wanted to nod but instead he was kept from doing so. In the end it says "Glee was gambolling" (line 63). The story says he was started on medicine and it was helping him keep more control over his body movements. Gambolling in this case means skipping. I think the author was trying to say that the boy was happy he had more control "but he had to be sure" (line 63). The medicine is working now but what about the future? This line is ~~just~~ telling the reader that he is getting better but his struggle is still far from over. He still has a long way to go.

Anchor Level 3–A

The response introduces a clear central idea (*The author was trying to really get across the fact that the boy is really struggling with his body*) and a writing strategy (*To achieve this sense of struggle, the author of this text uses personification*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author’s use of personification to develop the central idea (*Fate is an inanimate idea or concept. The author makes it “come to life” and He couldn’t speak and explain himself so he blamed it on fate*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis [*“But fate was listening and fate it was that had frozen his freedom,” and Fate also “denied him the power to nod and hit the keys” (lines 22 and 23). His muscle spasms didn’t allow him complete “freedom” to his body*]. The response exhibits acceptable organization of ideas and information to create a coherent response by stating the central idea and discussing how personification supports that idea (*it [fate] listened and did the exact opposite of what he had wanted and He wanted to nod but instead he was kept from doing so*). The response establishes and maintains a formal style, using appropriate language and structure (*Not only does he struggle, but his mother struggles to accept the fact that her son is not “normal” and never will be*). The response demonstrates control of the conventions with infrequent errors (*use ... used and text, The*).

This passage ~~describing~~ describes the struggles of a crippled boy who cannot speak. He attempts to communicate with ~~his~~ ^{others.} family by ~~through~~ means of writing but continuously fails. Through this conflict of paralyzation, the author ~~sevents~~ impacts his readers in making them realize everything has its way of success, so do not give up until you reach it.

In the story the boy is paralyzed ~~and~~ although not quite. Instead of not being able to move at all, his body acts the opposite and can't stop moving. Therefore it is hard for him to communicate by other means like sign language or writing seeing as he can not talk as well.

The author uses this conflict (literary element) to impact the reader. After struggling time and time again the boy perseveres. The author ~~is~~ says "Together they would struggle, the boy blowing like a whale from the huge effort of trying to discipline his bedamned body." (lines 36-37) describing the boy's hardship to control his body and type. After many tries the young boy "could type. He could freely hit the keys..." (lines 67-68).

This success due to the boy refusing to give up, impacts the reader by showing that if you endure your ~~own~~ obstacles you can ~~and will~~ overcome them. This is how the

author used the end outcome of the conflict to affect the reader.

In the end, the author used the success and conflict of the boy to disclose a message of perseverance to his readers. He taught them that all obstacles can be overcome if you just don't give up. This advice impacts the reader and their decisions for conflicts of today and all the following to come.

Anchor Level 3–B

The response introduces a clear central idea (*everything has its way of success, so do not give up until you reach it*) and a writing strategy (*Through this conflict of paralyzation, the author impacts his readers*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of conflict to develop the central idea [*his body acts the opposite and can't stop moving. Therefore it is hard for him to communicate by other means like sign language and The author uses this conflict (literary element) to impact the reader*]. The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*This passage describes the struggles of a crippled boy who cannot speak and After many tries the young boy ... "could type. He could freely hit the keys..."*). The response exhibits acceptable organization of ideas and information to create a coherent response by first introducing the writing strategy and the central idea, followed by a discussion of the conflict, and concluding with a paragraph that summarizes how the writing strategy supports the central idea (*In the end, the author used the success and conflict of the boy to disclose a message of perseverance to his readers*). The response establishes and maintains a formal style, using appropriate language and structure (*He attempts to communicate with others by means of writing but continuously fails*), although there is some language use that is imprecise (*endure your obstacles and effect for "affect"*). The response demonstrates partial control of conventions with occasional errors (*its'; Therefore it; perserveres; says "Together; success due*) that do not hinder comprehension.

In this text, a paralyzed brain-damaged boy tries to overcome his disability; and learn how to use a typewriter. The author often uses 'imagery' to describe how truly difficult it is for this boy to live with the hardships' of being severely brain-damaged.

Throughout the text, the author thoroughly describes' how violent this boy can be when trying to perform a simple task, like typing on a typewriter. The author uses 'imagery' by putting himself in the crippled boy's shoes' and using the five senses' to explain the violent outbursts' that occur often and are uncontrollable.

~~The author uses this literary element to explain how hard it was for the boy's typing-teacher to calm him down when he had one of his spasms. Although it was very difficult for both teacher and student; and the mother had apparently given up on her crippled son; the teacher still worked very hard so the boy would be able to type. He so desperately wanted to get out of his head and since he was unable to speak or hold a pencil without throwing it across the room; the only hope he had was typing. Through all his hard work and somewhat overcoming his disability, he was finally typing.~~ The author also uses' this literary element to explain how hard it was for the boy's typing-teacher to calm him down when he had one of his spasms. Although it was very difficult for both teacher and student; and the mother had apparently given up on her crippled son; the teacher still worked very hard so the boy would be able to type. He so desperately wanted to get out of his head and since he was unable to speak or hold a pencil without throwing it across the room; the only hope he had was typing. Through all his hard work and somewhat overcoming his disability, he was finally typing.

The author of this text uses' imagery throughout in order to thoroughly describe how truly

difficult it was for this crippled boy to perform
~~too~~ very simple tasks. He ~~also~~^{also} used imagery to
show how much the boy's teacher believed in him,
and how hard she was willing to work in order
for him to accomplish something.

Anchor Level 3–C

The response introduces a clear central idea (*how truly difficult it is for this boy to live with the hardships' of being severely brain-damaged*) and a writing strategy (*The author often uses' imagery*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of imagery to develop the central idea (*The author uses' imagery by putting himself in the crippled boy's shoes' and using the five senses' to explain the violent outbursts' that occur often and are uncontrollable*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*The author also uses' this literary element to explain how hard it was for the boy's typing-teacher to calm him down. When he had one of his spasms' and He so desperately wanted to get out of his head. and since he was unable to speak or hold a pencil without throwing it across the room*). The response exhibits acceptable organization of ideas and information to create a coherent response by introducing the central idea and writing strategy in the introductory paragraph, followed by a paragraph that illustrates the use of imagery, and ending with a reiteration of the central idea (*how truly difficult it was for this crippled boy to perform very simple tasks*). The response establishes and maintains a formal style, using appropriate language and structure (*In this text, a paralyzed brain-damaged boy tries to overcome his disability and Throughout the text, the author thoroughly describes' how violent this boy can be*). The response demonstrates emerging control of conventions with some errors (*disability; and; hardships'; describes'; be. When; student; and; room; the; disability. He*) that hinder comprehension.

In the text a disabled boy wants to learn how to type but he had ~~some~~ trouble doing that because he was paralyzed. I think the author wants to show the reader that no matter how hard it is to achieve; no matter what gets in the way, you should never give up at achieving the goal you are so passionate for. Joseph (paralyzed boy) wanted so hard to be able to use a type writer but had a hard time doing it because his body would not allow him to. In the end he is able to use the type writer and he finally achieves his goal.

In the text the author uses Joseph's point of view to show us how hard and difficult it was for him to use his type writer. "How do I conquer my body, museed the ~~par~~ paralyzed boy. Paralyseed, I am labled", (Text line 9). Joseph ~~is~~ wants to be able to move so he can achieve his goal but he also wants to feel normal too. He says he's labled as "Paralyseed" and all he wants is to be like everyone else. But in the end he realizes that he doesn't need to be normal to achieve his goal and the author ~~wants~~ wants to make the reader know that.

Anchor Level 2–A

The response introduces a central idea (*you should never give up at achieving the goal you are so pashonate for*) and a writing strategy (*the author uses Joseph's point of view to show us how hard and difficult it was for him to use his type writer*). The response demonstrates a superficial analysis of the author's use of point of view to develop the central idea (*Joseph wants to be able to move so he can achieve his goal but he also wants to feel normal too*). The response presents ideas inadequately in an attempt to support analysis [*Joseph (paralyzed boy) wanted so hard to be able to use a type writer ... his body would not allow him to*]. The response exhibits inconsistent organization of ideas and information, stating the central idea in the first paragraph, briefly developing the author's use of point of view in the second paragraph, and concluding with an alternate interpretation, stating that Joseph *doesn't need to be normal to achieve his goal and the author wants to make the reader know that*, failing to create a coherent response. The response lacks a formal style, using language that is basic (*In the text a disabled boy wants to learn ... but he had trouble doing that because he was paralyzed*). The response demonstrates partial control of conventions with occasional errors (*paralized, pashonate, conquer, hes, relizes*) that do not hinder comprehension.

The text shows how ~~the~~ a young boy who is struggling through life because of ^{uncontrollable} situations ^{and how} it ~~is~~ affecting his everyday life but overcomes it. The young boy goes through stuff that everyone else doesn't. His body rarely stops moving, his arms wage ^{constant battle} making him looking like a fool and his smile ^{which can't be seen} freezes up. This is just a few of what he experiences on a ^{every} day basis. ~~Of~~ of all, what he suffers from doesn't stop him from continuing to live his life. The author intended me ~~and~~ and other readers to see that whatever ~~obstacle~~ obstacle ~~there~~ there may be, keep pushing and don't let it ^{interfere} you from doing what you ~~can~~ can do best.

The author developed their work through imagery to depict exactly how the young boy struggled. The young boy ~~couldn't~~ failed by writing ^{so attempted} to succeed by using a typewriter. Fate denied him ~~the~~ power to nod and hit the keys with his head-mounted pointer. ~~Even~~ Eva his mentor trying to help him best his way she guided him to keep pushing and not to give up. Through encouragement he tested himself and typed. He could freely hit the keys.

Anchor Level 2–B

The response introduces a central idea (*a young boy who is struggling through life because of uncontrollable situations and how it is affecting his everyday life but overcomes it*). The response demonstrates a superficial analysis of the author’s use of imagery to develop the central idea (*The author developed their work through imagery to depict exactly how the young boy struggled and to nod and hit the keys with his head-mounted pointer*). The response presents ideas inadequately in an attempt to support analysis (*The young boy failed by writing so attempted to succeed by using a typewriter and Through encouragement he tested himself and typed*). The response exhibits inconsistent organization of ideas and information, providing a central idea in the opening paragraph and attempting to support it through general statements in the second paragraph, mentioning imagery but not supporting it, then concluding by stating *she guided him to keep pushing and not to give up*, failing to create a coherent response. The response lacks a formal style, using language that is inappropriate and imprecise (*The young boy goes through stuff; Of all, what he suffers; don’t let it interfere you*). The response demonstrates emerging control of conventions with some errors (*making him looking like, this is just a few, author ... their work, succeed, to power, Eva ... his body she*) that hinder comprehension.

In this story Joseph was climbing a Mountain when suddenly he had an accident and he was paralyzed. After that accident he was never the same. He was full of hate and he was really mad at himself, But it was non's fault. Later on Eva Fitzpatrick tried to help him by telling him about brain damage & its effects. Together Eva & Joseph would struggle to get Joseph to his normal life.

Joseph's mother give up on him and decided that the tyrewriters would not help at all. That's why Eva Fitzpatrick volunteered to help Joseph. In the story it says "Now he struggled from his ~~certainty~~ certainty that he was going to succeed and with that certainty came a feeling of encouragement. At first he didn't believe in himself but after those words his belief now came from himself and he ~~wondered~~ wondered how this came about. ~~He~~ Joseph didn't believe in himself at first but then he wanted to succeed and the responsibility of getting well soon ~~is~~ was on him."

After an he ~~too~~ could breath a little easier and now he could move his hands.

He even could move a little and smile. The theme is that he had to struggle alot in order to succeed. Don't give up, ~~to~~ fry hard and you will get what you want

Anchor Level 2–C

The response introduces a confused central idea (*Together Eva & Joseph would struggle to get Joseph to his normal life*) and an incomplete writing strategy that is not introduced until the conclusion (*The theme is that he had to struggle alot in order to succeed. Don't give up, try hard and you will get what you want*). The response demonstrates a minimal analysis of the author's use of theme through a brief reference to the idea of succeeding (*After all he could breath a little easier and now he could move his hands. He even could move a little and smile*). The response repeats the idea of the struggle but does not sufficiently analyze it. The response presents ideas inadequately and inaccurately in an attempt to support the analysis (*Joseph was climbing a Mountain when suddenly he had an accident and he was paralyzed and now he could move his hands*). The response exhibits inconsistent organization of ideas and information, beginning with a factually incoherent opening statement, followed by a second paragraph that refers to Joseph's struggle, and concluding with a suggestion (*Don't give up, try hard and you will get what you want*), failing to create a coherent response. The response lacks a formal style, using language that is basic and imprecise (*damage & its effects; he was really mad at himself, But it was non's fault; the responsibility of getting well soon was on him*). The response demonstrates emerging control of conventions with some errors (*non's Fault, mother give up, that ss, responsibility*) that hinder comprehension.

Anchor Paper – Part 3 – Level 1 – A

The author's message is a simple and delicate message. He is trying to portray the need to help the needy. Eva represents this through a literary device of the theme where she is ~~being~~ comforting the crippled boy throughout the poem.

Anchor Level 1-A

The response introduces a central idea (*He is trying to portray the need to help the needy*) and a writing strategy (*theme*). The response demonstrates a superficial analysis of the author's use of theme to develop the central idea (*Eva represents this through a literary device of the theme where she is comforting the crippled boy throughout*) and includes a misidentification of the genre (*the poem*). The response is minimal, making assessment of coherence, organization, and style unreliable. The response is minimal, making assessment of conventions unreliable.

Anchor Paper – Part 3 – Level 1 – B

You may know of someone that has had a handicap friend or family member. It's horrible that someone people have to live their lives that way. Some people are born with a handicap ~~and~~ disability. Then others are injured but then some elderly are handicapped. This is terrible that this happens to people.

The passage given really uses the literary element of point of view. There are lots of ways that you could view this. Yes, being handicap is horrible but some probably don't care. For me I try to be nice to everyone. Their's no time to be rude and mean to people.

Anchor Level 1-B

The response does not introduce a central idea and only mentions a writing strategy. The response demonstrates a minimal analysis of the author's use of point of view to develop a central idea, only stating that the passage *really uses the literary element of point of view*. The response presents no evidence from the text. The response exhibits inconsistent organization of ideas and information, first lamenting the condition of handicapped individuals and then providing a personal reaction to those who are handicapped, failing to create a coherent response based on the task and text. The response lacks a formal style, using language that is basic and imprecise (*It's horrible that someone people, a handicap disability, Their's*). The response demonstrates partial control of conventions with occasional errors (*a handicap friend, being handicap, horrible but*) that do not hinder comprehension. The response is a personal response, making little reference to the task and text, and therefore, can be scored no higher than a 1.

The story starts off by portraying a struggle within the disabled boy, Joseph. The structure of this piece sets the stage for the author to show his growth and development from the beginning to the end of the ~~story~~ inspiring story. Starting off with the images of the "crippled, sane boy" and his battle against "the hostile, sane, secretly savage though sometimes merciful world." The author is portraying an underdeveloped and aspiring boy. Moving on through his piece, the author shows the struggles that Joseph must face, and illustrates the somewhat unsuccessful attempts at trying to typewrite, while being paralyzed. However, due to the specific structure of the tale, change began taking place.

As Joseph continues on with his new medication, he never gives up on his new and difficult goal. Working with Eva, his assistant, he begins to develop a sense of confidence. The structural make up of this piece allows the growth to be explicitly seen, and also creates a sense of ~~my~~ accomplishment.

At the end of this story, the triumphant success of a disabled boy is reached and the growing process is complete. The concluding lines allow for the reader to take home the lesson of determination, and create an amazing story of a boy performing miracles.

The author uses a lot of imagery. What is imagery the use of words to create a picture. When the author said, Can I climb these men made barriers. I thought of the social class and how we're based off of how much money we make where we live and how we look.

Part 3 – Practice Paper – C

Throughout the passage, frustration is an ~~in~~ intrinsic part of Joseph's struggle to learn how to type. Through the use of verbal irony, the author intends to invoke a feeling of frustration in the reader so that the reader can better ~~understand~~ understand this element of Joseph's challenge. ~~The text provides examples to support that verbal irony is used to invoke this feeling.~~

When the author uses verbal irony, he says one thing while he means something else. He says about Joseph, "Writing by hand failed. Typing festered hope."

The word fester has a negative connotation. One might say that an untreated wound festers, meaning it gets worse and brings about pain and suffering. The positive context of the quotation ^{in which hope is being fostered} is not appropriate for a word such as "fester." A word ^{or phrase} that would be more cohesive to the meaning might be "garnered" or "brought about." The author apparently meant to use such words, but intentionally invoked frustration in the reader by creating a disparity between the word "festered" and its positive context about finding hope in typewriting.

A similar example of verbal irony is used when the author says, "The encouragement was absolute, just as though someone was egging him on." To egg someone on does not mean to encourage someone in a positive manner as ~~the~~ ^{... with that certainly came a feeling of encouragement.} the context of this quotation suggests. It has a more similar meaning to the word "harass." Evidence of Joseph's approaching success would not have "harassed" him, but would perhaps have "cheered him on" or "rooted for him." The author understood the positive context of the quotation and inserted a word with the opposite connotation to frustrate the reader.

How to conquer the body that mused the
poor paralyzed boy but it can paralytic move
it could rarely stop the smile which can be
the biggest most natural, thereby times freezes
making it seems sad and uninterested. The two
great legs it may have, but put on my body weight
on them and then they collapse under just like
a horse. I can convey to the folks that
the strength on my legs it can be normal as
a strongest man

In the passage text the author uses characterization very well and shows how the boy in the wheel chair struggles with being crippled, his name is Joseph Meehan. Joseph struggles with not being able to move his body at all because he is crippled. In the beginning of the passage Joseph acts insane, hostile, and secretly savage. In the beginning he falls about or actually asks himself a series of questions like "Can I climb man-made mountains?". So he is really down on himself at the beginning and also his mother is ~~giving~~ given up on him too so that affects Joseph by making him feel more of a failure. So his mom hires a tutor to help him get his hands working by using a type writer. Her name is Eva Fitzpatrick and she has taught him all about how his brain is damaged and won't work right but he can practice typing and might type and be able to move his hands. Eva is a very nice lady, she has a kind heart and works with Joseph by holding his chin while he types. Finally after the two have worked very hard to get Joseph to type he relaxes and lets his fingers move on top and he is so excited and smiling with a look of joy in his eyes.

Then he looks back into her
face he tried to get her response but
turning his wheel chair she gracefully
glided back along the corridor to his
classroom.

Practice Paper A – Score Level 3

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

Practice Paper B – Score Level 1

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

Practice Paper C – Score Level 4

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

Practice Paper D – Score Level 0

Holistically, the response best fits the criteria for Level 0.

Practice Paper E – Score Level 2

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

**Map to the Common Core Learning Standards
 Regents Examination in English Language Arts (Common Core)
 June 2015**

Question	Type	Credit	Weight	Standard
1	MC	1	1	RL.4 (11-12)
2	MC	1	1	RL.5 (11-12)
3	MC	1	1	L.4 (11-12)
4	MC	1	1	RL.6 (11-12)
5	MC	1	1	RL.4(11-12)
6	MC	1	1	RL.3 (11-12)
7	MC	1	1	RL.3 (11-12)
8	MC	1	1	RL.2 (11-12)
9	MC	1	1	RL.6 (11-12)
10	MC	1	1	RL.3 (11-12)
11	MC	1	1	RL.4 (11-12)
12	MC	1	1	L.4 (11-12)
13	MC	1	1	RL.4 (11-12)
14	MC	1	1	RL.2 (11-12)
15	MC	1	1	RI.2 (11-12)
16	MC	1	1	RI.4 (11-12)
17	MC	1	1	RI.4 (11-12)
18	MC	1	1	RI.2 (11-12)
19	MC	1	1	RI.3 (11-12)
20	MC	1	1	L.5 (11-12)
21	MC	1	1	RI.5 (11-12)
22	MC	1	1	RI.2 (11-12)
23	MC	1	1	L.4 (11-12)
24	MC	1	1	RI.6 (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 June 2015 Regents Examination in English Language Arts (Common Core)* will be posted on the Department's web site at <http://www.p12.nysed.gov/assessment/> by Thursday, June 25, 2015.

Online Submission of Teacher Evaluations of the Test to the Department

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

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

Regents Examination in English Language Arts (Common Core) – June 2015

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

(Use for the June 2015 examination only.)

Weighted Raw Score*	Scale Score	Performance Level	Weighted Raw Score*	Scale Score	Performance Level
56	100	5	27	58	2
55	99	5	26	55	2
54	99	5	25	53	1
53	99	5	24	50	1
52	99	5	23	47	1
51	98	5	22	44	1
50	97	5	21	42	1
49	96	5	20	39	1
48	95	5	19	35	1
47	94	5	18	32	1
46	92	5	17	29	1
45	91	5	16	26	1
44	89	5	15	22	1
43	88	5	14	19	1
42	87	5	13	15	1
41	86	5	12	12	1
40	85	5	11	10	1
39	83	4	10	8	1
38	81	4	9	7	1
37	79	4	8	6	1
36	78	3	7	5	1
35	76	3	6	4	1
34	74	3	5	3	1
33	72	3	4	3	1
32	69	3	3	2	1
31	67	3	2	1	1
30	65	3	1	1	1
29	62	2	0	0	1
28	60	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 (Common Core).

* For guidance in calculating the total weighted raw score see the *Information Booklet for Scoring the Regents Examination in English Language Arts (Common Core)* found at: <http://www.p12.nysed.gov/assessment/hsgen/>.