

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

REGENTS EXAMINATION

IN

ENGLISH LANGUAGE ARTS

Wednesday, June 19, 2019 — 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

When Marvin was ten years old, his father took him through the long, echoing corridors that led up through Administration and Power, until at last they came to the uppermost levels of all and were among the swiftly growing vegetation of the Farmlands. Marvin liked it here: it was fun watching the great, slender plants creeping with almost visible eagerness
5 towards the sunlight as it filtered down through the plastic domes to meet them. The smell of life was everywhere, awakening inexpressible longings in his heart: no longer was he breathing the dry, cool air of the residential levels, purged of all smells but the faint tang of ozone. He wished he could stay here for a little while, but Father would not let him. They went onwards until they had reached the entrance to the Observatory, which he had never
10 visited: but they did not stop, and Marvin knew with a sense of rising excitement that there could be only one goal left. For the first time in his life, he was going Outside.¹

There were a dozen of the surface vehicles, with their wide balloon tyres [tires] and pressurized cabins, in the great servicing chamber. His father must have been expected, for they were led at once to the little scout car waiting by the huge circular door of the airlock.
15 Tense with expectancy, Marvin settled himself down in the cramped cabin while his father started the motor and checked the controls. The inner door of the lock slid open and then closed behind them: he heard the roar of the great air-pumps fade slowly away as the pressure dropped to zero. Then the ‘Vacuum’ sign flashed on, the outer door parted, and before Marvin lay the land which he had never yet entered.

He had seen it in photographs, of course: he had watched it imaged on television screens a hundred times. But now it was lying all around him, burning beneath the fierce sun that crawled so slowly across the jet-black sky. He stared into the west, away from the blinding splendour of the sun — and there were the stars, as he had been told but had never quite believed. He gazed at them for a long time, marvelling that anything could be so bright
25 and yet so tiny. They were intense unscintillating² points, and suddenly he remembered a rhyme he had once read in one of his father’s books:

Twinkle, twinkle, little star,
How I wonder what you are.

Well, he knew what the stars were. Whoever asked that question must have been very
30 stupid. And what did they mean by ‘twinkle’? You could see at a glance that all the stars shone with the same steady, unwavering light. He abandoned the puzzle and turned his attention to the landscape around him.

They were racing across a level plain at almost a hundred miles an hour, the great balloon tyres sending up little spurts of dust behind them. There was no sign of the Colony:
35 in the few minutes while he had been gazing at the stars, its domes and radio towers had fallen below the horizon. Yet there were other indications of man’s presence, for about a mile ahead Marvin could see the curiously shaped structures clustering round the head of

¹Outside — the part of the Moon outside of Marvin’s space habitat

²unscintillating — not sparkling

a mine. Now and then a puff of vapour would emerge from a squat smoke-stack and would instantly disperse.

40 They were past the mine in a moment: Father was driving with a reckless and exhilarating skill as if — it was a strange thought to come into a child’s mind — he was trying to escape from something. In a few minutes they had reached the edge of the plateau on which the Colony had been built. The ground fell sharply away beneath them in a dizzying slope whose lower stretches were lost in shadow. Ahead, as far as the eye could reach, was a jumbled wasteland of craters, mountain ranges, and ravines. The crests of the mountains, catching the low sun, burned like islands of fire in a sea of darkness: and above them the stars still shone as steadfastly as ever. ...

And now on the right was a wrinkled, dusty plain, and on the left, its ramparts and terraces rising mile after mile into the sky, was a wall of mountains that marched into the distance until its peaks sank from sight below the rim of the world. There was no sign that men had ever explored this land, but once they passed the skeleton of a crashed rocket, and beside it a stone cairn³ surmounted by a metal cross. ...

50 The sun was now low behind the hills on the right: the valley before them should be in total darkness. Yet it was awash with a cold white radiance that came spilling over the crags beneath which they were driving. Then, suddenly, they were out in the open plain, and the source of the light lay before them in all its glory.

55 It was very quiet in the little cabin now that the motors had stopped. The only sound was the faint whisper of the oxygen feed and an occasional metallic crepitation⁴ as the outer walls of the vehicle radiated away their heat. For no warmth at all came from the great silver crescent that floated low above the far horizon and flooded all this land with pearly light. It was so brilliant that minutes passed before Marvin could accept its challenge and look steadfastly into its glare, but at last he could discern the outlines of continents, the hazy border of the atmosphere, and the white islands of cloud. And even at this distance, he could see the glitter of sunlight on the polar ice.

60 It was beautiful, and it called to his heart across the abyss of space. There in that shining crescent were all the wonders that he had never known — the hues of sunset skies, the moaning of the sea on pebbled shores, the patter of falling rain, the unhurried benison⁵ of snow. These and a thousand others should have been his rightful heritage, but he knew them only from the books and ancient records, and the thought filled him with the anguish of exile.

65 Why could they not return? It seemed so peaceful beneath those lines of marching cloud. Then Marvin, his eyes no longer blinded by the glare, saw that the portion of the disk that should have been in darkness was gleaming faintly with an evil phosphorescence: and he remembered. He was looking upon the funeral pyre⁶ of a world — upon the radioactive aftermath of Armageddon.⁷ Across a quarter of a million miles of space, the glow of dying atoms was still visible, a perennial reminder of the ruined past. It would be centuries yet before that deadly glow died from the rocks and life could return again to fill that silent, empty world. ...

³cairn — memorial

⁴crepitation — crackling sound

⁵benison — blessing

⁶pyre — bonfire

⁷Armageddon — a catastrophic battle

80 So, at last, Marvin understood the purpose of this pilgrimage. He [his father] would
never walk beside the rivers of that lost and legendary world, or listen to the thunder raging
above its softly rounded hills. Yet one day — how far ahead? — his children’s children
would return to claim their heritage. The winds and the rains would scour the poisons from
the burning lands and carry them to the sea, and in the depths of the sea they would waste
85 their venom until they could harm no living things. Then the great ships that were still
waiting here on the silent, dusty plains could lift once more into space, along the road that
led to home. ...

—Arthur C. Clarke
excerpted and adapted from “If I Forget Thee, Oh Earth...”
Expedition to Earth, 1999
Orbit

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|--|---|
| <p>1 The images in the first paragraph serve to</p> <ul style="list-style-type: none">(1) create a sense of solitude(2) illustrate the randomness of nature(3) create a feeling of anticipation(4) illustrate the importance of family <p>2 Lines 12 through 19 establish</p> <ul style="list-style-type: none">(1) Marvin’s misgivings about going Outside(2) the inhospitable conditions of Outside(3) Father’s fears about traveling Outside(4) the unpleasant sensations of Outside <p>3 The statement “it was a strange thought to come into a child’s mind” (line 41) signals</p> <ul style="list-style-type: none">(1) a change in Marvin’s understanding(2) Marvin’s growing embrace of the unknown(3) Marvin’s objection to his father’s behavior(4) a chance for Marvin’s rescue <p>4 The phrase “jumbled wasteland of craters, mountain ranges, and ravines” (line 45) reveals the</p> <ul style="list-style-type: none">(1) futility of the Colony(2) desolation of the Outside(3) uncertainty of Marvin’s future(4) loneliness of Marvin’s past | <p>5 The “glare” described in lines 62 and 72 represents Marvin’s</p> <ul style="list-style-type: none">(1) romantic vision of the Earth(2) obsession with the Earth’s past(3) vague memory of the Earth(4) faith in the Earth’s restoration <p>6 Lines 68 through 70 emphasize Marvin’s</p> <ul style="list-style-type: none">(1) sense of deprivation(2) appreciation of his situation(3) fear of destruction(4) recollection of his childhood <p>7 The details in lines 72 through 75 confirm the Earth has been damaged by</p> <ul style="list-style-type: none">(1) climate change(2) cosmic instability(3) human actions(4) natural occurrences <p>8 The images in lines 82 through 84 convey feelings of</p> <ul style="list-style-type: none">(1) fear and disappointment(2) cleansing and renewal(3) preservation and protection(4) confusion and impatience |
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9 Which lines best capture Marvin’s understanding of his father’s perspective?

- (1) “Tense with expectancy, Marvin settled himself down in the cramped cabin while his father started the motor and checked the controls” (lines 15 and 16)
 - (2) “They were intense unscintillating points, and suddenly he remembered a rhyme he had once read in one of his father’s books” (lines 25 and 26)
 - (3) “In a few minutes they had reached the edge of the plateau on which the Colony had been built” (lines 42 and 43)
 - (4) “He [his father] would never walk beside the rivers of that lost and legendary world, or listen to the thunder raging above its softly rounded hills” (lines 79 through 81)
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Reading Comprehension Passage B

This Life

My grandmother told me there'd be good days
to counter the dark ones,
with blue skies in the heart as far
as the soul could see. She said

5 you could measure a life in as many ways
as there were to bake a pound cake,
but you still needed real butter and eggs
for a good one—pound cake, that is,
but I knew what she meant. She was always

10 talking around corners like that;
she knew words carried their treasures
like a grape clusters around its own juice.
She loved words; she thought a book
was a monument to the glory of creation

15 and a library ... well, sometimes
just trying to describe Jubilation
will get you a bit tongue, so let's
leave it at that. But my grandmother
was nobody's fool, and she'd tell anybody

20 smart enough to listen. Don't let a little pain
stop you; try as hard as you can
every minute you're given or else
sit down and shut-up—though in her opinion,
keeping quiet in noisy times was a sin

25 against everything God and democracy
intended us for. I know she'd like
where I'm standing right now. She'd say
a man who could measure his life in deeds
was larger inside than the vessel that carried him;

30 she'd say he was a cluster of grapes.
My grandmother was only four feet ten
but when she entered a room, even the books
came to attention. Giants come in all sizes:
Sometimes a moment is a monument;

35 sometimes an institution breathes—
like a library. Like this halcyon¹ day.

—Rita Dove
from *The Poets Laureate Anthology*, 2010
W. W. Norton & Company, Inc.

¹halcyon — peaceful

- 10 Lines 1 through 4 establish the grandmother's
- (1) questioning nature
 - (2) vivid imagination
 - (3) cautious attitude
 - (4) optimistic outlook
- 11 The figurative language in lines 9 and 10 highlights the grandmother's
- (1) desire to avoid conflicts
 - (2) tendency to keep secrets
 - (3) strategy to impart wisdom
 - (4) ability to create humor
- 12 Which phrase from the poem clarifies the narrator's statement in line 30?
- (1) "there'd be good days" (line 1)
 - (2) "smart enough to listen" (line 20)
 - (3) "measure his life in deeds" (line 28)
 - (4) "sometimes an institution breathes" (line 35)
- 13 The personification in lines 32 and 33 emphasizes the grandmother's
- (1) small size
 - (2) commanding presence
 - (3) family history
 - (4) successful career
- 14 The overall tone of the poem can best be described as
- (1) objective
 - (2) skeptical
 - (3) respectful
 - (4) critical
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Reading Comprehension Passage C

Texting isn't the first new technology blamed for ruining communication and common courtesy.

Is text-messaging driving us apart? These days, we talk to each other a lot with our thumbs—mashing out over six billion text messages a day in the United States, and likely a few billion more on services like WhatsApp and Facebook Messenger.

But some worry that so much messaging leads, paradoxically, to less communication. When Sherry Turkle, the MIT clinical psychologist and author, interviewed college students, they said texting was causing friction in their face-to-face interactions. While hanging out with friends they'd be texting surreptitiously at the same time, pretending to maintain eye contact but mentally somewhere else. The new form of communication was fun, sure, but it was colliding with—and eroding—the old one.

“Our texts are fine,” as one student said. “It’s what texting does to our conversations when we are together that’s the problem.” ...

New technologies often unsettle the way we relate to one another, of course. But social ruptures caused by texting have a strong echo in the arguments we had a hundred years ago. That’s when a newfangled appliance gave us a strange new way to contact one another en masse:¹ the telephone. ...

At first, the telephone was marketed mainly as a tool for business. Physicians and drugstores bought them to process orders, and business owners installed them at home so they could be quickly reached. The phone, proclaimed early ad copy, gave business leaders an ESP-like “sixth sense”² of their far-flung operations. ...

Nonetheless, the telephone quickly gave birth to curious new forms of socializing. Callers arranged regular weekly “visiting” calls, dialing remote family to catch up on news. “Distance rolls away and for a few minutes every Thursday night the familiar voices tell the little family gossip that both are so eager to hear,” a Bell ad cooed in 1921.

Phone companies even boasted that the phone was an improvement over that stodgy, low-fi communication, the letter. “Correspondence will help for a time, but friendships do not flourish for long on letters alone,” a 1931 Bell sales manual noted. “When you can’t visit in person, telephone periodically. Telephone calls will keep up the whole intimacy remarkably well.”

Soon, though, social critics began to wonder: Was all this phone chatter good for us? Was it somehow a lesser form of communication than what had come before? “Does the telephone make men more active or more lazy?” wondered the Knights of Columbus in a 1926 meeting. “Does the telephone break up home life and the old practice of visiting friends?”

Others worried that the inverse would occur—that it would be so easy to talk that we’d never leave each other alone. “Thanks to the telephone, motor-car and such-like inventions, our neighbors have it in their power to turn our leisure into a series of interruptions,” complained an American professor in 1929. And surely it couldn’t be healthy to talk to each other so much. Wouldn’t it create Too Much Information [TMI]?

“We shall soon be nothing but transparent heaps of jelly to each other,” a London writer moaned in 1897. Others fretted that the telephone sped up life, demanding instant reactions. “The use of the telephone gives little room for reflection,” wrote a British

¹en masse — in a group at the same time

²ESP-like “sixth sense” — heightened intuition

newspaper in 1899. “It does not improve the temper, and it engenders a feverishness in the ordinary concerns of life which does not make for domestic happiness and comfort.”

45 Perhaps the strangest thing was being in the room while a friend talked to someone else—someone outside the room. In 1880, Mark Twain wrote “A Telephonic Conversation,” transcribing the half-a-conversation as he listened to his wife on the phone. To the observer, as the skit pointed out, a telephone call sounded like disjointed nonsense. Even phone companies worried about whether the device created new forms of rude behavior; a 1910 Bell ad warned about “Dr. Jekyll and Mr. Hyde at the Telephone.” ...

50 Indeed, some believed the phone improved our social behavior, because it forced a listener to pay closer attention to a speaker. Devoid of visual signals, we must be “all ears and memory,” a pundit³ wrote in 1915: “The mind cannot wander.” Plus, by eradicating distance, wouldn’t the phone reduce misunderstanding? War, even? “Someday we will build up a world telephone system making necessary to all peoples the use of a common language, or common understanding of languages, which will join all the people of the earth into one brotherhood,” gushed John J. Carty, AT&T chief engineer, in 1907.

55 These utopian⁴ views, of course, were wildly optimistic. But the gloomy views of pessimists, as [author, Claude] Fischer notes, didn’t come true either. Even Emily Post, the etiquette expert, came around to the telephone. By the 1920s, she’d accepted “Hello” as a suitable greeting, and even thought it was acceptable to invite someone to dinner with a call. “Custom which has altered many ways and manners has taken away all opprobrium⁵ from the message,” she shrugged.

60 Nowadays, the telephone call seems like a quaint throwback to a gentler era. When Jenna Birch, the journalist, started dating a man who insisted on calling her on the phone, she found it warm and delightful—though her friends thought the behavior odd. Phone calls now seem retro.⁶

70 Academics have observed this shift, too. “My students just do not think of the phone as a mechanism of vocal interaction—they think of that as very rare,” says John Durham Peters, a communication professor at the University of Iowa, and author of *Speaking Into the Air*. He doesn’t think the shift to texting has degraded our interactions, though. By the middle of the 20th century, studies found that the telephone appeared not to have eroded social contact—indeed, some research found those with phones wrote more old-fashioned letters than those without. Similarly, modern surveys by the Pew Research Center have found that teenagers who text the most are also those who spend the most time face to face with friends. Communication, it seems, begets more communication, and—as Peters argues—just because talk happens in text doesn’t mean it’s not meaningful.

75 “Media scholars,” he notes, “have this long romance with ‘conversation’ as the cure to the disease of media.”

80 Still, it’s not hard to be dispirited⁷ by the divided attention so many of Turkle’s subjects bemoaned in their lives. Indeed, Michèle Martin, of Carleton, thinks we’re living through a replay of the telephone, where the things that made it valuable—instant communications—are the same that made it annoying. “People believe they are liberated

³pundit — an expert who shares opinions with the public

⁴utopian — idealistic

⁵opprobrium — disgrace

⁶retro — dated

⁷dispirited — discouraged

because they can bring the mobile phone everywhere,” Martin says. “But at the same time they are slaves to it.”

85 The poet Carl Sandburg captured that dissonance in a 1916 poem about the telephone. He imagined a telephone wire being aware of the disparate⁸ uses to which it was being put—coursing with conversations both deep and frivolous. “It is love and war and money; it is the fighting and the tears, the work and want / Death and laughter of men and women passing through me, carrier of your speech.”

—Clive Thompson
excerpted and adapted from “OMG! We’ve Been Here B4”
Smithsonian, March 2016

⁸disparate — varying

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| <p>15 The first paragraph of the text serves to</p> <ul style="list-style-type: none">(1) highlight the prevalence of texting(2) stress the benefits of texting(3) explain the origins of texting(4) support the abolition of texting <p>16 As used in line 7, the word “surreptitiously” most nearly means</p> <ul style="list-style-type: none">(1) politely(2) boldly(3) secretly(4) earnestly <p>17 The details in lines 16 through 19 reveal that the telephone was initially</p> <ul style="list-style-type: none">(1) associated with the supernatural(2) not considered very useful(3) often blamed for worker illness(4) not used for social purposes <p>18 The use of the word “cooed” (line 23) implies that telephone advertisers were</p> <ul style="list-style-type: none">(1) helpful and patient(2) strategic and persuasive(3) childish and inconsiderate(4) sarcastic and relentless | <p>19 Lines 29 through 38 illustrate society’s</p> <ul style="list-style-type: none">(1) enthusiasm about using new technology(2) dependence on those proficient in new technology(3) grasp of the significance of new technology(4) concern about the impact of new technology <p>20 The figurative language in line 39 implies that telephone use would cause people to</p> <ul style="list-style-type: none">(1) lose self-confidence and motivation(2) lack substance and individuality(3) attract danger and adversity(4) become narrow-minded and uninformed <p>21 The statements from a Bell ad (lines 48 and 49) and the AT&T chief engineer (lines 55 and 56) offer</p> <ul style="list-style-type: none">(1) contrasting perspectives on the potential effects of the telephone(2) strong support for the growing popularity of the telephone(3) alternative options for communicating with family members(4) insightful evaluation of the importance of long-distance conversations |
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- 22 The “utopian views” of the early 1900s (line 57) suggested that telephone use could
- (1) improve local commerce
 - (2) encourage language studies
 - (3) promote global unity
 - (4) influence community values

- 23 The information about Emily Post (lines 58 through 62) contributes to a central idea that
- (1) rules of proper behavior can be confusing
 - (2) norms of good conduct are universal
 - (3) concepts of politeness can evolve over time
 - (4) conventions of salutation depend on status

- 24 The quotations in lines 82 through 84 reflect a sense of
- (1) bias
 - (2) irony
 - (3) suspense
 - (4) resolution

Part 2

Argument

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

Topic: Should pets be allowed in the workplace?

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 pets should be allowed in the workplace. 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 pets should be allowed in the workplace
- 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 – Do Pets in the Workplace Improve Morale?

Text 2 – Why Pets in the Workplace May Not Be As Great As You Thought

Text 3 – Why a Pet-Friendly Office May Be the Key to Employee Satisfaction

Text 4 – Don't Bring Your Dog to Work

Text 1

Do Pets in the Workplace Improve Morale?

Human resource managers are always looking for ways to improve morale and create a more appealing workplace culture. The popularity of the recent film release “The Secret Life of Pets” [2016] underscores the love we Americans have for our pets. In fact, around 65 percent of U.S. households are home to at least one pet. The majority of these are dogs and cats. ...

5 The benefits of being around animals have inspired human resource personnel and other business decision makers to allow pets in the workplace. The top motive for making this allowance is the stress-reducing effect that animals bring. Employees who are less stressed at work are more productive and miss fewer days due to being sick.

10 Pet-friendly businesses usually focus mainly on allowing dogs in the workplace. However, some allow cats, birds and reptiles. A retail business might have “shop cats” that live on the premises, or smaller animals kept in cages that can become company mascots and offer a source of stress relief for workers.

An Internet giant paves the way with pets in the workplace.

15 ...These days, about 2,000 dogs accompany their owners to Amazon each day. Workers and management have embraced the culture, and the pet-friendly policy benefits both owners and those who don’t own pets. No matter what the workday brings, Amazon staff members are never far away from a coworker’s terrier or spaniel poking its head around a corner. Any stress they were feeling melts away. ...

Pet-friendly workplaces rate higher.

20 Banfield Pet Hospital recently surveyed over 1,000 employees and 200 human resource decision makers for its Pets At Work barometer called “Pet-Friendly Workplace PAWrometer.” The goal was to measure worker opinions about pets in the workplace. Those who worked in pet-friendly offices were found to believe it improves the atmosphere in the workplace significantly.

25 The majority of workers in pet-friendly workplaces consider the policy to be positive. A full 91 percent of managers and 82 percent of employees felt workers become more loyal to the company with this policy. A large majority felt it made the workplace more productive, and 86 percent of workers and 92 percent of management reported decreased worker stress levels. Not only do pets in the workplace make the environment less stressful, workers are also less burdened with guilt about leaving a pet at home alone while they are at work. They are then more likely to work longer hours if required.

30 While pet-friendly businesses improve existing employees’ lives, they are also appealing to new applicants. It’s a benefit that millennials¹ find appealing and offers a way to draw in a larger talent pool.

So, how do pet-friendly workplaces stack up in terms of pros and cons? Let’s take a look:

The benefits of pets in the workplace.

35 • **Happier, more productive workers.** Both pet owners and non-pet owning employees report lowered stress levels and a higher level of job satisfaction with pets on the premises. This naturally leads to increased productivity.

¹millennials — the generation born in the 1980s or 1990s, especially in the U.S.

- **Healthier workers.** In addition to reduced stress levels, being around animals has documented positive effects on blood pressure, cholesterol levels and the immune system.
- 40 • **Increased loyalty.** Over half of employees in non-pet-friendly workplaces report they'd be more likely to continue working for a company if they could bring their pet to work.

Potential problems you may encounter by allowing pets in the workplace.

- 45 • **Not everyone is an animal lover.** There are people who dislike animals for one reason or another. Allergies, phobias, or a general dislike of animals could cause pets in the workplace to encroach² upon productivity and quality of life for these individuals.
- **Hygiene and cleanliness issues.** Even potty-trained pets can have an accident now and then. There is no guarantee this won't happen in the workplace, especially with a high volume of animals brought to work.
- 50 • **Interoffice squabbles.** Not all animals get along, so there is the potential for fights between dogs and cats brought to work.

While worker distraction is a concern for some human resource managers considering a pet-friendly policy, the vast majority report that the benefits to morale and overall productivity far outweigh time spent “distracted” by pets in the workplace.

55 Advocates of allowing pets in the workplace insist that there are ways around the “cons” or risks of pet-friendly workplaces. The key to a successful pet policy is a clear structure. ...

—excerpted and adapted from “Do Pets in the Workplace Improve Morale?”
<https://online.arbor.edu>, August 8, 2016

²encroach — intrude

Text 2

Why Pets in the Workplace May Not Be As Great As You Thought

...Study after study has proven how pets have a calming effect on our bodies and minds, how they help children with A.D.D. [Attention Deficit Disorder] focus better, how they reduce blood pressure and lower stress, how pets at the workplace make employees more creative, productive, and cordial to each other, and how they're such awesome additions to our lives overall.

So it would seem that if we spend the best parts of our waking hours at work, there's no better way to carry forward these wonderful benefits that pets bring into our work lives too, right? Well, unfortunately there are no simple answers here.

While there is a growing wave of companies led by the usual suspects—Google, Zynga, Ben & Jerry's, and others—that allow employees to take their pets along to the workplace, there's also a growing debate about the practicality of the whole idea. And these voices of concern are not just coming from the minority of pet-haters or pet-neutral folks around. Even pet owners have reservations about bringing their beloved pooch to the office with them on a daily basis. Here's why:

Not in the Pink of Health

...Spare a thought for the millions of your fellow Americans who suffer from pet related allergies. The Asthma and Allergy Foundation of America pegs the figure of Americans with one form of pet allergy or another at 15% to 30% of the total population. Some of these allergies are so severe that they cause rashes, temporary breathlessness, panic attacks, and even severe respiratory disorders.

In addition to a physical reaction to the presence of pets around them, you could have coworkers who are genuinely scared of animals and feel stressed out around them. For such individuals a pet in their workplace is not a calming presence, but rather a constant threat to their wellbeing and safety.

Safety First

...Many industries by their very nature are not conducive¹ to having pets sauntering around. Medical facilities, pharmaceutical companies, chemical laboratories, and food businesses are all sectors where a pet can be a serious threat to the quality of the final product or service. In such environments, pets pose a genuine contamination hazard and are best kept out, no questions asked.

In some cases, it's in your pet's best interest to chill out at home and skip the trip to the workplace. Industries like construction, mining, refineries, and more can be dangerous for your pet's health and well-being. You wouldn't want to put your pet at risk just so you can be happy at work, would you? ...

Real Costs to the Company

As any pet owner will tell you, owning their bundle of joy is not cheap. From \$1570 for a large dog to \$575 for a parakeet per year, pet ownership comes at an ever-increasing price tag. When you turn your office into a pet friendly zone, you are in turn taking on some of the expenses of owning a pet upon yourself. Be prepared to stock your workplace with at least basic pet supplies like snacks, water bowls, kitty litter, and chew toys.

¹conducive — favorable

40 If you think your costs end there (or are tangible), you are mistaken. Pets at the workplace
also bring with them a built-in deterrent² for employees seeking career opportunities at your
organization. With the market for talented and qualified workers already so scarce, adding
an extra filter to your recruitment process may not be the smartest idea from a competitive
perspective. ...

45 While the benefits that pets bring with them are numerous and the pro-pet lobby gets
louder with every passing day, organizations need to also give credence³ to the real issues that
four-legged and feathered guests at work bring along with them. ...

—Rohan Ayyar
excerpted and adapted from “Why Pets in the Workplace
May Not Be As Great As You Thought”
www.fastcompany.com, November 14, 2014

²deterrent — obstacle

³credence — support

Text 3

Why a Pet-Friendly Office May Be the Key to Employee Satisfaction

...The pet-friendly office is transforming our current idea of the typical nine-to-five workspace. Although the primary allure appears to be 24/7 cuddles with man's best friend, the actual benefits of a pet-friendly office go much deeper.

5 Some of the world's biggest companies have proudly joined the ranks of pet-friendly businesses, from Googleplex,¹ to Build-A-Bear Workshop, to hospitals in New Jersey. This shift in office culture has shown that pet-friendly offices can provide unexpected (and positive) results to all varieties of businesses. ...

Employee Satisfaction and Stress

10 Employee satisfaction is a constant concern for an engaging and exciting place. Studies have shown that unhappy workers can cause businesses to lose thousands of dollars over time due to sick leave, mediocre work, and destructive behavior. Keeping the office engaging and exciting can be a struggle, and combating organizational stress may be key to improving a company's profits. ...

15 Giving employees the option to bring their pet to work could also save them the worry associated with leaving a pet at home. Instead of scrambling through the end of the day to go home and let the dog out, they have the dog with them and can continue to work without rushing. Instead of spending money on a pet daycare on a regular basis, workers can watch their furry friend while in the office.

20 Pets are also known to be great stress-relievers in general. It's no wonder that Animal-Assisted Therapy is recognized as one of the leading treatments for post-war PTSD [Post-Traumatic Stress Disorder] and is gaining ground as a popular solution for social workers. Multiple studies have shown that simply petting cats or dogs can be extremely beneficial for our health; from lowering blood pressure to increasing bone density.

Attract Millennials

25 As a millennial, I can assure you: I would choose a pet-friendly office over the majority of other job offers out there. The benefit of bringing my pup to work is a much stronger pull than a larger paycheck or fancy corner office.

30 Millennials love their pets, and millennials love pet-friendly offices. In fact, you could even argue that millennials are the reason pet-friendly offices are taking the business world by storm. Being the largest demographic to enter the workforce, they have already brought with them a demand for a new form of workplace flexibility and a break from the traditional office culture of our predecessors. ...

Improve Communication

If you've ever walked your dog through a park or downtown area, there's a significant chance that you've received more waves, 'hellos', and acknowledgements than if you had been walking by yourself. Walking or even being near a dog is an excellent ice-breaker.

35 Shifting to a pet-friendly workspace can bring that same level of open and enthusiastic communication into the office. Water cooler conversations² will lose some of their awkward chatter, and employees will have the added encouragement of meeting new people in the

¹Googleplex — Google headquarters

²water cooler conversations — informal conversation

building through their pets. This can lead to some inspiring brainstorm conversations as well as an increase in camaraderie³ and trust among workers.

40 A 2012 study by the Virginia Commonwealth University found that employees that brought their dogs to work were not only less stressed than their pet-free predecessors, but those employees believed they were 50 percent more productive with the presence of their pets. The public relations manager of the company that participated, Lisa Conklin of Replacements Dinnerware, stated after the conclusion of the study:

45 “The study proved what we always thought: having dogs around leads to a more productive work environment, and people get to know each other through the pets. If you are in a position where something is stressful, seeing that wagging tail and puppy smile brightens the day—it can turn around the whole environment.”

Promote Employee Activity

50 On top of all these benefits, pets can also improve employee activity. Dog owners in the office will most likely have to walk their dog at least once a day, allowing them the opportunity to get away from their computer and into the open air. Workplace wellness has received considerable attention lately and more companies are making this a priority. Pet-friendly offices can inspire a smooth transition to a more ‘mobile’ office. ...

—Katie McBeth
excerpted and adapted from “Why a Pet-Friendly Office May Be the Key to
Employee Satisfaction”
<https://thebossmagazine.com>, September 28, 2016

³camaraderie — fellowship

Text 4

Don't Bring Your Dog to Work

If there's a dog in the cubicle next to you, you're hardly alone: About 7 percent of employers now allow pets in the workplace, reports NPR [National Public Radio]. Five years ago, that figure stood at 5 percent. That might not seem like a big jump, but once you remove jobs that don't have offices from the equation—manufacturing and agriculture, for instance—
5 that's about a 50 percent increase. That rise is a victory for people who tout the benefits of inviting dogs and other furry friends into the office: It lowers the stress of employees, increases morale, produces tangible health benefits, and reduces turnover, all at no cost to the company.

But how do the dogs feel about it?

10 "Most people do not understand dog body language," said E'Lise Christensen, a board-certified veterinary behaviorist in Colorado. One major concern she has with the rise of pet-friendly work environments is the corresponding increased risk for behavioral problems, especially dog bites. Since almost no one, not even many dog trainers, knows how to properly interpret dog body language, co-workers might interpret the panting of a dog in the office as a friendly smile, rather than a sign of nervousness. And in dogs, nervousness can lead to bites.
15 "[People] can identify abject¹ fear, and they can identify extreme aggression, but they cannot reliably identify things in between," said Christensen. It's in that wide middle area where we may not recognize pet discomfort.

Bonnie Beaver, executive director of the American College of Veterinary Behaviorists and a professor at Texas A&M University, said in an email that dog bites are not the only
20 behavioral issues that might present problems. Generally, dogs are expected to sit still in an office setting, which can be difficult for active dogs, leading to boredom (which, in turn, leads to problem behaviors like chewing up desk legs). These policies are also particularly hard on dogs if they're taken to the office only occasionally, instead of regularly; dogs are big on routines, and uncertainty adds to their fear and stress.

25 Once you expand the conversation beyond our most domesticated companion, the prospects get even iffier. "Not all animals are comfortable with a very social setting," said Christensen. Each new animal, like cats or pot-bellied pigs, brings its own social complexities, not to mention the possibility of contagious disease (it's rare that employers require proof of vaccination). Rabies, ringworm, and parasitic infections like scabies are all potential health
30 risks for humans that come into contact with pets that haven't been properly vetted.²

Of course there's obvious appeal. Many people love dogs. They write whole articles gushing about a furrier workplace. (Dog skeptics, at least vocal ones, are harder to find.) When an employer is on board, the policy is often as informal as a person in charge saying,
35 "Yeah, sure, whatever. Bring your dogs. It'll be great." Little or no oversight is applied to a matter that needs it in order to ensure the environment is conducive³ to pets in the workplace.

Christensen said companies should ideally hire an in-house behavioral expert to oversee a pet-at-work policy, especially in the initial stages, "but unless you're Google, I don't see that happening." More realistically, she said, better awareness will go a long way. Employers
40 should take care to craft a policy that works for dogs' well-being as well as humans'. This can

¹abject — severe

²vetted — examined

³conducive — favorable

include requiring proof of vaccinations, as well as providing training for offices on dog behavior (which can be as basic as watching videos).

45 “It’s critical that people with dogs get special education, in at least body language, even if they think they know normal body language,” said Christensen. Given that most people can’t even tell the difference between a relaxed and anxious dog, this advice seems prudent. Before more offices throw open their doors to dogs willy-nilly⁴ and more pets start tagging along on the morning commute, we should learn how better to listen to them. They might be asking to stay at home.

—Matt Miller
excerpted and adapted from “Don’t Bring Your Dog to Work”
www.slate.com, August 15, 2016

⁴willy-nilly — in an unplanned manner

Part 3

Text-Analysis Response

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

Guidelines:

Be sure to:

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

Text

...There were a number of people out this afternoon, far more than last Sunday. And the band sounded louder and gayer. That was because the Season had begun. For although the band played all the year round on Sundays, out of season it was never the same. It was like some one playing with only the family to listen; it didn't care how it played if there weren't any strangers present. Wasn't the conductor wearing a new coat, too? She was sure it was new. He scraped with his foot and flapped his arms like a rooster about to crow, and the bandsmen sitting in the green rotunda blew out their cheeks and glared at the music. Now there came a little "flutey" bit—very pretty!—a little chain of bright drops. She was sure it would be repeated. It was; she lifted her head and smiled.

Only two people shared her "special" seat: a fine old man in a velvet coat, his hands clasped over a huge carved walking-stick, and a big old woman, sitting upright, with a roll of knitting on her embroidered apron. They did not speak. This was disappointing, for Miss Brill always looked forward to the conversation. She had become really quite expert, she thought, at listening as though she didn't listen, at sitting in other people's lives just for a minute while they talked round her.

She glanced, sideways, at the old couple. Perhaps they would go soon. Last Sunday, too, hadn't been as interesting as usual. An Englishman and his wife, he wearing a dreadful Panama hat and she button boots. And she'd gone on the whole time about how she ought to wear spectacles;¹ she knew she needed them; but that it was no good getting any; they'd be sure to break and they'd never keep on. And he'd been so patient. He'd suggested everything—gold rims, the kind that curved round your ears, little pads inside the bridge. No, nothing would please her. "They'll always be sliding down my nose!" Miss Brill had wanted to shake her.

The old people sat on the bench, still as statues. Never mind, there was always the crowd to watch. To and fro, in front of the flower-beds and the band rotunda, the couples and groups paraded, stopped to talk, to greet, to buy a handful of flowers from the old beggar who had his tray fixed to the railings. Little children ran among them, swooping and laughing; little boys with big white silk bows under their chins, little girls, little French dolls, dressed up in velvet and lace. And sometimes a tiny staggerer came suddenly rocking into the open from under the trees, stopped, stared, as suddenly sat down "flop," until its small high-stepping mother, like a young hen, rushed scolding to its rescue. Other people sat on the benches and green chairs, but they were nearly always the same, Sunday after Sunday, and—Miss Brill had often noticed—there was something funny about nearly all of them. They were odd, silent, nearly all old, and from the way they stared they looked as though they'd just come from dark little rooms or even—even cupboards!

Behind the rotunda the slender trees with yellow leaves down drooping, and through them just a line of sea, and beyond the blue sky with gold-veined clouds.

Tum-tum-tum tiddle-um! tiddle-um! tum tiddley-um tum ta! blew the band. ...

Oh, how fascinating it was! How she enjoyed it! How she loved sitting here, watching it all! It was like a play. It was exactly like a play. Who could believe the sky at the back wasn't painted? But it wasn't till a little brown dog trotted on solemn and then slowly trotted off, like a little "theatre" dog, a little dog that had been drugged, that Miss Brill discovered what it was that made it so exciting. They were all on the stage. They weren't only the audience, not only looking on; they were acting. Even she had a part and came every Sunday. No

¹spectacles — glasses

45 doubt somebody would have noticed if she hadn't been there; she was part of the
performance after all. How strange she'd never thought of it like that before! And yet it
explained why she made such a point of starting from home at just the same time each
week—so as not to be late for the performance—and it also explained why she had quite a
queer, shy feeling at telling her English pupils how she spent her Sunday afternoons. No
50 wonder! Miss Brill nearly laughed out loud. She was on the stage. She thought of the old
invalid gentleman to whom she read the newspaper four afternoons a week while he slept
in the garden. She had got quite used to the frail head on the cotton pillow, the hollowed
eyes, the open mouth and the high pinched nose. If he'd been dead she mightn't have
noticed for weeks; she wouldn't have minded. But suddenly he knew he was having the
55 paper read to him by an actress! "An actress!" The old head lifted; two points of light
quivered in the old eyes. "An actress—are ye?" And Miss Brill smoothed the newspaper as
though it were the manuscript of her part and said gently; "Yes, I have been an actress for
a long time." ...

—Katherine Mansfield
excerpted from "Miss Brill"
The Garden Party and Other Stories, 1922
Alfred A. Knopf, Inc.

The State Education Department / The University of the State of New York
Regents Examination in English Language Arts – June 2019

Scoring Key: Part 1

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

MC = Multiple-choice question

Regents Examination in English Language Arts – June 2019

Scoring Key: Parts 2 and 3

Examination	Date	Parts	Scoring Key	Question Type	Max Raw Credit	Weight
RE ELA	June '19	2	-	ES	6	4
RE ELA	June '19	3	-	R	4	2

ES = Essay R = Response

The chart for determining students' final examination scores for the **June 2019 Regents Examination in English Language Arts** will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the Regents Comprehensive Examination in English Language Arts must NOT be used to determine students' final scores for this administration.

FOR TEACHERS ONLY

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

ELA

ENGLISH LANGUAGE ARTS

Wednesday, June 19, 2019—9:15 a.m. to 12:15 p.m., only

RATING GUIDE

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Check this web site at <http://www.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. 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*.

Mechanics of Rating

Scoring the Multiple-Choice Questions

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

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

Rating of Essay and Response Questions

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

Introduction to the Tasks

- Raters read the task and summarize it.
- Raters read the passages or passage and plan a response to the task.
- Raters share response plans and summarize expectations for student responses.

Introduction to the Rubric and Anchor Papers

- Trainer reviews rubric with reference to the task.
- Trainer reviews procedures for assigning holistic scores (i.e., by matching evidence from the response to the language of the rubric and by weighing all qualities equally).
- Trainer leads review of each anchor paper and commentary. (*Note:* Anchor papers are ordered 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.



**New York State Regents Examination in English Language Arts
Part 2 Rubric
Writing From Sources: Argument**

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

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

Pets have been a part of the typical American family and have been for longer than you or I can even begin to remember. Whether it be Chipper, loyal dog who stays by your side - or the lazy, sassy cat who never listens to your well thought out and simple instructions, pets play a pivotal role in the growth and happiness of people. - a source of bonding and love for those who care for them. Perhaps because of this, in this increasingly open-minded and progressive world, people have begun to wonder... What if we can bring that same sense of joy to the American workplace? As a result, in the past few years we have seen an ever increasing allowance of pets in massive companies such as Google and in some hospitals. Yet, the question still remains - is this a good idea? Is it viable? The answer, sadly, is no, it is not. Pets should not be allowed into the workplace because the added cost, lack of research and education, as well as numerous issues pets may cause in terms of allergies and potential fighting far outweigh the benefits from a logistical standpoint and could pave the way for a more chaotic, dysfunctional and unsafe workplace.

First and foremost, a company's prerogative is always going to be to make money and to spend as little as they can when they are able to. Therefore, with this tidbit of information in mind, one must now look at what it would cost to bring a pet into the office and provide for it. Companies would be forced into stocking their "workplace with at least basic pet supplies like snacks, water bowls, kitty litter, and chew toys" (Text 2, lines 36-37). These added costs for pets add not only another unnecessary burden on the companies, but also drive up expenses unnecessarily. Furthermore, the presence of pets in the workplace may lead to serious recruitment issues and, once again, unnecessary hindrances in today's working

environment "with the market for talented and qualified workers already^{so} scarce, adding an extra filter to your recruitment process may not be the smartest idea from a competitive perspective" (Text 2, lines 40-42). These added obstacles for companies overpower the slight morale boost workers may gain from taking their pet to work and are the fundamental cause of why this policy would not be able to function on a widespread basis.

Yes, there are many who would counter these assertions and say the benefits of this practice are far greater than just a morale boost. These individuals may point to a Banfield Pet Hospital survey regarding pets in the workplace that came to the following conclusion: "The majority of workers in pet-friendly workplaces consider the policy to be positive. A full 91 percent of managers and 82 percent of employees felt workers became more loyal... a large majority felt it made the workplace more productive, and 86 percent of workers and 92 percent of management reported decreased worker stress levels" (Text 1, lines 23-27). Another benefit of having pets in the workplace is the "documented positive effects on blood pressure, cholesterol levels and the immune system" (Text 1, lines 38-39).

However, it seems that there are other means for these workers to achieve these same results while the 15% to 30% of the total American population who suffer from one form of a pet allergy or another, or are simply afraid of animals, are being selfishly ignored. These individuals may be deprived of certain job opportunities in order to avoid allergic reactions that may cause "rashes, temporary breathlessness, panic attacks and even severe respiratory disorders" (Text 2, lines 15-19) and, in turn, companies may be deprived of efficient and well-qualified

workers. Not only are these individuals' needs being ignored, but what of the animals who are being forced to be still in an office throughout the day and subjected to a variety of strangers who may or may not understand their body language? According to veterinary behaviorists E'lise Christensen and Bonnie Beaver, this could lead to boredom, fear and stress for the animal which might manifest itself in unexpected or unwanted behaviors such as biting or chewing on furniture (Text 4, lines 14-22).

While the open-minded and progressive people ~~are~~ have proposed that pets be allowed in the workplace, it appears evident that this is not a viable policy as such a policy puts all at risk. "Rabies, ringworm, and parasitic infections like scabies are all potential health risks for humans that come into contact with pets that haven't been properly vetted" (Text 4, lines 29-30). In reality, there is no guarantee that animals brought into the workplace have been properly examined. Furthermore, not only would this policy put an unnecessary increased burden upon a company's budget, but it can also prove detrimental to employees already suffering from allergies and to the animals themselves. Therefore, it only makes sense, that pets remain home or at day care and, most definitely, out of the workplace.

Anchor Level 6–A

The essay introduces a precise and insightful claim, as directed by the task (*Pets should not be allowed into the workplace because the added cost, lack of research and education, as well as numerous issues pets may cause in terms of allergies and potential fighting far outweigh the benefits from a logistical standpoint and could pave the way for a more chaotic, dysfunctional, and unsafe workplace*). The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*Furthermore, the presence of pets in the workplace may lead to serious recruitment issues and, once again, unnecessary hindrances in today’s working environment and However, it seems that there are other means for these workers to achieve these same results*) and to distinguish the claim from alternate or opposing claims (*Yes, there are many who would counter these assertions and say the benefits of this practice are far greater than just a morale boost*). The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*“with the market for talented and qualified workers already so scarce, adding an extra filter to your recruitment process may not be the smartest idea from a competitive perspective”* and *Another benefit of having pets in the workplace is the “documented positive effects on blood pressure, cholesterol levels and the immune system”*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 2, lines 36-37*) and (*Text 1, lines 38-39*)]. 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 lists reasons why pets should be kept out of the workplace, then presents a second paragraph that addresses the *added cost* and recruitment issues, and introduces a counterclaim (*the slight morale boost workers may gain*), then presents a paragraph of counterclaim rebuttal, followed by a paragraph that addresses potential physical and psychological effects on both workers and animals, ending with a summary conclusion. The use of transitions is skillful (*First and foremost; Yes, there are; However, it seems*). The essay establishes and maintains a formal style, using sophisticated language and structure (*While the open open-minded and progressive people have proposed that pets be allowed in the workplace, it appears evident that this is not a viable policy as such a policy puts all at risk*). The essay demonstrates control of conventions with essentially no errors, even with sophisticated language.

A large percentage of people in the world are pet owners. There are guide dogs, trained health-care animals, as well as pets who were simply adopted to be companions. Pets are seen in homes, on the street, and now in offices. Major companies like Amazon and Google have begun to allow employees to bring their pets to work. They are viewed as calming motivators, and each year, more and more companies are allowing pets in the office. Despite this trend, pets should not be allowed in the workplace because this practice is unsafe, unsanitary, and potentially harmful to the animals as well.

Bringing pets into the workplace is medically unsafe, as well as unsanitary. Some animals carry diseases or parasites. According to E'lee Christensen, a board-certified veterinary behaviorist, "Each new animal, like cats or pot-bellied pigs, brings its own social complexities, not to mention the possibilities of contagious disease (it's rare that employers require proof of vaccination). Rabies, ringworm, and parasitic infections like scabies are all potential health risks for humans that come into contact with pets that haven't been properly vetted" (Text 4, lines 27-30). By bringing a pet into the workplace, the risk of a disease spreading between pets and people is much more likely as all are together in a restricted environment. In places like hospitals, a pet is even more dangerous to patients who are already in a weakened state. This, however, is an easily avoided risk, which must be considered. Besides disease concerns, pets are often unsanitary which can lead to further problems. Animals easily track mud, dust, and dirt wherever they go. Young animals may not be fully potty-trained which can further pose both health and cleanliness issues. Text 1 states, "Even potty-trained pets can have an accident now and then" (Text 1, lines 47-48). Dealing with messes and accidents left by pets is an unnecessary problem

in a workplace. By leaving pets at home, the safety and cleanliness of a workplace will be improved.

While it is said that pets can be helpful to people in the workplace, by relieving stress, those that say this do not take into consideration that going to an office each day may be harmful to the pets. People are incapable of fully understanding what a pet is thinking. With this in mind, it is not wise to take an animal out of its normal environment and bring it to a place of new, unfamiliar people and animals. The safety and well-being of pets is an important factor to most pet owners, and must be considered when determining whether or not to allow animals in an office. Pets won't be free to wander as they do at home, and closed conditions may make a pet uncomfortable as "generally, dogs are expected to sit still in an office setting, which can be difficult for active dogs..." (Text 4, lines 20-21). By taking an animal to work, the animal is made nervous from the change in routine, and uncomfortable from the tight quarters it's being placed in. Thus, to truly protect the well-being of these animals, they must not be taken to work.

However, there are some who disagree and point out that bringing animals to work can improve worker productivity and communication. They see animals as an "ice breaker" that may "lead to some inspiring brainstorm conversations as well as an increase in camaraderie" (Text 3, lines 33 and 37-38). While this may be true for some, there is a large number of people who are afraid of or allergic to certain animals, making the workplace an uncomfortable place to be. For those people, animals in the workplace ^{can} create health and emotional problems, which could cause their productivity to drop and may even be the determining factor on whether or not they stay with that company.

Bringing an animal to the workplace is unsafe, ~~and~~ unsanitary,

and potentially harmful to the animals. Diseases can quickly be spread through pets to other pets and people. Pets can leave messes and accidents, making a work place much less clean and inviting. Unfamiliar conditions can cause an animal to feel uncomfortable, and animals may cause people to be uncomfortable. Thus, animals must not be brought into the workplace.

Anchor Level 6-B

The essay introduces a precise and insightful claim, as directed by the task (*Despite this trend, pets should not be allowed in the workplace because this practice is unsafe, unsanitary, and potentially harmful to the animals as well*). The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*By bringing a pet into the workplace, the risk of a disease spreading between pets and people is much more likely and By taking an animal to work, the animal is made nervous from the change in routine, and uncomfortable from the tight quarters it's being placed in*) and to distinguish the claim from alternate or opposing claims (*However, there are some who disagree and point out that bringing animals to work can improve worker productivity and communication and While this may be true for some, there is a large number of people who are afraid of or allergic to certain animals, making the workplace an uncomfortable place to be*). The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*closed conditions may make a pet uncomfortable as “generally, dogs are expected to sit still in an office setting, which can be difficult for active dogs...” and They see animals as an “ice breaker” that may “lead to some inspiring brainstorm conversations as well as an increase in camaraderie”*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 4, lines 27-30*) and (*Text 1, lines 47-48*)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, with an opening paragraph that introduces the issue and claim, followed by one body paragraph that focuses on the *unsafe* and *unsanitary* aspects of having pets in the workplace, a second and third that refute the counterclaims of stress relief and improved *worker productivity and communication* with arguments presenting the negative impact that having pets in the workplace can have on both the animals and the workers, and concluding paragraph that restates the claim and summarizes the arguments supporting the claim (*Bringing an animal to the workplace is unsafe, unsanitary, and potentially harmful to the animals*). The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*This, however, is an easily avoided risk, which must be considered*). The essay demonstrates control of conventions with essentially no errors, even with using sophisticated language.

The modern workplace is the center of many debates. Sexual harassments, racism, and the encroachment of technology on jobs are all topics that have come up in the working world. Compared to these, the discussion over whether pets should be allowed in the workplace seems to be uncontroversial to the point of being dull. But in fact, many people have clashing opinions over whether and how the growing movement of taking one's pets to work should continue. Although there should be some adjustments to the current program, it would probably be beneficial if some workplaces allowed their employees to bring their pets to work.

A key reason for bringing pets to work are the psychological benefits. Having a parakeet to chat with or a fluffy friend to hug creates a more positive atmosphere, which in turn increases loyalty to and productivity for the company. Lines 26-27 of text remark how a study showed that "86 percent of workers and 92 percent of management reported decreased worker stress levels" following the implementation of the policy. Having pets around also improves worker communication by giving people topics of discussion and shared interests, since "walking or being near a dog is an excellent ice-breaker" (text 3, line 33). The presence of pets in the workplace can lead to closer emotional bonds or even valuable brainstorming between workers. Having pets hanging around can leave workers, and by extension their employers, much more satisfied and stress-free. Besides the pleasant psychological effects, having pets around can also have a positive impact on one's physical wellbeing. Petting a cat or dog can have healthy side effects. According to text 3, they can range from

"lowering blood pressure to increasing bone density" (line 22). Pets also increase employee exercise, since walking dogs or feeding cats requires employees to move around more than they would just sitting at their computers. Having pets around also leads to more bodies being in the workplaces since younger workers like having pets around even more than their older counterparts. Furthermore, workers of all ages are less likely to rush through work or request shorter hours when they don't need to worry about caring for household pets. As a result, both companies and their employees flourish.

Of course, having pets around isn't all cuddles and bickson. Text 2 raises a legitimate concern about workers who have a bad physical or psychological reaction to having animals around. For example, "15% to 20%" (Text 2, line 17) of the total American population has some kind of pet allergy, and then there are those who are genuinely troubled by the presence of animals. Also, the pets themselves may fare badly in the workplace. Many industries, such as mining or medicine, contain elements which are hazardous to pets. Contact between humans and unvaccinated pets runs the risk of spreading "Rabies, ringworm, and parasitic infections like scabies" (Text 4, line 29). Furthermore, restrictive spaces or erratic schedules may lead dogs, a favorite American pet, to suffer psychologically and display bad behavior in the workplace. This is especially a problem due a general human illiteracy in the intricacies of dog body language, causing people to do things like misinterpret "a sign of nervousness" (Text 4, line 14) for a "friendly smile" (Text 4, line 14). These are all valid concerns, and need to be taken seriously. Such difficulties can be rectified by using videos to teach pet owners

how to identify physical or psychological discomfort among their mate companions, Also, laws should be passed forbidding dogs to be in areas where there's a significant risk of their coming to harm. Furthermore, only well-trained, ~~vaccinated~~ and vaccinated pets that do not cause allergies should be allowed in the workplace. These measures will not render the ~~office~~ office-pets movement flawless, but it will hopefully smooth the way somewhat.

Although there should be adjustments to the current program, it would probably be ~~beneficial~~ beneficial if some workplaces allowed their employees to bring their pets to work. Pets have ~~positive~~ positive psychological and physical effects on the humans around them. They also help improve a company's productivity and employee amount. Of course pets, like their ~~own~~ owners, ~~are~~ are imperfect creatures. The road to a pet-friendly workplace will not be easy, but the result could be ~~very~~ magnificent.

Anchor Level 5–A

The essay introduces a precise and thoughtful claim, as directed by the task (*Although there should be some adjustments to the current program, it would probably be beneficial if some workplaces allowed their employees to bring their pets to work*). The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*The presence of pets in the workplace can lead to closer emotional bonds or even valuable brainstorming between workers* and *Furthermore, workers of all ages are less likely to rush through work or request shorter hours when they don't need to worry about caring for housebound pets*) and to distinguish the claim from alternate or opposing claims (*restrictive spaces or erratic schedules may lead dogs, a favorite American pet, to suffer psychologically and display bad behavior in the workplace. This is especially a problem due to a general human illiteracy in the intricacies of dog body language*). The essay presents ideas clearly and accurately, making highly effective use of specific and relevant evidence to support analysis (*Having pets around also improves worker communication by giving people topics of discussion and shared interests, since "walking or being near a dog is an excellent ice-breaker"* and *Many industries, such as mining or medicine, contain elements which are hazardous to pets. Contact between humans and unvaccinated pets runs the risk of spreading "Rabies, ringworm, and parasitic infections like scabies"* and *people ... misinterpret "A sign of nervousness" ... for a "friendly smile"*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 2, line 17) and (Text 4, line 29)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, with an introductory paragraph that establishes the claim, followed by paragraphs that focus on the psychological and physical benefits of bringing pets to the workplace (*creates a more positive atmosphere and increase employee exercise*), then moving to a paragraph that addresses a counterclaim (*Text 2 raises a legitimate concern about workers who have a bad physical or psychological reaction to having animals around*), effectively dismissing this counterclaim by suggesting the need for hypoallergenic pets, video training, and pet screening. The essay concludes with a reiteration of the claim and a summary of key points that support the claim, creating a cohesive and coherent essay. The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*The modern workplace is the center of many debates: sexual harassment, racism, and the encroachment of technology on jobs are all topics that have come up in the working world*). The essay demonstrates control of conventions, exhibiting occasional errors (*reason ... are, misinterpret, measures ... it*) only when using sophisticated language.

Pets in the workplace are increasing, and that is a very good thing. Not only are they cute, they improve worker productivity and relieve stress. Pets should be allowed in the workplaces that ~~all~~ are ^{able} ~~to~~ to have them there, so long as ~~the~~ ~~pets~~ the pets behave and their owners watch them very closely. Studies have shown that having pets in the workplace increases productivity and improves the health of the employees. As long as the pets are ~~more~~ safe, having them there is much more beneficial than leaving them at home. If pets are banned from all workplaces, employees will be less productive and will suffer from greater health concerns.

Employees are more productive when they bring their pets to work. All workers (both pet owners and non-pet owners) claimed they experienced "higher...job satisfaction," which would cause higher productivity (Text 1, line 35). In addition, a study done in 2012 revealed that employees ^{thought they} were "50 percent more productive with the presence of their pets," (Text 3, lines 41-42). They claimed to be this much more productive, so the actual increase may have been slightly smaller, but it is still significant. Another positive aspect of having pets in the workplace is their impact on employee communication and camaraderie. This is important to increase creativity and will increase the overall quality of the

work. Lastly, workers are more likely to stay at "the office" longer if their pets are with them because it eliminates the guilt felt when pets are left all alone. This increases the amount of work being done but also increases the quality of the work because the employee will not be wishing home to let their pet outside (Text 3, lines 15-16). They also don't have to pay for someone to watch their pet, which will encourage them to stay at the office longer.

As well as improving the productivity of employees, having pets in the workplace also improves the health of employees. Pets in the workplace decrease stress levels among employees, which leads to workers not using as many of their sick days (Text 1, line 8). Other health benefits of having pets in the workplace include lowered blood pressure, lowered cholesterol levels and a stronger immune system (Text 1, lines 38-39). This, in turn, helps with productivity because it causes a decrease in the amount of sick days being used by employees.

Of course, having pets in the workplace isn't a perfect idea. People with severe allergies to animals may experience "rashes, temporary breathlessness, panic attacks, and even severe respiratory disorders," (Text 2, lines 18-19). This could be settled by having areas where pets are not allowed. There could also be regulations in place that dictate ~~the~~ ^{which}

kinds of pets are able to go to work with their owners. For example, "hypoallergenic" dogs do not shed as much as "regular" dogs and could cause less harm on someone who is allergic.

Another problem with bringing pets to work is the lack of thought that goes into the decision.

"When an employer is on board, the policy is often as informal as a person in charge saying, 'Yeah, sure, whatever. Bring your dogs. It'll be great.'" (Text 4, lines 33-34). This could cause issues because not all dogs (or all pets) are suited for an office. Dogs that bite or are very energetic would not be a good fit, for example. This can be solved by having the pets that would be a good fit come to the office. Also, employees should be required to do some sort of training to learn animal body language (which can be as simple as watching a few videos) ~~Text~~ Health records should also be required, including immunization records to prevent contagious disease (Text 4, lines 40-42).

As long as there are regulations regarding bringing pets into work, it is a very good idea and benefits the employees greatly. It increases productivity and improves health. When done properly (carefully and considerately), it can improve ~~our~~ a working environment greatly.

Anchor Level 5–B

The essay introduces a precise and thoughtful claim, as directed by the task (*Pets should be allowed in the workplaces that are able to have them there and If pets are banned from all workplaces, employees will be less productive and will suffer from greater health concerns*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*This, in turn, helps with productivity because it causes a decrease in the amount of sick days being used by employees and There could also be regulations in place that dictate which kinds of pets are able to go to work with their owners*) and to distinguish the claim from alternate or opposing claims (*Of course, having pets in the workplace isn't a perfect idea. People with severe allergies to animals may experience ... severe respiratory disorders*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*In addition, a study done in 2012 revealed that employees thought they were "50 percent more productive with the presence of their pets" and Other health benefits of having pets in the workplace include lowered blood pressure, lowered cholesterol levels and a stronger immune system*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 1, line 35) and (Text 2, lines 18-19)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, with an opening paragraph that introduces the issue of whether or not pets should be allowed in the workplace and establishing a claim, followed by two paragraphs of support that focus on how having pets in the workplace improves employee *productivity* and *health* and one paragraph that presents and refutes the counterclaim, with a concluding paragraph that reaffirms the claim (*As long as there are regulations regarding bringing pets into work, it is a very good idea and benefits the employees greatly*). The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*As well as improving the productivity of employees, having pets in the workplace also improves the health of employees*). The essay demonstrates control of conventions, exhibiting occasional errors (*cameraderie, employee ... their, harm on someone, records to*) only when using sophisticated language.

Staring into the face of your pet can bring you immeasurable joy and such a joy requires care and safety, for both you and your pet. In the workplace, pet friendly environments are expanding mostly in office related jobs. A pet from an employee may be brought in for the day for the pleasure of all. Although the owner is taking care of the pet, the presence of the pet increases the risk of animal related problems such as allergies a human might have or a behavioral problem the pet might exhibit. Pet friendly environments are a source of animal related issues and cause a higher risk for the safety of the pet. Therefore, pets should not be allowed in the work place.

The idea of a pet friendly work environment has good intentions but inevitably leads to a greater risk in inducing stress and inciting problems between workers and pets. In Text 2 it's recorded that the Asthma and Allergy Foundation of America estimates that "15% to 30% of the total [American] population" have some form of a pet allergy (Text 2, line 17). Exposing workers constantly to the animal that gives them their allergy can be a detriment to their work environment and their health. Even though pet friendly offices were found to improve "the atmosphere in the workplace significantly" (Text 1, lines 21-22), employees with allergies would experience a negative effect and have trouble getting work done. Pets also require hygienic care while in the office. With a large quantity of animals existing in the workplace

"there is no guarantee this [accident] won't happen" (Text 1, line 48). An animal related accident shifts the atmosphere in the office from fun and cute to unpleasant and unhealthy. Some people dislike animals as well. Thus, for these workers who have phobias or allergies "pets in the workplace... encroach upon [their] productivity and quality of life" (Text 1, lines 44-45). The danger of pets in the workplace is that it can hinder work performance and lead to new problems a worker may not otherwise have to worry about such as the hygiene of a pet in the office.

Bringing a dog or any new kind of animal to the workplace is generally unsafe for the dog as well. In a work environment, dogs are "expected to sit still" which leads to boredom then "to problem behaviors like chewing up desk legs" (Text 4, lines 20-22). This action of making a dog "sit still" is hard for active dogs and harms their active and healthy lifestyle. Even though "workers can watch their furry friend while in the office" (Text 3, lines 16-17), keeping a pet in the office can induce fear and stress in the animal. Some workers "do not understand dog body language" (Text 4, line 9) and "cannot reliably identify things in between" (Text 4, lines 15-16) when it comes to emotions like fear and anger. Experiencing constant fear, stress or poor hygiene can leave it unhappy and may even shorten its life.

A pet friendly environment does, however, come with some high rewards. A workplace with pets has been known to cause a significant

decrease in stress, causing employees to be "more productive and miss fewer days" (Text 1, line 8). Having an animal mascot or friendly pets around can make employees feel more loyal and happy. Banfield Pet Hospital surveyed these pet friendly workplaces and found "91 percent of managers and 82 percent of employees felt that workers become more loyal to the company with this policy" (Text 1, lines 23-24), which also helps improve morale.

In spite of the above benefits, the health and safety reasons are more than enough to keep all pets away from the workplace. Pets may create a friendly environment to workers and lower their stress, but pets aren't the only means of fixing stress issues whereas those with allergies and phobias have much more serious issues to deal with. The safety of an owners pet should be the first priority of the owner, and bringing their pets to their work breaches their overall safety, as well as that of the people around them. So, no, pets should not be allowed in the workplace.

Anchor Level 5–C

The essay introduces a precise and thoughtful claim, as directed by the task (*Pet friendly environments are a source of animal related issues and cause a higher risk for the safety of the pet. Therefore, pets should not be allowed in the work place*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*An animal related accident shifts the atmosphere in the office from fun and cute to unpleasant and unhealthy*) and to distinguish the claim from alternate or opposing claims (*A pet friendly environment does, however, come with some high rewards* and *In spite of the above benefits, the health and safety reasons are more than enough to keep all pets away from the workplace*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*In Text 2 it's recorded that the Asthma and Allergy Foundation of America estimates that "15% to 30% of the total [American] population" have some form of a pet allergy and Thus, for these workers who have phobias or allergies "pets in the the workplace ... encroach upon [their] productivity and quality of life"*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 1, line 48*) and (*Text 3, lines 16-17*)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, with an introduction that introduces a negative claim, followed by two paragraphs of support, one that focuses on the *risk of stress and inciting problems between workers and pets*, and a second that focuses on the lack of safety for a dog. A third body paragraph presents the counterclaim which is refuted in a concluding paragraph that also reaffirms the claim (*The safety of an owners pet should be the first prority of the owner ... as well as that of the people around them. So, no, pets should not be allowed in the workplace*). The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*A workplace with pets has been known to cause a significant decrease in stress causing employees to be "more productive and miss fewer days"*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*immessurable, prescence, detrement, hygine, boredom then, an owners pet, prority*) that do not hinder comprehension.

Over the years, bringing your pet to your workplace has become more and more popular. However, some people are not happy with that decision. Bringing your pet to work may cause some unwanted side effects. People who have allergies may have an allergic reaction to someone bringing their pet to their workplace. Also, a pet may influence the development of the product that your company is making, it may even cause harm to the person's pet. The only positive impact that comes from this is the fact that it reduces stress. In this case, the negatives outweighs the positives.

Many people suffer from allergies today, some of which occur based on pets. Whenever someone is bringing their pet to their workplace, they are unaware if their pet triggers an allergic reaction from a colleague, or customer. "Some of these allergies are so severe that they cause rashes, temporary breathlessness, panic attacks, and even severe respiratory disorders." (text 2, lines 17-19). People have no clue whatsoever if they are going to trigger a small response from someone, or a huge response, solely on the fact that they have brought their pet to their working environment. "Babies, ringworm, and parasitic infections like scabies are all potential health risks for humans that come into contact with pets that haven't been properly vetted." (text 4, lines 29-30). Another side effect from bringing a pet to a person's job is that it can cause a person to encounter a disease or issue that they haven't had before, as presented.

By bringing your pet to work, you're risking the

development of the product you're making, and the quality of it as well." ... could cause pets in the workplace to encroach upon productivity and quality of life for these individuals." (text 1, lines 44-46). "... businesses are all sectors where a pet can be a serious threat to the quality of the final product or service." (text 2, lines 26-27). You may not know it, but a pet could most definitely influence how your product turns out. "Industries like construction, mining, refineries, and more can be dangerous for your pet's health and well-being." (text 2, lines 30-31). Dangerous jobs, such as these, can have an negative impact on your pet.

There is something positive that comes with bringing your pet to work. In doing so, you may be able to reduce the stress you have at work. "Employees who are less stressed at work are more productive and miss fewer days due to being sick." (text 1, lines 7-8). Many people who have brought their pet to their workplace have shown signs of improvement. "Multiple studies have shown that simply petting cats or dogs can be extremely beneficial for our health; from lowering blood pressure to increasing bone density." (text 3, lines 30-31). Whenever you take your pet to work, you don't have to deal with the guilt that comes with leaving your pet at home. However, not all people react the same way. Just because some people find it to be soothing, doesn't mean that other people will. Some may even find it to be more of a handful.

In conclusion, people are entitled to their own opinion. Not everyone reacts the same way, and may have a

different approach to a specific situation. Whether or not pets should be allowed in the workplace is a debatable topic amongst people. In my opinion, I believe that pets should not be allowed to the workplace. It causes allergies, diseases, it could even cause harm to the owner or the pet. The only positive is that it reduces stress, and there's only a small chance of it doing that. The downfalls just far outweigh the benefits.

Anchor Level 4-A

The essay introduces a precise claim, as directed by the task (*Bringing your pet to work may cause some unwanted side effects. People who have allergies may have an allergic reaction to someone bringing their pet to their workplace. Also, a pet may influence the development of the product that your company is making and the negatives outweighs the positives*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*By bringing your pet to work, you're risking the development of the product you're making, and the quality of it as well*) and to distinguish the claim from alternate or opposing claims (*There is something positive that comes with bringing your pet to work. In doing so, you may be able to reduce the stress you have at work ... Just because some people find it to be soothing, doesn't mean that other people will*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*"Rabies, ringworm, and parasitic infections like scabies are all potential health risks for humans that come into contact with pets that haven't been properly vetted"* and *"Industries like construction, mining, refineries, and more can be dangerous for your pet's health and well-being"*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(text 2, lines 17-19) and (text 4, lines 29-30)]. The essay exhibits acceptable organization of ideas and information to create a coherent essay, first introducing the *downfalls* of bringing pets to work, followed by two body paragraphs supporting the claim, one paragraph presenting a counterclaim and a summative conclusion (*I believe that pets should not be allowed to the workplace*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*The only positive impact that comes from this is the fact that it reduces stress* and *The downfalls just far outweigh the benefits*) with a few lapses (*you're* for "you" and *more of a handful*). The essay demonstrates partial control of conventions, exhibiting occasional errors [*someone ... their, persons' pet, negatives outweighs, positives, disorders.*] (text, *enroach*) that do not hinder comprehension.

There are a lot of different opinions on if pets should be allowed in the workplace. I ~~believe~~^{believe} that pets should be allowed as they provide many benefits to humans. However some would argue that they don't.

Pets should be allowed in the workplace for various ~~reas~~^{reasons}. One is that multiple studies have shown that they provide a lot of benefits to not only the employee's but to the company itself. Studies have shown "how they reduce blood pressure and lower stress, how pets at the workplace make employees more creative, productive, and cordial to each other and how they're such awesome additions to our lives overall" (Text 2, lines 2-5). This shows that ~~they~~^{there} are multiple benefits to the employees if there are pets in the workplace. Another way pets can benefit the workplace is they can influence conversations throughout the workplace. Just like when you take your dog for a walk and you get more interactions from people around you "Shifting to a pet-friendly ~~of~~ workplace can bring that same level of open and enthusiastic communication into the office" (Text 3, lines 34-35). It would influence conversations at times that normally may be ~~abuse~~^{awkward}. This would be good because you want the employees to interact and communicate while at work.

However some people would argue that ~~the~~ having pets in the workplace would cause more of a problem. The first problem being health. ~~A~~ A lot of people are allergic to animals and "some of these allergies are so severe that they cause rashes, temporary breathlessness, panic attacks, and even severe respiratory disorders." (Text 2, lines 17-19) This could put an employees health at risk. Another reason

~~is that work stress there~~ is that ~~if~~ pets are not always clean. "Even potty-trained pets can have an accident now and then" (Text 1, lines 47-48). It does not look good to have a workplace with bad hygiene and low cleanliness. Also nobody wants to work in a place like that.

Overall there are pro's and con's about having pets in the workplace. But the pro's outweigh the con's and although pets might not be suitable for all workplaces, most workplaces should really consider becoming pet-friendly.

Anchor Level 4-B

The essay introduces a precise claim, as directed by the task (*I believe that pets should be allowed as they provide many benefits to humans*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*pets ... can influence conversations ... just like when you take your dog for a walk and you get more interactions from people around you and It would influence conversations at times that normally may be awkward*) and to distinguish the claim from alternate or opposing claims (*However some people would argue that having pets in the workplace would cause more of a problem. The first problem being health*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis ("*Shifting to a pet-friendly workplace can bring that same level of open and enthusiastic communication into the office*" and *A lot of people are allergic to animals. and "some of these allergies are so severe that they cause rashes, temporary breathlessness, panic attacks, and even severe respiratory disorders"*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 3, lines 34-35) and (Text 1, lines 47-48)]. The essay exhibits acceptable organization of ideas and information to create a coherent essay, with an introduction that presents the claim and a possible concern, followed by a paragraph presenting *reasons* why *pets should be allowed in the workplace*, then a paragraph presenting a counterclaim, and concluding with a summation. The essay establishes and maintains a formal style, using precise and appropriate language and structure (*This shows that there are multiple benefits to the employees if there are pets in the workplace and This would be good because you want the employees to interact and communicate while at work*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*the employee's, However some, employees health, hygiene, overall there, pro's and con's*) that do not hinder comprehension.

As of lately, the ~~work~~ workplace environment has been undergoing a major change concerning pets. Many offices are letting their workers bring pets into the building. This subject has become quite controversial because we are now questioning whether or not ~~the~~ ^{Pets} ~~are~~ ~~improving~~ improving conditions. Workplaces should not allow pets because there are too many health concerns to justify the benefits.

People first began bringing their pets to work because they believe that it is a strong stress reliever. ~~and~~ Pets can lower blood pressure and increase worker efficiency. However, what these people are not taking into account is what cons could result from pets. Allergies and phobias are quite common occurrences and can ~~even~~ ~~destroy~~ destroy some one's ability to work. " ... Americans with one form of pet allergy or another ~~are~~ [are] at 15% to 30% of the total population." (Text 2). The health risks that these factors bring in trump the previous notions of pets being a stress reliever. It just isn't safe to include animals as a common

office environment factor.

Another reason it is unsafe for pets to be in offices is that it could result in injuries to the workers. As we all may expect, not all animals are friendly 100% of the time. Often times dogs can become uncomfortable in an office which will lead to nervousness. If someone does not catch this they may frighten the dog and get bitten. "co-workers might interpret the panting of a dog as a friendly smile rather than a sign of nervousness. And in dogs, nervousness can lead to bites."

(Text 4). As well as the bad effects of an injury, a bite could also lead to quarrels between employees. The safety of workers just cannot be guaranteed with animals on the loose.

Similar to the topic of injuries is fights. In an office with a plural of pets there is the quite likely chance of two animals getting into scraps. Animals are uncivilized and cannot follow the standards set by humans. "The..." So there is the potential for fights between dogs and cats

brought to work." (Text 2). Such fights are a major distraction to the workplace environment.

To sum up the issues, there are just too many health concerns to justify the pros of pets in the workforce. It may increase work efficiency but it isn't worth risking other people's skins. If such a topic as bringing your pet to work appears near you, it may be best to argue against it.

Anchor Level 4-C

The essay introduces a precise claim, as directed by the task (*Workplaces should not allow pets because there are too many health concerns to justify the benefits*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*Allergies and phobias are quite common occurrences and can destroy some ones ability to work*) and to distinguish the claim from alternate or opposing claims (*Pets can lower blood pressure and increase worker efficiency. However, what these people are not taking into account is what cons could result from pets*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*"...Americans with one form of pet allergy or another [are] at 15 % to 30 % of the total population"* and *"co-workers might interpret the panting of a dog as a friendly smile, rather than a sign of nervousness. And in dogs nervousness can lead to bites"*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes, identifying texts but failing to supply line numbers [(Text 2) and (Text 4)] and disregarding citations for paraphrased material. The essay exhibits acceptable organization of ideas and information to create a coherent essay, with an introduction that establishes a claim against pets in the workplace because of *health concerns*, followed by three paragraphs supporting the claim (*As we all may expect, not all animals are friendly 100% of the time and they may frighten the dog and get bitten*) followed by a summative conclusion that reaffirms the original claim (*To sum up the issues, there are just too many health concerns to justify the pros of pets in the workforce*). The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*In an office with a plural of pets there is the quite likely chance of two animals getting into scraps and it isn't worth risking other people's skins*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*becom, occurances, some ones, quorals, garanteed, distraction, efficiency but it*) that do not hinder comprehension.

In life pets can cause individuals a happier and less stressful lifestyle ~~the~~ especially at work. workers stress about a lot especially leaving pets at home the individuals have extreme guilt. Although ~~some~~ certain individuals do not like pet for multiple reasons, the vast majority of individuals ~~who~~ who own pets would enjoy pets coming and working with them because ~~it's~~ it causes a happier more productive ~~workers~~ workers and ~~it~~ it leads to healthier workers.

Worker ~~that~~ that can bring their pets to work are more happier and more productive. workers that are "Both pet owners and non-pet owning employees report lowered stress levels and a higher level of job ~~satisfaction~~ satisfaction with pets on the premises. This ~~is~~ naturally leads to increased productivity" (Text 1 lines 34-36). workers are naturally producing more product because their less stressed out by having their pets being there. worker ~~also~~ also "[have] less burdened with guilt about leaving a pet at home alone while they are at work" (Text 1, lines 27-28). workers feeling guilty ~~is~~ is unnecessary stress hants not good ~~and~~ that has an impact on the production at work and can lose money. worker tend to be happier with more production ~~because~~ because of pets.

worker that bring their pets to work have a happy lifestyle than ~~a~~ worker that do not. A "[Major] motive for making this allowance is the stress-reducing effect that animals bring employees who are less stressed at work are more productive and miss

fewer days due to being sick" (Text 1, lines 6-8). Workers are becoming less sick because the lack of stress. Pet are ~~also~~ ^{significantly} beneficial to workers because "multiple studies have shown that simply petting cats or dogs can be extremely beneficial for our health; from lowering blood pressure to increasing bone density." (Text 3, lines 21-22). Workers are getting stronger and healthier by simply petting their pets. Although "As any pet owner will tell you, owning their bundle ~~of~~ joy is not cheap" (Text 2, lines 33). ~~But~~ But the ~~the~~ vast production that will no even hurt the company.

Although individual do not like pets for multiple reasons, the vast majority of workers would agree to have pets work with them because it can cause a happier more productive worker and healthier workers as well.

Anchor Level 3–A

The essay introduces a reasonable claim, as directed by the task (*The vast majority of individuals who own pets would enjoy pets coming and working with them because it's causes a happier more productive workers, and it leads to healthier workers*). The essay demonstrates some analysis of the texts (*Workers are naturally producing more product because their less stressed out* and *Worker that bring their pets to work have a happy lifestyle than worker that do not*), but insufficiently distinguishes the claim from alternate or opposing claims (*certain individuals do not like pet for muliple reason's* and *Although individual do not like pets for multiple reasons*), referring to multiple reasons both in the opening and concluding paragraphs but not developing these reasons. The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*A "[Major] motive for making this allowance is the stress-reducing effect that animals bring employees who are less stressed at work are more productive and miss fewer day due to being sick"*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*(Text 1, lines 6-8)* and *(Text 2, lines 33)*]. The essay exhibits some organization of ideas and information to create a mostly coherent essay, with an opening paragraph that introduces the claim, a second paragraph that centers on workers being *more happier and more productive*, a third paragraph that continues with the positive effects of the presence of pets at work but ends with a disconnected statement about the cost of having a pet and an incoherent statement (*But the vast production that will no even hurt the company*), and a summative conclusion. The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*more happier, their* for "they're", *workers feeling guilty is unneccary stress thats not good and that has an impact on the production at work and can lose money*). The essay demonstrates emerging control of conventions, exhibiting occasional errors (*cause individual's a happier, espeacly, home the individuals, like pet for muliple reason's, worker ... their, workers tend, happy lifestyle than, because the lack, benefical*) that hinder comprehension.

Imagine feeling that moment when you get home from work when your pet comes running toward you and jumps into your arms while you're out work everyday. Animals are the cutest thing since sliced bread. Dogs/pets should be allowed to go to work with you everyday because it reduces stress while working and ~~more~~ you will have happier, more productive workers.

Bringing my animal is definitely something I would love to do. Just living life at home with my pet makes me stress free. Now if I brought my little baby pup to work I would be so much more stress free. Throughout text 1 it states "The benefits of pets in the workplace" "Healthier works, in addition to reduce stress levels, ~~and being~~ being around animals has documented positive effects on blood pressure, cholesterol levels and the immune system" (p.14). If our pets went to work with us we would become healthier people and wouldn't have to fake so many sick days. In text 3 it says

that, even walking or even being around a dog is an excellent ice breaker. (11). Just having the dog/pet within the work area will reduce stress and reduce the amount of sick days people leave.

Having happier more productive workers sounds like a great idea waiting to happen. If could happen once dogs are allowed to be brought to work with you. In text 1 it states more benefits of becoming happier, more productive workers. Both pet owners and non-pet owning employees report lower stress levels ~~to~~ and higher level of job satisfaction w/ pets on the premises (13). Allowing pets to come to your workplace allows more and more people to become happier and in the end more and more work will get accomplished by the end of the day b/c the employees won't have to worry about their pets being at home.

Oppositions could suggest that bringing a pet in a work place is a very bad idea b/c most people don't understand the body

language of a dog. This statement isn't true because most people are smart enough to leave a dog alone if they are growling at you b/c you don't want to end up getting hurt. Another concern the opposition has is about others allergies as stated in text 4. If you have allergies to a animal and your work place wants to let animals go to work with you find a new job where they don't allow pets that way everyone in the end ends up being happy.

In conclusion pets should be allowed in work places to reduce stress and make the workers and work place happier. If you want a pet to go to work w/ you just talk to your boss to see what he could do about it and maybe in the end it will happen. Pets in a workplace will improve morale.

Anchor Level 3–B

The essay introduces a reasonable claim, as directed by the task (*Dogs/pets should be allowed to go to work with you everyday because it reduces stress while working and you will have happier, more productive workers*). The essay demonstrates some analysis of the texts (*If our pets went to work with us we would become healthier people and wouldn't have to take so many sick days and the employees won't have to worry about their pets beng at home*), but insufficiently distinguishes the claim from alternate or opposing claims (*Oppositions could suggest that bringing a pet in a work place is a very bad idea b/c most people don't understand the body language of a dog. This statement isn't true and if you have allegies to a animal ... find a new job*). The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*In text 3 it says that even walking or even beng around a dog is an excellent ice breaker and In text 1 is states more benefits of ... lower stress levels and higher level of job satisfaction*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material, identifying the text but using page numbers of the texts instead of line numbers [*Throughout text 1 ... (P.14)* and *In text 3 ... (17)*]. The essay exhibits some organization of ideas and information to create a mostly coherent essay by introducing a claim in the opening paragraph, followed by two supportive, yet repetitive, arguments focused on *happier* and *more productive workers*, then followed by two responses to the counterclaim, and ending with a summative conclusion (*In conclusion pets should be allowed in work places to reduce stress and make the workers and work place happier*). The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*Having happier more productive workers sounds like a great idea waiting to happen, b/c for "because", If you want a pet to go to work w/ you just talk to your boss to see what he could do about it*). The essay demonstrates emerging control of conventions, exhibiting occasional errors (*defenitly; Now if; work I; beng; workers, Both; and in the end more; others allergies; conclusion pets*) that hinder comprehension.

Don't get me wrong dogs are lovely animals to keep around but safety always comes first. I love dogs, at the same time I don't think it's acceptable to bring them to work because there's people that are allergic to them, it might cause severe problem like allergies, rashes, and might even make people at work have breathing problems, panic attack, and coworkers might be scared of dogs, that they won't be able to focus on whatever they are assigned to do. According to text 2, it states, "some of these allergies are so severe that they cause rashes, temporary breathless, panic attacks, and even severe respiratory disorders." This quote demonstrates all of problems that will happen to coworkers that feel uncomfortable when they are around dogs, and how it will affect them. Another example of why dogs shouldn't be around work area is animals might hiss at each other, and might cause the coworkers not being able to work peacefully, and accidents might happen like people who see them, might ~~document~~ documents that the coworkers had worked hard on, and coworkers who doesn't like dogs, and phobias. According to text 1, it says that, "there are people who dislike animals for one reason or another, phobias could cause pets in workplace to intrude upon productivity and quality of life for these individuals. Another evidence ~~in~~ context list "potty-trained

pets can have an accident now and then, The
third evidence from text 1 is, "Not all
animals get along." So in my opinion it is not a good
idea to bring pets at work.

Anchor Level 3–C

The essay introduces a reasonable claim, as directed by the task (*I don't think it's acceptable to bring them to work because there's people that are allergic to them*). The essay demonstrates some analysis of the texts (*coworkers might be scare of dogs, that they won't be able to focus on whatever they are assigned to do and animals might fuss at each other, and might cause the coworkers not being able to work peacefully*), but fails to distinguish the claim from alternate or opposing claims. The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*According to text 2, it states, "some of these allergies are so severe that they cause rashes, temporary breathless, panic attacks, and even severe respiratory disorders" and "potty-trained pets can have an accident now and then"*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material by omitting line numbers (*According to text 2 and from text 1*) and referencing only two texts. The essay exhibits some organization of ideas and information to create a mostly coherent essay of a single paragraph of support that focuses on *why dogs shouldn't be around work area* and concludes with a reaffirmation of the claim (*So in my opinion it's not a good idea to bring pets at work*). The essay lacks a formal style, using some language that is inappropriate or imprecise (*Don't get me wrong, I love don't, animals might fuss at each other, poo everywhere, at for "to"*). The essay demonstrates emerging control of conventions, exhibiting occasional errors (*wrong dogs; be scare; demonstrates, allot; coworkers that feels; coworkers who doesn't; "potty-traned ... and then, The*) that hinder comprehension.

Pets in the workplace a Good Idea? or bad? As some businesses wouldn't allow this some might before the unheard thoughts & concerns for pets in the workplace. Personally I believe that pets in the work place are un ~~the~~ real. I do not agree with allowing pets in the work field.

As people believe pets will make the work environment a better place, the truth is many things are effected by having pets running around. Such as in text one it states, "Even potty trained ~~pets~~ can have an accident." As pets are cool and all cleaning up after them isn't. Even the trained pets can still have accidents. Companies would have to fork some spendings over to the pet materials used such as potty sheets food and drinking dishes.

Pets are good and all but many Americans suffer from pet related allergies. As a company allowed pets many other sides and aspects need to be reviewed and ~~checked~~ because people aren't going to want to be there. Hygiene can be a factor with wet dogs or ~~just~~ just dirty dogs who smell and make everything that ~~stinks~~ stinky so I can.

Anchor Level 2–A

The essay introduces a claim (*I do not agree with allowing pets in the work field*). The essay demonstrates confused and unclear analysis of the texts (*As some buisnesses wouldn't allow this some might Before the unheard thoughts & concerns for Pets in the workplace*), failing to distinguish the claim from alternate or opposing claims beyond a brief and undeveloped observation (*As people believe pets will make the work environment a better place the truth is many things are effected by having pets running around*). The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*“Even potty trained pets can have an accident” ... Companys would have to fork some spendings over to the pet materials used such as potty sheets and many Americans suffer from pet related allergies*). The essay demonstrates little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material, citing only one text one time (*in text one*). The essay exhibits inconsistent organization of ideas and information, beginning with an informal introductory claim (*I believe that pets in the work place are un Real*), followed by a single paragraph containing loosely connected ideas from Text 1, and a confused concluding sentence which includes personal commentary (*Hygine will be a factor with wet dogs or just dirty dogs who smell and make everything that stinky so I can*), failing to create a coherent essay. The essay lacks a formal style, using some language that is inappropriate or imprecise (*pets in the work place are un Real, As pets are cool and all and Companys would have to fork some spendings over*). The essay demonstrates emerging control of conventions, exhibiting occasional errors (*Pets in the workplace.; Idea? or bad?; buisnesses; a better place the truth is; Companys; Pets are good and all but many Americans; Hygine*) that hinder comprehension.

Should pets be allowed at workplaces? Yes!

To begin with, most of us love animals, and specially pets such as cats or dogs, yet it is because they love us the way no human being can do (Text 4, lines 9-17), plus their language is different, that they are incredibly friendly and insane... involving some bites and craziness of course. As a professor from the University of Texas called Bonnie Beaver says: "dog bites are not the only behavior issues that might present problems", because most people attempt to understand it as a savage thing (text).

But, instead, pet and in the vast majority of the cases, dogs have aided kids with certain disabilities (ADD, text 2, 1st para) by lowering stress and reducing blood pressure. According to a famous movie "The Life of Pets", all Americans love their little fluffy animal that is waiting every day at home and shows that 65% of us have at least one of those. Then, there are other examples of... businesses that allow pets in their offices, such as Amazon (text 1).

Anchor Level 2–B

The essay introduces a claim (*Should pets be allowed at workplaces? Yes!*). The essay demonstrates a confused and unclear analysis of the texts (*plus their language is different, that they are incredibly friendly and insane ... involving some bites and crazyness of course*), failing to distinguish the claim from alternate or opposing claims. The essay presents ideas inconsistently in an attempt to support analysis (“*dog bites are not the only behavior issues that might present problems*” and *shows that 65% of us have at least one of those*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes [(*Text 4, lines from 9-17*), (*text*), (*ADD, text 2, 1st parag*), (*text 1*)]. The essay exhibits inconsistent organization of ideas and information, beginning with a question and a one-word claim, followed by a paragraph that lacks focus and contains loosely related ideas regarding the nature of dogs and ending with a confused concluding paragraph and final sentence (*Then, there are other example of ... businesses that allow pets in their offices!, such as Amazon*), failing to create a coherent essay. The essay lacks a formal style, using some language that is inappropriate or imprecise (*yet it is because they love us the way no human being can do, friendly and insane, aided kids*). The essay demonstrates a lack of control of conventions, exhibiting frequent errors [*love animal’s; specially pet’s; 17. plus; crazyness; instead, pet; dog have aided; dissabilites, offices!, such*] that make comprehension difficult.

I Don't agree with pets being allowed at the workplace because of the high genes and because they are different from human being and they have different needs and they communicate different than human and also if use start taking your pet to your job is going to be a complicated day because probobly don know if your boss likes pets and some people around you may be allergic to pets and pets like dogs they bark alot and they dont know where to go to use the bathroom and you are going to have to keep on watching them just in case something happens and you are going to be worky and stress the hole day and when you get home you are going to be tire and you are going to feel like doing no thing for the hole night and if you start taking your pet everyday to your workplace is going to be even worse than before because your going to be even more stress than you have ever been in your life.

Anchor Level 2–C

The essay introduces a claim (*I Dont agree with pets being alowed at the work place*). The essay demonstrates confused and unclear analysis of the texts (*your job is going to be a complicated day because probobly don know if your boss likes pets and you are going to have to keep on watching them just in case something happens and you are going to be worry and stress*), failing to distinguish the claim from alternate or opposing claims. The essay presents little or no evidence from the texts (*they have diffent needs and they comunicate different and some people around you may be allergic to pets and they dont know where to go to use the bathroom*). The essay does not make use of citations. The essay exhibits inconsistent organization of ideas and information with the entire essay written as a one-sentence paragraph. It starts with a claim, followed by some loosely connected bit of information about pets, with a conclusion consisting of personal commentary (*your going to be even more stress than you have ever been in your life*), failing to create a coherent essay. The essay lacks a formal style, using some language that is inappropriate or imprecise (*use for “you”, don for “don’t”, like dogs they bark alot, your for “you’re”*) and shifts from the first person to the second person point of view. The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*Dont, alowed, hight genes, diffent from human being, alot, to be worry and stress, hole day and if you ... your pet ... because your going*) that make comprehension difficult.

I agree as this is benefiting the animals, it helps them to be able to eat and with their different types of needs and more things, in the line 13 say "about 2,000 dogs accompany their owners to Amazon each day."

Anchor Level 1–A

The essay introduces a claim (*I agree as this is benefiting the animals*) but does not demonstrate analysis of the texts. The essay presents little evidence from the texts (*"about 2,000 dogs accompany their owners to Amazon each day"*) and demonstrates little use of citations (*in the line 13*) to avoid plagiarism when dealing with direct quotes and paraphrased material. The essay is minimal, making assessment of its coherence, organization, and style unreliable. The essay is minimal, making assessment of conventions unreliable.

Do Pets in the workplace Improve
Morale? the Human always have a pets
in the homes.

Anchor Level 1–B

The essay does not introduce a claim and does not demonstrate analysis of the texts. The essay presents no evidence from the texts and does not make use of citations. The essay is minimal, making assessment unreliable. The essay is minimal, making assessment of conventions unreliable.

Have you ever had a bad day and needed someone to comfort you? Many Americans turn to their pets for comfort. Pets are said to be a human's best friend. Therefore, research surrounding whether or not pets should be welcomed in the workplace has been conducted. Many people are desperate to bring their furry friends to work. They often feel guilty about leaving them at home during the work day. The research on this topic ~~is focused~~ focuses on whether or not pets are beneficial to the workplace, ~~and~~ to be brought to work. Pets should be allowed in the workplace because of their health benefits on owners, the ~~benefits~~ increased work of employees and the better work atmosphere they create.

Animals in a workplace have been linked to health benefits among employees. At Banfield Pet Hospital, 1,000 employees and 200 human resource workers were surveyed. The results showed that, "92 percent of management reported decreased worker stress levels." (Text 1, lines 26-27) Being surrounded by animals creates workers who are less stressed. Being less stressed ~~improves~~ positively impacts other areas of work like productivity which is extremely important to the success of the company. Another health benefit relates to ^{people's physical} ~~the stress~~ health. "Multiple studies have shown that simply petting cats or dogs can be extremely beneficial for our health; from lowering blood pressure to increasing bone density." (Text 3, lines 21-22).

High blood pressure is very dangerous to people's health and can lead to heart problems. Lowering blood pressure is beneficial to people's health so they can live a better life. ~~Lowering blood pressure is beneficial to people's health so they can live a better life.~~

~~On the other hand,~~ On the other hand, pets in the workplace could bring diseases like, " ~~Rabies, Ringworm,~~ Rabies, Ringworm, and parasitic infections like scabies" (Text 4, line 29). if they are not properly vetted. Before pets are brought into, owners should make sure that they are checked by a veterinarian and can't spread any diseases. This is an ~~easy~~ obstacle that can be easily overcome, so that pets can be welcomed into the workplace. They benefit workers emotional and physical health so it is extremely important that they can come to work.

Another benefit of having pets in the workplace is that they lead to better work including longer hours and increased productivity. workers who bring their pets to work are not, "scrambling through the end of the day to go home and let the dog out, they have the dog with them and can continue to work without rushing" (Text 3, lines 14-16). workers are willing to stay a little bit longer if their pet is with them.

They will do better work for a longer period of time.

This is extremely beneficial to the company. Workers also won't be worried about their pets at home so they can be more relaxed during the day. Pets in the workplace also increase productivity. Lisa Conklin of Replacements Dinnerware claims that, "having dogs

around leads to a more productive work environment"

(Text 3, line 44-45). ~~Being~~ Increased productivity ~~can~~

increases the success of the company. Therefore, ~~so~~ employers should let's pet in the workplace because their employees will be doing better and more work.

Animals in the workplace increase the hours an ~~employee~~ employee spends at work and increases their ~~productivity~~ ^{productivity} ~~productivity~~

Another benefit ~~can~~ includes better communication between workers. ~~Being~~ ~~near~~ ~~a~~ ~~dog~~ "Walking

or even being near a dog is an excellent ice breaker."

(Text 3, line 33). Workers who are unfamiliar with each other

now have a reason to go up and meet someone. This

can lead to a better working environment where people

are friendly with each other. This type of atmosphere,

"can lead to some inspiring brainstorm conversations

as well as an increase in comradere and trust among

workers" (Text 3, lines 37-38). Pets are the ~~only~~ catalyst to

new and better work relationships that lead to better

ideas for the company. Environments like this help

a company expand its ideas. Pets improve worker

relationships which benefit the atmosphere of the job

and the success of the company.

Overall, Pets should be allowed to come to work. They

have been proven to reduce stress and lower blood pressure.

They also have been linked to workers staying longer and

being more productive during the day. Lastly, pets improve

the communicatio between ~~person~~ people in the

work environment. Pets are a great addition to the

woneplace and should be considered by every company.

Bringing pets to work is a widely and a popular debate in society. A normal person who has a pet leaves their pet at home; that person will then begin to worry about their pet's well being. Therefore, pets should be allowed in the workplace. Pets should be allowed in workplaces because it increases human communication; ~~attract~~ attract millennials, and it is extremely beneficial for human health.

One reason why pets should be allowed in workplaces is because it increases human communication. ~~and it increases human communication~~ On a day to day basis, adults tend to not receive many greetings from other people and their efforts at work are low. However, "if you've ever walked your dog through a park or downtown area, there's a significant chance that you've received more waves, 'hellos', and acknowledgements than if you had been walking by yourself." (Text 3, lines 31-33). This shows that having a pet at work, will help increase human communication, thus, increasing productivity. Another reason why pets should be allowed at workplaces is because it attracts millennials. Today, people would chose a workplace that allws pets over any other jobs. ~~Jobs~~ Jobs with pets are "appealing to new applicants... and offers a way to draw in a larger talent pool" (Text 1, lines 30-32). This shows a way companies can attract people with talent and that can help improve the society. ~~Therefore~~ Therefore, pets should be allowed ~~in~~ in workplaces because it increases human communication and it attracts millennials.

A major reason why pets should be allowed in workplaces is because it is extremely beneficial to human health. Studies show that the average person stresses out because of work. However, "stress levels, being around animals has documented positive

effects... " (Text 1, lines 37-38). This shows the effect animals have on humans. Pets can be extremely helpful when relieving people from stress. Not only can pets relieve stress, but they can lower ~~the~~ ^{help} blood pressure, cholesterol, and the immune system." This shows and proves that the presence of pets at work ~~is~~ extremely beneficial to the health of a human. Therefore, pets should be allowed in workplaces because ~~it~~ they are extremely beneficial to a human's health.

Some people may say that pets shouldn't allowed at workplaces because they lower ~~human~~ productivity. However, they are wrong. Studies show that having a pet at work actually improves productivity. "Pets at the workplace make employees more creative, productive, and cordial to each ~~other~~ other..." (Text 2, lines 3-4). This proves the significance of having pets at workplaces because it helps employees focus on work, while not worrying about their pets.

In conclusion, the presence of a pet at work proves to be very beneficial to people. It helps people communicate because pets are an excellent "ice-breaker." Pets attract millennials to various workplaces. Pets serve as a stress reliever because people get very stressed at work and just seeing a ~~wagging~~ wagging tail can ~~it~~ make people happy. Finally, pets improve productivity, lower ^{the} stress levels allow people to work more efficiently. To sum it up, pets should be allowed in the workplace.

Animals should not be allowed in the workplace. Researcher has proven that pets reduce in workplace increase people ~~to~~ creativity, productivity, and sometime distraction. Who wants to be distracted while at work? Bringing the pets at work can be distracted as text 1, line 51-54 stated "While worker distraction ~~is~~ a concern of human resources pet friendly policy, the majority report that the benefits to moral and overall productivity of far outweigh time spent distracted by pets in the workplace" this interpret that the non-pet owner get interoppe by theses pets.

The pets are expensive.

Everybody should have pets because pets are fun to be with and play with. They can protect you too. It's also fun to get them when they are little and have them grow up with you. Many families already have pets but I think everybody should have one because it would give them a happier and safer life.

Life would be happier with a pet. My dog Sammy likes to play ball and swim with me and my friends. He does lots of silly things to make me laugh even when I'm in a bad mood. There's nothing better to make you smile than a dog's wagging tail or a cat purring.

Pets make life safer too. When my Sammy growls I know something's wrong and I have to be careful. Dogs can save people in trouble and help blind people cross the street. These are ways pets make our lives safer.

This is why everybody should have a pet. They make us happy and protect us.

As you walk into Build A Bear Workshop, bow-wow you hear a dog bark it's so cute you think and you see a happy employee brushing it's fur and customers painting it's nails. You see this and you think wow what a happy employee I wish I can be that way, but should you? Pets are fine and all, but are they really necessary in the workplace? The answer is yes, pets should be allowed in the work place because they help those with psychological disorders and have many benefits.

Although about 15% of Americans have pet allergies not all jobs require you to be in a confined space where your allergies can be affected. In fact having a dog or other pet can help with a ^{large} range of disabilities. Throughout the world animals are being used in therapy as "one of the leading treatments of PTSD" (14-22 text3). Many scientists have observed and assessed that "pets have a calming effect on our ~~our~~ bodies and minds, and how they help children with ADD focus better" (1-2 text2).

On that thought pets also lower the amount of stress and increase "the level of job satisfaction" when they are present ~~at~~ the workplace regardless if you are a pet owning employee or not (34-36 text1).

Practice Paper A – Score Level 5

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

Practice Paper B – Score Level 4

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

Practice Paper C – Score Level 2

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

Practice Paper D – Score Level 1

Holistically, this essay best fits the criteria for Level 1.

Practice Paper E – Score Level 3

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



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

Text Analysis: Exposition

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

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

In the text provided, the reader is introduced to Miss Brill, a woman who enjoys going to a park on Sundays to listen to a band play and to entertain herself by observing those around her. The author of the text expertly utilizes punctuation to illustrate the change in Miss Brill's perspective as she moves from viewing herself as an observer in the audience to an actress upon the stage of life. In particular, this is done through the use of exclamation points.

Miss Brill is initially depicted as an observer in the audience, first appreciative of the band and then critical of the people around her. The first thoughts we witness of Miss Brill's come in her reaction to the band playing. While she observes the band, she thinks, "Now there comes a little 'flutey' bit—very pretty!—a little chain of bright drops." The inclusion of the exclamation point emphasizes her appreciation of the band's music and the pleasure it brings to her at this moment in time. This changes, however, as her shift in focus moves from the band to the people around her. Her perspective of the experience begins to deteriorate. The next use of the exclamation point allows the reader to see Miss Brill's view of the day become more critical and agitated. Some justification is given for this change as she thinks of the Sunday before when she is forced to listen to the constant complaining of the woman next to her about the wearing of spectacles. "They'll always be sliding down my nose!" she says, which makes Miss Brill

want "to shake her." In this example, the exclamation point suggests a loudness or forcefulness of the woman's words that breaks the pleasurable way Miss Brill has been perceiving the day. This attitude remains as she continues to observe the rest of the people around her. "They were odd, silent, nearly all old, and from the way they stared they looked as though they'd just come from dark little rooms or even—even cupboards!"

Here the exclamation point further emphasizes Miss Brill's critical and negative attitude towards the people around her. A period would simply indicate that an observation has been made. The use of the exclamation point, however, suggests a strong emotion behind those words.

"Turn—turn—turn tiddle-um! tiddle-um! tiddle-um turn ta!" The exclamation points here suggest, perhaps, a loudness or "catchiness" that brings Miss Brill back to a pleasurable feeling. "Oh, how fascinating it was! How she enjoyed it! How she loved sitting here watching it all!" This positive perspective is further depicted as she looks around her and thinks, "It was like a play!" This time the author's use of the exclamation point helps the reader to see how amazed and thrilled Miss Brill is by this realization. Words like "How strange she'd never thought of it like that before!" and "No wonder!" being followed by the exclamation points stress the importance of this new perspective that life is like a

play and she "an actress." This final realization illustrates that she is no longer an observer in an audience, but she has now, to her amazement, become an actress on the stage of life. It is the author's use of exclamation points that helps the reader understand the changes that have brought her to this point.

Anchor Level 4–A

The response introduces a well-reasoned central idea and a writing strategy that clearly establish the criteria for analysis (*The author of the text expertly utilizes punctuation to illustrate the change in Miss Brill's perspective as she moves from viewing herself as an observer in the audience to an actress upon the stage of life. In particular, this is done through the use of exclamation points*). The response demonstrates a thoughtful analysis of the author's use of exclamation points to develop the central idea (*The next use of the exclamation point allows the reader to see Miss Brill's view of the day become more critical and agitated and This time the author's use of the exclamation point helps the reader to see how amazed and thrilled Miss Brill is by this realization*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*While she observes the band, she thinks, "Now there came a little 'flutey' bit—very pretty!—a little chain of bright drops" and This positive perspective is further depicted as she looks around her and thinks, "It was like a play!"*). The response exhibits logical organization of ideas and information to create a cohesive and coherent response, with an opening paragraph that introduces the central idea and writing strategy, followed by a second paragraph that focuses on the idea that *Miss Brill is initially depicted as an observer in the audience*, and a third paragraph that focuses on her final realization *that life is like a play and she "an actress"* and concludes with a reaffirmation of how the writing strategy supports the central idea. The response establishes and maintains a formal style, using precise language and sound structure (*A period would simply indicate that an observation has been made. The use of the exclamation point, however, suggests a strong emotion behind those words*). The essay demonstrates control of conventions with infrequent errors.

Characterization

Through the use of ~~the~~ the author expertly crafts the idea that life is like one big play, and everyone is merely acting out their own parts. Someone would have to notice if a "character" was missing or out of place. In the story, ~~the author goes on about all of the little details~~ the author goes on about all of the little details Miss Brill notices about those around her, and the other character's quirks or mannerisms or actions, all the while, creating this picture of a play-like town. ~~The author~~ The author paints a picture of Miss Brill to help the reader understand how life is like a play and like being in the audience. The author writes, "She had become really quite expert, she thought, at listening as though she didn't listen, at sitting in other people's lives for a minute while they talked round her" (line 14-15). By describing Miss Brill like this, the author is showing her as an audience member. The people around her are oblivious to her ears, just like actors on stage are normally oblivious to the audience members because they are so caught up in their performances. The author characterizes Miss Brill as a listener or watcher, simply taking in the things around her, trying to make sense of it all. Miss Brill is shown to be quiet and polite to those "performing" so as to not interrupt them, just like the audience in a play should be. The author continues this characterization of Miss Brill by ~~saying~~ stating, "'They'll always be sliding down my nose!' Miss Brill had wanted to shake her" (lines 22-23). The author is describing an incident that had occurred the Sunday before about a lady complaining to her husband about her need for glasses but her ultimate annoyance with them. Just like when watching a movie, Miss Brill had become annoyed with the lady's constant complaining and wanted to snap her back to reality. In the movies, when someone is doing something one perceives as ~~annoying~~ annoying, they want to shake the person to get them back to their senses. Once again, the author is characterizing Miss Brill as

While simultaneously watching of the audience.

an ordinary audience member, watching a play unfold before her, and having no choice but to watch. The play, or life, will go on the way it's supposed to, whether people try to interfere or just sit back and watch.

Miss Brill is later characterized as an actor in her own life. Each Sunday she is at the performance of the band, watching them, and unknowingly, is part of the performance herself. Someone would know if she was absent from her "role." While she had never thought about it this way, "it explained why she made such a point of starting from home at just the same time each week — so as not to be late for the performance" (line 46-50). Miss Brill was acting out her own part in the play of life by attending the little band concerts each week. To someone else, she was a character in the play and they were her audience. The author describes Miss Brill's habit of reading to an "invalid gentleman" in the garden (line 51). To the man, Miss Brill was an actress and he her audience. This description helps develop Miss Brill as an actress, acting out her role. It also emphasizes the central idea ~~about~~ of the passage. Through the author's use of characterization of Miss Brill, the reader can really understand that life is a play, and everyone is both an audience member and an actor.

Anchor Level 4–B

The response introduces a well-reasoned central idea (*Through the use of characterization, the author expertly crafts the idea that life is like one big play, and everyone is merely acting out their own parts*) and a writing strategy (*characterization*) that clearly establish the criteria for analysis. The response demonstrates a thoughtful analysis of the author’s use of characterization to develop the central idea (*By describing Miss Brill like this, the author is showing her as an audience member and This description helps develop Miss Brill as an actress, acting out her role*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*Each Sunday she is at the performance of the band, watching them, and unknowingly, is part of the performance herself and The author describes Miss Brill’s habit of reading to an “invalid gentleman” ... To the man Miss Brill was an actress, and he her audience*). The response exhibits logical organization of ideas and information to create a cohesive and coherent response, first introducing the writing strategy and central idea, followed by analysis and evidence of Miss Brill as an audience member and an actress, concluding with a summative statement that *Through the author’s use of characterization of Miss Brill, the reader can really understand that life is a play, and everyone is both an audience member and an actor*. The response establishes and maintains a formal style, using appropriate language and structure [(The author) *characterizes Miss Brill as a listener or watcher, simply taking in the things around her*]. The response demonstrates partial control of conventions with occasional errors (*character’s quirks, interrupt, occured, glasses but, someone ... they*) that do not hinder comprehension.

The central idea of this text is that when one goes out to do what may seem like a routine, one plays a role in society. It is like acting out a scene over and over again. The author proves this central idea through simile. A simile is when two things are being compared using "like" or "as". A simile is used when Miss Brill states that "It was like a play." (line 40). Miss Brill is realizing how most of the people were at the same place at the same time every Sunday. Every person was playing their part as if it was a play by never changing what they do each Sunday. This simile supports the central idea by comparing the towns people's routine to a play.

The central idea is also supported by the quote in line 56 - 57. Miss Brill ~~smoothed~~ "smoothed the newspaper as though it were the manuscript of her part". Here the author is using simile to compare Miss Brill reading the newspaper to her reading a script. This shows that Miss Brill ~~reads~~ reads the newspaper every Sunday almost as if she was performing the same play every Sunday. Simile supports the main idea of this passage by comparing people's actions to those of a play where people play roles to complete the play.

Anchor Level 3–A

The response introduces a clear central idea (*The central idea of this text is that when one goes out to do what may seem like a routine, one plays a role in society*) and a writing strategy (*The author proves this central idea through simile*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author’s use of similes to develop the central idea (*Every person was playing their part as if it was a play* and *This shows that Miss Brill reads the newspaper every Sunday almost as if she was performing the same play every Sunday*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis, using quotes from the text to identify and explain similes (“*It was like a play*” and “*smoothed the newspaper as though it were the manuscript of her part*”). The response exhibits acceptable organization of ideas and information to create a coherent response by establishing in the first paragraph the central idea and the author’s use of simile to develop the central idea (*This simile supports the central idea*), followed by a second paragraph explaining the use of another simile, and concluding with a summative sentence reiterating how the writing strategy develops the central idea (*Simile supports the main idea of this passage by comparing people’s actions to those of a play where people play roles to complete the play*). The response establishes and maintains a formal style, using appropriate language and structure (*Miss Brill is realizing how most of the people were at the same place at the same time every Sunday*). The response demonstrates control of conventions with infrequent errors [*play.*” (line 40). and *towns people’s*].

In the text provided the reader of the text ~~is~~ reads the story of a woman watching a band play. The woman name is Miss Brill and she always watches the band's play. Miss Brill also observes all the people around on the beach. She notices what ~~they~~ they all do. A central idea of the writing is that the people are not just ~~watching~~ watching a band play, but, are in a sort of play themselves. Miss Brill ~~realizes~~ realizes this and it's she who makes the point. Miss Brill realizes a lot of the same people are always there doing the same things. Almost as if they were acting. The ~~people~~ people at the ~~concert~~ concert are the actors of this play, their lives.

The author uses literary devices throughout the text to enforce the central idea. One device the author uses is metaphors. ~~The~~ The metaphors describe to the reader how Miss Brill and the others are actors of this "play". One example is how Miss Brill tells a man she reads the paper to she is an actress. She says she has been an actress for a very long time. ~~She~~ She ~~says~~ says everyone including herself have a part in the play. If she missed the play the others would notice. Miss

Brill says they are all on a stage is
to act the play out. All three metaphors contribute
to the central idea that Miss Brill says they
are all acting out one big play.

Anchor Level 3–B

The response introduces a clear central idea (*people are not just watching a band play but, are in a sort of play themselves*) and a writing strategy (*One device the author uses is metaphors*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author’s use of metaphors to develop the central idea (*The metaphors describe to the reader how Miss Brill and the others are actors of this “play”*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*Miss Brill tells a man she reads the paper to she is an actress and If she missed the play the others would notice*). The response exhibits acceptable organization of ideas and information to create a coherent response by first introducing and explaining the central idea, then identifying the writing strategy and presenting evidence and analysis that support the central idea, and concluding with a summative statement (*metaphors contribute to the central idea that ... they are all acting out one big play*). The response establishes and maintains a formal style, using appropriate language and structure (*Miss Brill realizes this and it’s she who makes the point*). The response demonstrates partial control of conventions with occasional errors (*a women, writting, samethings. Almost as if, everyone ... have*) that do not hinder comprehension.

In this text, the author shows us how people act. The author sets us in an outdoor "concert". She writes intricate details of what is there and what the main character is witnessing and thinking. She uses imagery to put the reader in the main character's body. People are no longer reading, but experiencing the text.

The author uses wonderfully constructed sentences like, "a little "flutey" bit – very pretty! – a chain of bright drops." (line 8) to describe the music, almost as if they are really hearing it. The author builds the whole scene, while looking through the eyes of the main character. In line 14 the author says "listening as though she didn't listen". This phrase might confuse people but what the author means is that the main character is listening and observing her surroundings. The main character is written to be seated next to a couple. The imagery helps the reader see "a fine old man in a velvet coat... and a big old woman, sitting upright". (lines 10-11). The reader ^{can} really picture these old people. The text is a good example of how imagery helps show how people act.

Anchor Level 3–C

The response introduces a central idea (*In this text, the author shows us how people act*) and a writing strategy (*She uses imagery to put the reader in the main characters body*). The response demonstrates a superficial analysis of the author’s use of imagery to develop the central idea (*the main character is listening and observing her surroundings and The reader can really picture these old people*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*wonderfully constructed sentences like, “a little “flutey” bit-very pretty!-a chain of bright drops” and The imagery helps the reader see “a fine old man in a velvet coat ... and a big old woman, sitting upright”*). The response exhibits acceptable organization of ideas and information to create a coherent response by stating the central idea in the first paragraph, then discussing the author’s use of imagery, followed by a summative sentence that reiterates the central idea (*The text is a good example of how imagery helps show how people act*). The response establishes and maintains a formal style, using appropriate language and structure (*She writes intricate details of what is there and what the main character is witnessing and The author builds the whole scene, while looking through the eyes of the main character*). The response demonstrates partial control of conventions with occasional errors (*“concert”., intricate, characters, people but, written*) that do not hinder comprehension.

This text is about a woman named Miss Brill, who goes to see a band and how the band makes her day. The tone of this text is a happy tone. Everyone who was listening was full of excitement and joy. This text shows how the tone of the story relates to everybody. Throughout this text, each and every person is happy. They all are happy about something.

People were having a good time every Sunday. A Band would play, people loved watching it. It was like a play and people went on stage. All the people were happy and having a bit of fun. People were smiling like never before. "She was sure it would be repeated. It was; she lifted her head and smiled" (lines 8, 9). Smiling is ~~very~~ contagious and throughout this text, almost everyone if not everyone was smiling at some point. The people found the play so exciting to watch and to get to be part of. Each and every person was happy, whether watching or being on stage. Young kids and old people were having a good time.

Anchor Level 2–A

The response introduces a clear central idea (*This text is about a woman named Miss Brill, who goes to see a band and how the band makes her day*) and a writing strategy (*The tone of this text is a happy tone*). The response demonstrates a superficial analysis of the author's use of tone to develop the central idea (*Throughout this text, each and every person is happy. They all are happy about something*). The response presents ideas inadequately in an attempt to support analysis, making use of one quote from the text ("*She was sure it would be repeated. It was; She lifted her head and smiled*") and repetitious references to happiness (*Each and every person was happy, whether watching or being on stage*). The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, with an opening paragraph that moves from introducing a central idea about *Miss Brill, who goes to see a band that makes her day*, to a second paragraph that describes people who are *smiling like never before and having a good time*. The response lacks a formal style, using language that is basic (*They all are happy about something and Young kids and old people were having a good time*). The response demonstrates partial control of conventions with occasional errors (*Brill, who; Sunday; Band; contagious; whether*) that do not hinder comprehension.

In the text the author uses setting to develop the central idea. Expect the unexpected. The author uses this central idea in a play.

The author using uses setting in the begin of the story when Miss Brill say "there ~~exist~~ were a number of people out this afternoon, far more than last Sunday, and band ~~played~~ sound louder and queer" (lines 1-2). The setting takes place on the street with music and lots of people. Miss Brill laughed out loud "She was on the stage" she ~~the~~ thought of the old invalid gentlemen to whom she read the newspaper four afternoons a week while he sits in a garden" (lines 50-52). Miss Brill got so use to the setting of the garden when she read the gentleman a newspaper she didn't realize she was on the stage. The author uses setting to develop the central idea of expect the unexpected cause you never know when somethings going to change.

Anchor Level 2–B

The response introduces a central idea (*expect then unexpected*) and a writing strategy (*In the text the author uses setting to develop the central idea*). The response demonstrates a superficial analysis of the author’s use of setting to develop the central idea (*The setting takes places on the street with music and lots of people, Miss. Brill laughed out loud She was on the stage*). The response presents ideas inadequately and inaccurately (*“there were a number of people out this afternoon, far more than last Sunday and Miss Brill got so use to the setting of the garden when she read the gentlemen a newspaper she didn’t relise she was on the stage*) in an attempt to support analysis. The response exhibits inconsistent organization of ideas and information by beginning with a two-sentence introduction of the central idea and writing strategy, followed by one paragraph of loosely related ideas and a final sentence that reflects the central idea (*The auther uses setting to develop the central idea of expect the unexpected cause you never know when somethings going to change*), failing to create a coherent response. The response lacks a formal style, using language that is basic and imprecise (*expect then unexpected, using uses, begin of, lots of people*) and inappropriate (*cause you*). The response demonstrates emerging control of conventions with some errors (*say; band sound; places; Miss. Brill; loud She; stage “She; relise; somethings*) that hinder comprehension.

a committee always sticks together and tries to help one another. The committee goes and listens to a band every Sunday to enjoy the music and pass time with one another. (She thought of the old invalid general man to whom she used to read news paper to four times a week while he slept in the garden.) Lines 50-53. This shows that she may not be able to help her committee in most ways she can help in others. (Even she had a part and came every Sunday no doubt would have noticed if she hadn't been there she was part of the performance after all.) Lines 44-45 this shows that even if you're not a really part of the show someone would notice that you're not there in a close knit community. She has characterization. being close to your committee, is good for you

*and others even if it is just
for support and conserts.*

Anchor Level 2–C

The response introduces a central idea (*a communitie always sticks to gether and trys to help one another*) and a writing strategy (*She has characterzation*). The response demonstrates a superficial analysis of the author’s use of characterization to develop the central idea (*this shows that she may not be able to help her communitie in most ways She can help in others*). The response presents ideas inconsistently and inadequately in an attempt to support analysis (*She thought of the old invalid gental man to wouhm she used to read news paper to and Even she had a part and came every sunday*). The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, with one paragraph of loosely related ideas, and ending with a short concluding paragraph that restates the central idea (*being close to your communitie is good for you and others even if it is just for support and conserts*). The response lacks a formal style, using language that is basic (*The communitie goes and listens to a band every sunday*). The response demonstrates a lack of control of conventions with frequent errors (*communitie; trys; gental man; wouhm; news paper; 50-53. this; ways She; sunday no doult; there She; your; afishaly; some one; closenit; characterzation; being; conserts*) that make comprehension difficult.

The central idea of the passage is loneliness, the author uses tone to describe the central idea ~~because he~~ ^{of loneliness} ~~is~~ ^{at the} beginning of the passage he describes the band playing gayer which is ~~is~~ without enthusiasm.

Anchor Level 1–A

The response introduces a central idea (*The central idea of the passage is loneliness*) and a writing strategy (*The author uses tone to describe the central idea of loneliness*). The response demonstrates minimal and incorrect analysis of the author’s use of tone to develop the central idea (*the band playing gayer which is without enthusiasm*). The response presents no evidence from the text. The response is minimal, making assessment unreliable. The response is minimal, making assessment of conventions unreliable.

THIS has to do with the teacher ~~is~~ doing
stuff to better the student's because
as much as she ~~enjoy~~ appeared
to be enjoying being their. She didn't,
"yes I have been a actress for a long
time" /p5 line 80

Anchor Level 1-B

The response introduces a confused and incomplete central idea (*This has to do with the teacher doing stuff to better the student's*) with no writing strategy. The response presents very little evidence from the text supplying only one quote (*"yes I have been a actress for a long time"*). The response is minimal, making assessment of organization, style, language, and conventions unreliable.

In life sometimes an ordinary experience can be quite enjoyable. The author uses characterization to show that a person (Miss Brill) can enjoy a regular thing that she does every week (go to the park).

It is shown in the way Miss Brill reacts to the band. She hears it every week but on this Sunday "she lifted her head and smiled." So hearing the band at the park is typical; yet Miss Brill especially enjoys it this time. More ~~characterization~~ characterization with Miss Brill is she feels like the park is in a play. "How she enjoyed it! How she ~~enjoyed~~ loved sitting here, watching it all! It was like a play." The two character ~~examples~~ examples shows Miss Brill enjoying the band and being excited by her entire surroundings and people of the park as if the whole thing is a performance. ^{therefore} The central idea is supported because those experiences are nothing new for Miss Brill.

~~examples~~
rization

Often the full experience of a moment doesn't seem real. This concept is explored through the eyes of a woman watching a band play. What she sees and hears from the performers and those around her feels and sounds like a scripted event with actors playing their respective roles. What the woman, Miss Brill, sees seems so perfected that she feels it must be rehearsed. Through the use of comparison the author conveys the central idea that life is often like a play, often appearing unreal to the observer.

The author introduces the concert to the readers as a popular event on a beautiful day. Miss Brill takes note of the people, actions, and sights around them. The lively, colorful day is so action-packed that she starts to view it as a pre-written show.

"How she loved sitting here, watching it all! It was exactly like a play." In a play everything is vividly timed and acted out. Miss Brill is excited by the constant actions and reactions taking place around her, whether it be the conductor flapping "his arms like a rooster about to crow" or "the couples and groups" who "paraded, stopped to talk, to greet, to buy a handful of flowers from the old beggar." The comparisons above show how Miss Brill begins to see her surroundings as part of a theatrical event with the various scenarios and roles of everyday life.

The author's use of comparisons further strengthens the central idea that life is often like a play when he describes the concept of a stage that everyone present in the scene is standing on. "They were all on the stage. They weren't only the audience, not only looking on; they were acting. Even she had a part and came every Sunday." The stage, with actors and a show being put on, is all part of

stage, with actors and a show being put on, is all part of a scripted show. Everyone and everything is a part of it, from the band members, to the sky in the background, to the people sitting down to watch. This comparison continues on as Miss Brill thinks of the old man she reads to in the afternoons as suddenly "having the paper read to him by an actress." These examples support the central idea of scripted moments by showing how everyone is an actor on a grand stage, whereas in reality they're all just people.

People only focus on what concerns themselves and don't worry about others. The woman was performing with the old man who she often ignored. ~~When~~ "If he'd been dead she mightn't have noticed for weeks," she wouldn't have minded (lines 53-54). This quote sounds how like some people in society the woman is very constricted. ~~She doesn't care~~ She may not have 'noticed' if he not died 'for weeks'. This proves that she doesn't regard others lives, ~~she only~~ ~~cares~~ she only cares about herself. She doesn't care enough about this man to even notice if he died. Not only would she notice but she wouldn't have minded. She is too focused on her own life to even care if somebody she frequently talked to died.

The characterization of Miss Brill conveys the central idea that people only on what concerns ~~themselves~~ themselves and don't worry about others. The two people who shared her seat didn't speak, which made Miss Brill upset. "Miss Brill ~~was~~ always looked forward to the conversation"

(lines 13). Although Miss Brill ~~is~~ may seem to appear as though she cares about the people that share her seat. However, this is not true, just based off the fact that she has a special seat shows how highly she thinks about herself. She doesn't truly care about these people, she just looked forward to the conversation. This is most likely so she can talk about herself and her own significance or success. This is suggested later in the text when she proves she shows no regard for people other than herself. This woman only cares about herself, nobody else.

It was like some one playing with only ~~the family~~ the family to listen; it didn't care how it played if there weren't any strangers present. Wasn't the conductor weaving a new coat, to? She was sure it was new. He scraped with his feet and flapped his arms like a rooster about to crow, and the bandsmen sitting in the green rotunda blew out their cheeks and glared at the music.

The main idea of this passage is how they talk about how the time changes and how the seasons change. In the text it says "The old people sat on the benches still as statues. Never mind, there was always the crowd watch to and fro. In front of the ~~stage~~ flower-bed and the band rotunda, the couples and groups paraded, stopped to talk, to greet, to buy a handful of flowers from the old beggar who had his tray fixed to the railings."

Practice Paper A – Score Level 3

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

Practice Paper B – Score Level 4

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

Practice Paper C – Score Level 2

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

Practice Paper D – Score Level 0

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

Practice Paper E – Score Level 1

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

**Map to the Learning Standards
 Regents Examination in English Language Arts
 June 2019**

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

The *Chart for Determining the Final Examination Score for the June 2019 Regents Examination in English Language Arts* will be posted on the Department's web site at <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for previous administrations of the Regents Examination in English Language Arts must NOT be used to determine students' final scores for this administration.

Online Submission of Teacher Evaluations of the Test to the Department

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

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

Regents Examination in English Language Arts – June 2019

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

(Use for the June 2019 examination only.)

Weighted Raw Score*	Scale Score	Performance Level	Weighted Raw Score*	Scale Score	Performance Level
56	100	5	27	55	2
55	99	5	26	52	1
54	99	5	25	50	1
53	99	5	24	47	1
52	98	5	23	45	1
51	97	5	22	42	1
50	96	5	21	40	1
49	95	5	20	37	1
48	93	5	19	34	1
47	92	5	18	31	1
46	90	5	17	28	1
45	89	5	16	25	1
44	88	5	15	22	1
43	86	5	14	19	1
42	85	5	13	16	1
41	84	4	12	13	1
40	82	4	11	10	1
39	80	4	10	9	1
38	79	4	9	8	1
37	77	3	8	6	1
36	75	3	7	5	1
35	72	3	6	4	1
34	70	3	5	3	1
33	68	3	4	3	1
32	66	3	3	2	1
31	65	3	2	1	1
30	61	2	1	1	1
29	59	2	0	0	1
28	57	2			

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

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

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

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

[High School General Information](http://www.p12.nysed.gov/assessment/hsgen/)

(<http://www.p12.nysed.gov/assessment/hsgen/>)