The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

# REGENTS EXAMINATION

## IN

# ENGLISH LANGUAGE ARTS

**Wednesday,** June 15, 2022 — 9:15 a.m. to 12:15 p.m., only

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

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

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

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

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

# Part 1

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

## Reading Comprehension Passage A

## The Count and the Wedding Guest

*Miss Maggie Conway and Mr. Andy Donovan are staying at the same boarding house in New York City.*

…Just coming out the door was Miss Conway. She wore a night-black dress of *crêpe de—crêpe de*—oh, this thin black goods.[1] Her hat was black, and from it drooped and fluttered an ebon veil, filmy as a spider's web. She stood on the top step and drew on black silk gloves. Not a speck of white or a spot of color about her dress anywhere. Her rich
5   golden hair was drawn, with scarcely a ripple, into a shining, smooth knot low on her neck. Her face was plain rather than pretty, but it was now illuminated and made almost beautiful by her large gray eyes that gazed above the houses across the street into the sky with an expression of the most appealing sadness and melancholy. …

"It's a fine, clear evening, Miss Conway," he [Andy Donovan] said; and if the Weather
10   Bureau could have heard the confident emphasis of his tones it would have hoisted the square white signal,[2] and nailed it to the mast.

"To them that has the heart to enjoy it, it is, Mr. Donovan," said Miss Conway, with a sigh. …

"I hope none of your relatives—I hope you haven't sustained a loss?" ventured
15   Mr. Donovan.

"Death has claimed," said Miss Conway, hesitating—"not a relative, but one who—but I will not intrude my grief upon you, Mr. Donovan."

"Intrude?" protested Mr. Donovan. "Why, say, Miss Conway, I'd be delighted, that is, I'd be sorry—I mean I'm sure nobody could sympathize with you truer than I would."
20   Miss Conway smiled a little smile. And oh, it was sadder than her expression in repose.[3] …

"It's tough to be alone in New York—that's a cinch," said Mr. Donovan. "But, say—whenever this little old town does loosen up and get friendly it goes the limit. Say you took a little stroll in the park, Miss Conway—don't you think it might chase away some of your mullygrubs? And if you'd allow me—"
25   "Thanks, Mr. Donovan. I'd be pleased to accept of your escort if you think the company of one whose heart is filled with gloom could be anyways agreeable to you."

Through the open gates of the iron-railed, old, downtown park, where the elect once took the air, they strolled, and found a quiet bench. …

"He was my fiancé," confided Miss Conway, at the end of an hour. "We were going to
30   be married next spring. I don't want you to think that I am stringing you, Mr. Donovan, but he was a real Count. He had an estate and a castle in Italy. Count Fernando Mazzini was

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[1]goods — fabric

[2]square white signal — a sign of good weather

[3]repose — at rest

his name. I never saw the beat of him for elegance. Papa objected, of course, and once we eloped, but papa overtook us, and took us back. I thought sure papa and Fernando would fight a duel. Papa has a livery business—in P'kipsee [Poughkeepsie], you know." …

35    "Three days ago I got a letter from Italy, forwarded from P'kipsee, saying that Fernando had been killed in a gondola accident." …

"I've got his picture here in my locket," said Miss Conway, after wiping her eyes with her handkerchief. "I never showed it to anybody; but I will to you, Mr. Donovan, because I believe you to be a true friend."

40    Mr. Donovan gazed long and with much interest at the photograph in the locket that Miss Conway opened for him. The face of Count Mazzini was one to command interest. It was a smooth, intelligent, bright, almost a handsome face—the face of a strong, cheerful man who might well be a leader among his fellows.

"I have a larger one, framed, in my room," said Miss Conway. "When we return I will
45    show you that. They are all I have to remind me of Fernando. But he ever will be present in my heart, that's a sure thing."

A subtle task confronted Mr. Donovan,—that of supplanting[4] the unfortunate Count in the heart of Miss Conway. This his admiration for her determined him to do. But the magnitude of the undertaking did not seem to weigh upon his spirits. The sympathetic but
50    cheerful friend was the role he essayed;[5] and he played it so successfully that the next half-hour found them conversing pensively across two plates of ice-cream, though yet there was no diminution of the sadness in Miss Conway's large gray eyes.

Before they parted in the hall that evening she ran upstairs and brought down the framed photograph wrapped lovingly in a white silk scarf. Mr. Donovan surveyed it with
55    inscrutable[6] eyes. …

"A fine-looking man," said Mr. Donovan, heartily. "How would it suit you, Miss Conway, to give me the pleasure of your company to Coney [Island] next Sunday afternoon?"

A month later they announced their engagement to Mrs. Scott and the other boarders. Miss Conway continued to wear black.

60    A week after the announcement the two sat on the same bench in the downtown park, while the fluttering leaves of the trees made a dim kinetoscopic[7] picture of them in the moonlight. But Donovan had worn a look of abstracted gloom all day. He was so silent to-night that love's lips could not keep back any longer the questions that love's heart propounded.[8]

65    "What's the matter, Andy, you are so solemn and grouchy to-night?"

"Nothing, Maggie."

"I know better. Can't I tell? You never acted this way before. What is it?" …

"I'll tell you then," said Andy, wisely, "but I guess you won't understand it exactly. You've heard of Mike Sullivan, haven't you? 'Big Mike' Sullivan, everybody calls him."

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[4]supplanting — replacing

[5]essayed — attempted

[6]inscrutable — unreadable

[7]kinetoscopic — flickering

[8]propounded — put forward

70    "No, I haven't," said Maggie. "And I don't want to, if he makes you act like this. Who is he?" …

"Well, Big Mike's a friend of mine. I ain't more than deuce-high in the district as far as influence goes, but Mike's as good a friend to a little man, or a poor man as he is to a big one. I met him to-day on the Bowery [Street], and what do you think he does? Comes up
75    and shakes hands. 'Andy,' says he, 'I've been keeping cases on you. You've been putting in some good licks over on your side of the street, and I'm proud of you. What'll you take to drink?' He takes a cigar, and I take a highball. I told him I was going to get married in two weeks. 'Andy,' says he, 'send me an invitation, so I'll keep in mind of it, and I'll come to the wedding.' That's what Big Mike says to me; and he always does what he says.

80    "You don't understand it, Maggie, but I'd have one of my hands cut off to have Big Mike Sullivan at our wedding. It would be the proudest day of my life. When he goes to a man's wedding, there's a guy being married that's made for life. Now, that's why I'm maybe looking sore to-night."

"Why don't you invite him, then, if he's so much to the mustard?"[9] said Maggie, lightly. …
85    "Maggie," said Andy, presently, "do you think as much of me as you did of your—as you did of the Count Mazzini?"

He waited a long time, but Maggie did not reply. And then, suddenly she leaned against his shoulder and began to cry—to cry and shake with sobs, holding his arm tightly, and wetting the *crêpe de Chine* with tears. …

90    But instead of being pushed away, she found Andy's arm folding her closer. She looked up and saw his face cleared and smiling. …

"Andy," said Maggie, with a somewhat shy smile, after she had been thoroughly assured of forgiveness, "did you believe all that story about the Count?"

"Well, not to any large extent," said Andy, reaching for his cigar case, "because it's
95    Big Mike Sullivan's picture you've got in that locket of yours."

—O. Henry
excerpted and adapted from "The Count and the Wedding Guest"
*The Selected Stories of O. Henry*, 2017
Digireads.com Publishing

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[9]to the mustard — successful

1  In the first paragraph, Miss Conway's choice of clothing is intended to convey her

   (1) glamour          (3) modesty
   (2) sorrow           (4) aloofness


2  In lines 18 and 19, Mr. Donovan presents himself as

   (1) concerned for Miss Conway
   (2) insincere in his intention
   (3) overwhelmed by the Count's death
   (4) apologetic about his behavior


3  Miss Conway most likely relates the anecdote about Count Fernando Mazzini (lines 29 through 36) in order to

   (1) seek compassion from Mr. Donovan
   (2) contradict boarding house rumors
   (3) flaunt her recent inheritance
   (4) obtain advice from Mr. Donovan


4  The quote "The sympathetic but cheerful friend was the role he essayed" (lines 49 and 50) suggests that Mr. Donovan

   (1) was not interested in romance
   (2) was once a professional actor
   (3) had no need to hide his feelings
   (4) had a motive for kind behavior


5  As used in line 52, the word "diminution" most nearly means

   (1) acceptance         (3) reduction
   (2) appearance         (4) explanation


6  Miss Conway's response to Mr. Donovan's "look of abstracted gloom" (line 62) is one of

   (1) tender persistence
   (2) impatient disapproval
   (3) controlled hostility
   (4) superficial interest


7  The hyperbole in lines 80 and 81 highlights Mr. Donovan's

   (1) selfless intention
   (2) distrust of Big Mike
   (3) violent nature
   (4) respect for Big Mike


8  Which statement foreshadows a revelation at the end of the text?

   (1) "I hope you haven't sustained a loss?" (line 14)
   (2) "We were going to be married next spring" (lines 29 and 30)
   (3) "Mr. Donovan gazed long and with much interest at the photograph in the locket that Miss Conway opened for him" (lines 40 and 41)
   (4) "A subtle task confronted Mr. Donovan,— that of supplanting the unfortunate Count in the heart of Miss Conway" (lines 47 and 48)


9  The text is developed primarily through the use of

   (1) symbolism          (3) action
   (2) repetition         (4) dialogue


10  A central idea of the text is that

   (1) people can benefit from the misfortune of others
   (2) people can find happiness by admitting the truth
   (3) friends can encourage each other's success
   (4) strangers can complicate people's lives

# Reading Comprehension Passage B

# A Dream of Mountaineering

*The following poem was written by a revered 8th century Chinese poet (701–762 AD).*

At night, in my dream, I stoutly climbed a mountain,
Going out alone with my staff of holly-wood.[1]
A thousand crags, a hundred hundred valleys—
In my dream-journey none were unexplored
5    And all the while my feet never grew tired
And my step was as strong as in my young days.
Can it be that when the mind travels backward
The body also returns to its old state?
And can it be, as between body and soul,
10   That the body may languish, while the soul is still strong?
Soul and body—both are vanities:[2]
Dreaming and waking—both alike unreal.
In the day my feet are palsied[3] and tottering;
In the night my steps go striding over the hills.
15   As day and night are divided in equal parts—
Between the two, I *get* as much as I *lose*.

—Po Chü–I
"A Dream of Mountaineering"
from *A Hundred and Seventy Chinese Poems*, 1918
translated by Arthur Waley
Constable and Company Ltd.

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[1]staff of holly-wood — a walking stick

[2]vanities — superficial things

[3]palsied — shaking

11 Lines 5 and 13 serve to emphasize a contrast between

(1) illusion and reality
(2) calm and stress
(3) instinct and reason
(4) belief and doubt

12 As used in line 10, "languish" most nearly means

(1) communicate          (3) survive
(2) deteriorate           (4) forget

13 Lines 15 and 16 suggest that "day and night"

(1) reflect failure        (3) cause conflict
(2) nourish creativity     (4) ensure balance

14 The tone of the poem can best be described as

(1) desperate             (3) reflective
(2) forgiving             (4) insensitive

# Reading Comprehension Passage C

## A Crack in the World

Marie Tharp spent the fall of 1952 hunched over a drafting table, surrounded by charts, graphs, and jars of India ink. Nearby, spread across several additional tables, lay her project—the largest and most detailed map ever produced of a part of the world no one had ever seen.
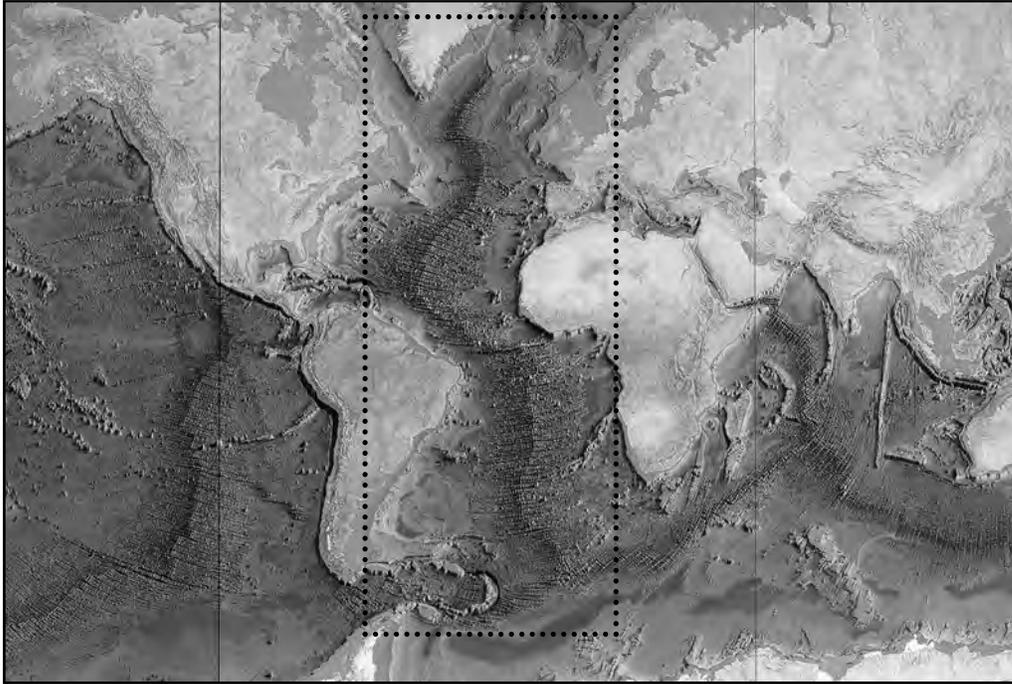


Source: Heinrich C. Berann, Bruce C. Heezen, and Marie Tharp, *Manuscript Painting of Heezen-Tharp "World ocean floor" map*, Library of Congress, 1977

5   For centuries, scientists had believed that the ocean floor was basically flat and featureless—it was too far beyond reach to know otherwise. But the advent of sonar had changed everything. For the first time, ships could "sound out" the precise depths of the ocean below them. For five years, Tharp's colleagues at Columbia University had been crisscrossing the Atlantic, recording its depths. Women weren't allowed on these research
10   trips—the lab director considered them bad luck at sea—so Tharp wasn't on board. Instead, she stayed in the lab, meticulously checking and plotting the ships' raw findings, a mass of data so large it was printed on a 5,000-foot scroll. As she charted the measurements by hand on sheets of white linen, the floor of the ocean slowly took shape before her.

Tharp spent weeks creating a series of six parallel profiles of the Atlantic floor stretching
15   from east to west. Her drawings showed—for the first time—exactly where the continental shelf began to rise out of the abyssal plain[1] and where a large mountain range jutted from the ocean floor. That range had been a shock when it was discovered in the 1870s by an expedition testing routes for transatlantic telegraph cables, and it had remained the subject of speculation since; Tharp's charting revealed its length and detail.

20   Her maps also showed something else—something no one expected. Repeating in each was "a deep notch near the crest of the ridge," a V-shaped gap that seemed to run the entire

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[1]abyssal plain — the flat sea floor at a depth of 10,000 to 20,000 feet, generally adjacent to a continent

length of the mountain range. Tharp stared at it. It had to be a mistake.

She crunched and re-crunched the numbers for weeks on end, double- and triple-checking her data. As she did, she became more convinced that the impossible was true:
25  She was looking at evidence of a rift valley, a place where magma emerged from inside the earth, forming new crust and thrusting the land apart. If her calculations were right, the geosciences would never be the same.

A few decades before, a German geologist named Alfred Wegener had put forward the radical theory that the continents of the earth had once been connected and had drifted
30  apart. In 1926, at a gathering of the American Association of Petroleum Geologists, the scientists in attendance rejected Wegener's theory and mocked its maker. No force on Earth was thought powerful enough to move continents. "The dream of a great poet," opined[2] the director of the Geological Survey of France: "One tries to embrace it, and finds that he has in his arms a little vapor or smoke." Later, the president of the American
35  Philosophical Society deemed it "utter, damned rot!"

In the 1950s, as Tharp looked down at that tell-tale valley, Wegener's theory was still considered verboten[3] in the scientific community—even discussing it was tantamount to heresy.[4] Almost all of Tharp's colleagues, and practically every other scientist in the country, dismissed it; you could get fired for believing in it, she later recalled.
40  But Tharp trusted what she'd seen. Though her job at Columbia was simply to plot and chart measurements, she had more training in geology than most plotters—more, in fact, than some of the men she reported to. Tharp had grown up among rocks. Her father worked for the Bureau of Chemistry and Soils, and as a child, she would accompany him as he collected samples. But she never expected to be a mapmaker or even a scientist. At the
45  time, the fields didn't welcome women, so her first majors were music and English. After Pearl Harbor, however, universities opened up their departments. At the University of Ohio, she discovered geology and found a mentor who encouraged her to take drafting. Because Tharp was a woman, he told her, fieldwork was out of the question, but drafting experience could help her get a job in an office like the one at Columbia. After graduating
50  from Ohio, she enrolled in a program at the University of Michigan, where, with men off fighting in the war, accelerated geology degrees were offered to women. There, Tharp became particularly fascinated with geomorphology,[5] devouring textbooks on how landscapes form. A rock formation's structure, composition, and location could tell you all sorts of things if you knew how to look at it.
55  Studying the crack in the ocean floor, Tharp could see it was too large, too contiguous,[6] to be anything but a rift valley, a place where two masses of land had separated. When she compared it to a rift valley in Africa, she grew more certain. But when she showed Bruce Heezen, her research supervisor (four years her junior), "he groaned and said, 'It cannot be. It looks too much like continental drift,' " Tharp wrote later. "Bruce initially dismissed my
60  interpretation of the profiles as 'girl talk.' " With the lab's reputation on the line, Heezen ordered her to redo the map. Tharp went back to the data and started plotting again from scratch. …

In late 1952, as Tharp was replotting the ocean floor, Heezen took on another deep-sea project searching for safe places to plant transatlantic cables. He was creating his own map,

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[2]opined — declared

[3]verboten — forbidden

[4]tantamount to heresy — unacceptable

[5]geomorphology — the study of the physical features of the surfaces of the earth

[6]contiguous — near

65     which plotted earthquake epicenters in the ocean floor. As his calculations accumulated, he noticed something strange: Most quakes occurred in a nearly continuous line that sliced down the center of the Atlantic. Meanwhile, Tharp had finished her second map— a physiographic diagram giving the ocean floor a 3-D appearance—and sure enough, it showed the rift again. When Heezen and Tharp laid their two maps on top of each other
70     on a light table, both were stunned by how neatly the maps fit. The earthquake line threaded right through Tharp's valley.

    They moved on from the Atlantic and began analyzing data from other oceans and other expeditions, but the pattern kept repeating. They found additional mountain ranges, all seemingly connected and all split by rift valleys; within all of them, they found patterns
75     of earthquakes. "There was but one conclusion," Tharp wrote. "The mountain range with its central valley was more or less a continuous feature across the face of the earth." The matter of whether their findings offered evidence of continental drift kept the pair sparring, but there was no denying they had made a monumental discovery: the mid-ocean ridge, a 40,000-mile underwater mountain range that wraps around the globe like the seams
80     on a baseball. It's the largest single geographical feature on the planet. …

    By 1961, the idea that she'd put forward nearly a decade before—that the rift in the Mid-Atlantic Ridge had been caused by land masses pulling apart—had finally reached widespread acceptance. The National Geographic Society commissioned Tharp and Heezen to make maps of the ocean floor and its features, helping laypeople[7] visualize the
85     vast plates that allowed the earth's crust to move. Throughout the 1960s, a slew of discoveries helped ideas such as seafloor spreading and plate tectonics gain acceptance, bringing with them a cascade of new theories about the way the planet and life on it had evolved. Tharp compared the collective eye-opening to the Copernican revolution. "Scientists and the general public," she wrote, "got their first relatively realistic image of a
90     vast part of the planet that they could never see." …

—Brooke Jarvis
excerpted from "A Crack in the World"
*Mental Floss*, December 2014

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[7]laypeople — non-scientists

15 The opening paragraph serves to
   (1) reveal Tharp's vivid imagination
   (2) explain the nature of Tharp's work
   (3) establish Tharp's controversial views
   (4) illustrate a flaw in Tharp's methodology

16 Tharp's initial reaction to her maps (lines 20 through 22) is one of
   (1) relief          (3) amazement
   (2) helplessness    (4) fear

17 The figurative language used in lines 33 and 34 suggests Wegener's theory was
   (1) absurd          (3) untested
   (2) valued          (4) intriguing

18 Lines 36 through 42 reveal Tharp's
   (1) reluctance to share her observations
   (2) determination to validate her conclusion
   (3) reputation for supporting her colleagues
   (4) insecurity about risking her career

19 Lines 49 through 51 reveal that Tharp's opportunity for additional education was influenced by the
   (1) increased availability of technical equipment
   (2) expanding popularity of drafting courses
   (3) increased demand for military service
   (4) developing concern about environmental change

20 The word "sparring" (line 78) suggests a
   (1) disagreement about the implications of their maps
   (2) rejection of the criticism of their work
   (3) refusal of Tharp to accept Heezen's authority
   (4) competition between Heezen and Tharp

21 The reference to "seams on a baseball" (lines 79 and 80) serves to help readers imagine the
   (1) speed of the continental drift
   (2) purpose of the mid-ocean ridge
   (3) importance of the continental drift
   (4) extent of the mid-ocean ridge

22 Which quotation reflects a central idea of the text?
   (1) "That range had been a shock when it was discovered in the 1870s" (lines 17 and 18)
   (2) "If her calculations were right, the geosciences would never be the same" (lines 26 and 27)
   (3) "A rock formation's structure, composition, and location could tell you all sorts of things" (lines 53 and 54)
   (4) "In late 1952, as Tharp was replotting the ocean floor, Heezen took on another deep-sea project" (lines 63 and 64)

23 Which statement reflects an irony in the text?
   (1) Tharp's career was advanced by the gender bias of her time.
   (2) Tharp's superstitions led her to ground-breaking interpretations.
   (3) Tharp's navigational experience distorted her graphing accuracy.
   (4) Tharp's collaboration with other scientists limited her originality.

24 With which statement would the author most likely agree?
   (1) Intellectual conflict is often avoidable.
   (2) People are discouraged by criticism.
   (3) It is difficult to change long held beliefs.
   (4) Scientific insight is usually rooted in tradition.

# 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:** Are AI [Artificial Intelligence] devices beneficial to children?

**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 AI [Artificial Intelligence] devices are beneficial to children. 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 AI [Artificial Intelligence] devices are beneficial to children
- Distinguish your claim from alternate or opposing claims
- Use specific, relevant, and sufficient evidence from at least ***three*** of the texts to develop your argument
- Identify each source that you reference by text number and line number(s) or graphic (for example: Text 1, line 4 or Text 2, graphic)
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

**Texts:**

Text 1 – How Will AI Technologies Affect Child Development?
Text 2 – 4 Ways 'Internet of Things' Toys Endanger Children
Text 3 – Let Robots Teach Our Kids? Here's Why That Isn't Such a Bad Idea
Text 4 – Why These Friendly Robots Can't Be Good Friends to Our Kids

# Text 1

## How Will AI Technologies Affect Child Development?

Whenever Amy Blake's four-year-old son Oliver wants to listen to songs from his Spotify playlist, he simply says aloud, "Hey Google, play Oliver's jams" and one of the family's two Google Home Mini smart speaker devices automatically plays them for him.

At night, her two-year-old daughter Isabel calls out, "Good night, Google!" and the devices
5   communicate with the lights in her room to turn them on in her favourite pink hue. …

In a family of early adopters, Blake's children are among the first generation to grow up surrounded by artificially intelligent technologies. The advantages are plenty, Blake says; she and her family find the devices fun and entertaining, and they make life more convenient. But with the introduction of intelligent virtual assistants and AI-powered toys also comes
10  questions about how these technologies will shape this new generation. …

Researchers are only beginning to learn how children think about and interact with smart technologies, never mind how these technologies influence developing minds. But as AI toys and devices become rapidly more sophisticated and widely used (the global market for virtual assistants is expected to grow to 1.8 billion users by 2021, according to a report
15  from the market-research store Research and Markets), some parents and experts argue now is the time to consider their role in children's future.

Sandra Chang-Kredl, associate professor of the department of education at Concordia University, says she has reservations about the creation of smart technologies that are meant to mimic or even eventually replace human interaction.

20  "Do we want children to think that toys or objects are just as good as actual pets or actual friends or actual humans? That concerns me," she says. In the future, she adds, "how is it going to be when children are purposely encouraged to confuse what's an object and what's a living thing?" …

Generally, when children form emotional attachments with their stuffed animals and
25  teddy bears, "what's important, from a psychoanalytic or psychological perspective, is that they imagine that their toys are alive," she explains.

She notes that when children come up with their toys' responses on their own, they learn symbolic play, or the ability to use objects to represent other objects, and they develop empathy[1] by imagining how their toy feels. But when an AI toy is already
30  programmed with its own personality and voice, "there's less room for the child to make it up themselves," she says.

Chang-Kredl also wonders whether the ubiquity[2] of virtual helpers, such as Siri or Google Assistant, will affect young people's ability to simply sit alone with their feelings, since, at any time, these technologies may allow them to avoid difficult feelings by
35  connecting with someone or something.

Moveover, she points out, it's much easier for people to say hateful things online than in person since they don't see the recipients' facial expressions. Likewise, with AI toys and devices, she says, "you can be really mean to these toys and you're not going to hurt it. So, well, what do you learn?" …

40  Blake says in her home there may be some drawbacks to using smart technologies, but

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[1]empathy — understanding of others

[2]ubiquity — constant presence

the advantages seem to outweigh the negatives. Having the Google Home Minis has meant her children spend less time in front of digital screens. Instead, they're often using the devices to listen to music or stories.

45     While her children are still too young to have homework, Blake isn't worried about them one day relying on virtual assistants to do their school work for them. On the contrary, she says it will be good for the children to be able to ask them for help when they're stuck.

    Similarly, she sees chatbots,[3] such as AI-powered therapists, as good resources for young people who don't have anyone else with whom they can talk. "Kids don't always feel comfortable talking to their parents," she says.

50     For her, smart technologies such as her Google Home Minis are not a threat to real life interactions and relationships.

    "It's an interesting tool," she says – and one that's about to become more commonplace.

—Wency Leung
excerpted from "How Will AI Technologies Affect Child Development?"
www.theglobeandmail.com, July 23, 2018

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[3]chatbots — an artificial intelligence or computer program that simulates human conversation through auditory or textual methods

## 4 Ways 'Internet of Things'[1] Toys Endanger Children

…Online devices raise privacy concerns for all their users, but children are particularly vulnerable and have special legal protections. Consumer advocates have raised alarms about the toys' insecure wireless internet connections – either directly over Wi-Fi or via Bluetooth to a smartphone or tablet with internet access. …

### 1. Unsecured wireless connections

5      Some "internet of things" [IoT] toys can connect to smartphone apps without any form of authentication. So a user can download a free app, find an associated toy nearby, and then communicate directly with the child playing with that toy. In 2015, security researchers discovered that Hello Barbie, an internet-enabled Barbie doll, automatically connected to unsecured Wi-Fi networks that broadcast the network name "Barbie." It would be very
10   simple for an attacker to set up a Wi-Fi network with that name and communicate directly with an unsuspecting child. …

Unsecured devices allow attackers to do more than just talk to children: A toy can talk to another internet-connected device, too. In 2017, security researchers hijacked a CloudPets connected stuffed animal and used it to place an order through an Amazon
15   Echo[2] in the same room.

### 2. Tracking kids' movements

Some internet-connected toys have GPS [Global Positioning System] like those in fitness trackers and smartphones, which can also reveal users' locations, even if those users are children. In addition, the Bluetooth communications some toys use can be detected as far away as 30 feet. If someone within that range looks for a Bluetooth device – even if
20   they're only seeking to pair their own headphones with a smartphone – they'll see the toy's name, and know a child is nearby. …

### 3. Poor data protections

Internet-connected toys have cameras that watch kids and microphones that listen to them, recording what they see and hear. Sometimes they send that information to company servers that analyze the inputs and send back directions on how the toy should respond. But
25   those functions can also be hijacked to listen in on family conversations or take photographs or video of children without the kids or parents ever noticing.

Toy manufacturers don't always ensure the data is stored and transmitted securely, even when laws require it: In 2018, toymaker VTech was fined US $650,000 for failing to fulfill its promise to encrypt private data and for violating U.S. laws protecting children's privacy.

### 4. Working with third parties

30   Toy companies have also shared the information they collect about kids with other companies – much as Facebook shared its users' data with Cambridge Analytica and other firms.

_____

[1]Internet of Things — the interconnection of everyday objects through the internet

[2]Amazon Echo — a brand of voice-controlled smart speaker that connects to other AI-powered devices and functions as a virtual assistant

And they can also surreptitiously[3] share information from third parties with kids. One toy company came under fire, for example, in both Norway and the U.S. for a business relationship with Disney in which the My Friend Cayla doll was programmed to discuss what were described as the doll's favorite Disney movies with kids. Parents weren't told about this arrangement, which critics said amounted to "product placement"[4]-style advertising in a toy.

**What can parents do?**

In my view, and according to consumer advice from the FBI, parents should carefully research internet-connected toys before buying them, and evaluate their capabilities, functioning, and security and privacy settings before bringing these devices into their homes. Without proper safeguards – by parents, if not toy companies – children are at risk, both individually and through collection of aggregate[5] data about kids' activities.

—Marie-Helen Maras
excerpted and adapted from "4 Ways 'Internet of Things' Toys Endanger Children"
http://theconversation.com, May 10, 2018

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[3]surreptitiously — secretively

[4]product placement — a subtle advertising technique of promoting brand name products (such as cereal boxes or logos on clothing, etc.) within the context of a show or movie

[5]aggregate — accumulated

## Text 3

## Let Robots Teach Our Kids?
## Here's Why That Isn't Such a Bad Idea

…With recent advances in programming algorithms and artificial intelligence, the possibility of robots moving from the factory floor into our homes—and even looking after our children—is a fast-approaching reality. Think Rosie, the space-age robot maid and nanny to "The Jetsons."[1] …

5     Overall, research shows that children can benefit from interacting with robots, but it's important to recognize that these benefits are less pronounced than those a child would get from interacting with a person, says Solace Shen, a Cornell University psychologist who studies robot-human interactions, particularly in the development of children. "The goal is not to have the robot replace interactions with humans," she says. "But more to supplement

10   them." …

    Placed in preschool classes, social robots like Pepper[2] could use their powerful emotion-recognition engines to spot minor squabbles, which would allow teachers to focus on the larger meltdowns that occur. The robots may also be programmed with established negotiation strategies to better resolve conflicts and further reinforce skills children are

15   developing.

    Robots can also help improve the emotional and social development of children with special needs, such as those with autism or Down syndrome because these machines have several characteristics that make them attractive to these children. …

    For one thing, a vast body of research shows some kids with autism respond well to

20   technology in general, including computers, phones, tablets, and robotic toys. Studies also suggest robots are appealing to special needs children because they're less complex and more predictable than people, less intimidating, perpetually patient and consistent in the tone of voice and mood, and highly customizable and adaptable to children's specific needs. …

    For these reasons, researchers have used robots to engage with special needs children

25   and elicit[3] numerous behaviors, including initiating interactions, imitating behaviors, learning to take turns, recognizing emotions, and focusing their attention.

    One oft[en]-used robot in this research is Kaspar, a child-sized droid that's comfortable for autistic children to interact with because of its simplified speech, gestures, and facial and body expressions. In some studies, researchers allowed isolated autistic children—

30   those who don't respond to or interact well with humans—to play with Kaspar while a teacher or experimenter was nearby. In one case, a child touched his teacher's face and eyes after excitedly exploring Kaspar's face and later invited the teacher to join in a game with Kaspar. …

    Aside from engaging with children on the social and emotional level, these robots will

35   soon enrich children's cognitive skills, particularly at home. "Robots will potentially help children with things like math problems and learning to read," [bioethicist, Jason] Borenstein says.

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[1]The Jetsons — a 1960s animated TV show set in the distant future

[2]Pepper — a 4-foot tall interactive robot able to recognize human emotional states by analyzing tone of voice, facial expressions, and other non-verbal cues

[3]elicit — draw out

Robots will also be helpful in children learning languages because they will allow a degree of language immersion at home that children don't normally receive in the classroom, [roboticist, Henny] Admoni says. What's more, research shows robots, such as the furry, literacy-minded Tega, can help preschool age children improve primary language skills and build greater vocabularies through storytelling activities. …

Somewhat paradoxical,[4] robots are sometimes more effective tutors when they're playing dumb. Scientists in Japan found that children learned English vocabulary words better when robots made mistakes and the children had to correct their mechanized study partners, likely because doing so boosts self-confidence and reinforces existing knowledge.

Robots can potentially take their tutoring lessons to places human teachers may not be able to, such as isolation units in hospitals. In these cases, Shen says, robots can help ill children keep up with their studies, and provide emotional and social support when parents aren't able to be there.

Despite the wealth of potential benefits robot tutors present, there's much to consider. …

Though there's little evidence that interactions with robots will stunt children's emotional and social growth, some experts are concerned that children may develop a kind of master-servant relationship with robots that then translates into their interactions with people. That is, if robots are programmed to follow orders and are unable to experience pain and explain that feeling to children [who] may bully them, will this affect what children believe to be socially acceptable behaviors? …

With robo-tutors likely hitting the market within the next several years, these concerns won't be put to rest before the robots are in children's hands. Yet, while these issues are important to consider, various social and communicative technologies—including robots—are generally improving people's lives rather than harming them, Admoni says.

"Most people designing robots are really looking to fill a void that already exists," Admoni says. "We're building robots that are not replacing people but are helping in new ways to improve children's learning. It's a tremendous time for human-robot interactions."

—Joseph Bennington-Castro
excerpted and adapted from "Let Robots Teach Our Kids?
Here's Why That Isn't Such a Bad Idea"
www.nbcnews.com, April 19, 2017

———————————
[4]paradoxical — self-contradictory

# Text 4

## Why These Friendly Robots Can't Be Good Friends to Our Kids

Jibo the robot swivels around when it hears its name and tilts its touchscreen face upward, expectantly. "I am a robot, but I am not just a machine," it says. "I have a heart. Well, not a real heart. But feelings. Well, not human feelings. You know what I mean."

Actually, I'm not sure we do. And that's what unsettles me about the wave of "sociable robots" that are coming online. The new releases include Jibo, Cozmo, Kuri and M.A.X. Although they bear some resemblance to assistants such as Apple's Siri, Google Home and Amazon's Alexa (Amazon chief executive Jeff Bezos also owns *The Washington Post*[1]), these robots come with an added dose of personality. They are designed to win us over not with their smarts but with their sociability. They are marketed as companions. And they do more than engage us in conversation—they feign[2] emotion and empathy. …

So, before adding a sociable robot to the holiday gift list, parents may want to pause to consider what they would be inviting into their homes. These machines are seductive and offer the wrong payoff: the illusion of companionship without the demands of friendship, the illusion of connection without the reciprocity of a mutual relationship. And interacting with these empathy machines may get in the way of children's ability to develop a capacity for empathy themselves. …

In 2001, [Jibo's creator, Cynthia] Breazeal and I did a study together—along with Yale robotics pioneer Brian Scassellati and Olivia Dasté, who develops robots for the elderly— looking at the emotional impact of sociable robots on children. We introduced 60 children, ages 8 to 13, to two early sociable robots: Kismet, built by Breazeal, and Cog, a project on which Scassellati was a principal designer. I found the encounters worrisome.

The children saw the robots as "sort of alive"—alive enough to have thoughts and emotions, alive enough to care about you, alive enough that their feelings for you mattered. The children tended to describe the robots as gendered. They asked the robots: Are you happy? Do you love me? As one 11-year-old girl put it: "It's not like a toy, because you can't teach a toy, it's like something that's part of you, you know, something you love, kind of, like another person, like a baby." …

So far, the main objection to sociable robots for kids has been over privacy. The privacy policies for these robots tend to be squishy, allowing companies to share the information their devices collect—recorded conversations, photos, videos and other data—with vaguely defined service providers and vendors. That's generating pushback. In October, Mattel[3] scrapped plans for Aristotle—a kind of Alexa for the nursery, designed to accompany children as they progress from lullabies and bedtime stories through high school homework—after lawmakers and child advocacy groups argued that the data the device collected about children could be misused by Mattel, marketers, hackers and other third parties. I was part of that campaign: There is something deeply unsettling about encouraging children to confide in machines that are in turn sharing their conversations with countless others.

Privacy, though, should not be our only concern. Recently, I opened my MIT mail and found a "call for subjects" for a study involving sociable robots that will engage children in conversation to "elicit empathy." What will these children be empathizing with, exactly?

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[1]*The Washington Post* — newspaper that published this article

[2]feign — simulate or to fake

[3]Mattel — a toy manufacturer

Empathy is a capacity that allows us to put ourselves in the place of others, to know what they are feeling. Robots, however, have no emotions to share. And they cannot put themselves in our place. …

For instance, Cozmo the robot needs to be fed, repaired and played with. Boris Sofman, the chief executive of Anki, the company behind Cozmo, says that the idea is to create "a deeper and deeper emotional connection.…And if you neglect him, you feel the pain of that."

*You feel the pain of that.* What is the point of this exercise, exactly? What does it mean to feel the pain of neglecting something that feels no pain at being neglected? Or to feel anguish at being neglected by something that has no moral sense that it is neglecting you? What will this do to children's capacity for empathy, for care, for relationships? …

For so long, we dreamed of artificial intelligence offering us not only instrumental help but the simple salvations of conversation and care. But now that our fantasy is becoming reality, it is time to confront the emotional downside of living with the robots of our dreams.

—Sherry Turkle
excerpted and adapted from "Why These Friendly Robots Can't Be
Good Friends to Our Kids"
www.washingtonpost.com, December 7, 2017

# 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

## The Vertical Ladder

As he felt the first watery eggs of sweat moistening the palms of his hands, as with every rung higher his body seemed to weigh more heavily, this young man Flegg regretted in sudden desperation but still in vain, the irresponsible events that had thrust him up into his present precarious[1] climb. Here he was, isolated on a vertical iron ladder flat to the side of
5    a gasometer[2] and bound to climb higher and higher until he should reach the vertiginous skyward summit.[3]

How could he ever have wished this on himself? How easy it had been to laugh away his cautionary fears on the firm ground … now he would give the very hands that clung to the ladder for a safe conduct to solid earth.

10    It had been a strong spring day, abruptly as warm as midsummer. The sun flooded the parks and streets with sudden heat—Flegg and his friends had felt stifled in their thick winter clothes. The green glare of the new leaves everywhere struck the eye too fiercely, the air seemed almost sticky from the exhalations of buds and swelling resins.[4] Cold winter senses were overcome—the girls had complained of headaches—and their thoughts had
15    grown confused and uncomfortable as the wool underneath against their skins. They had wandered out from the park by a back gate, into an area of back streets. …

They walked out into the wasteland, the two girls and Flegg and the other two boys, and stood presently before the old gasometer itself. Among the ruined sheds this was the only erection still whole, it still predominated over the yards, towering high above other
20    buildings for hundreds of feet around. So they threw bricks against its rusted sides.

The rust flew off in flakes and the iron rang dully. Flegg, who wished to excel in the eyes of the dark-haired girl, began throwing his bricks higher than the others, at the same time lobbing them, to suggest that he knew something of grenade-throwing, claiming for himself vicariously[5] the glamour of a uniform. He felt the girl's eyes follow his shoulders, his shoulders
25    broadened. She had black eyes, unshadowed beneath short wide-awake lids, as bright as a boy's eyes; her lips pouted with difficulty over a scramble of irregular teeth, so that it often looked as if she were laughing; she always frowned—and Flegg liked her earnest, purposeful expression. Altogether she seemed a wide-awake girl who would be the first to appreciate an active sort of a man. Now she frowned and shouted: 'Bet you can't climb as high as you
30    can throw!' …

Flegg turned round scoffing, so that the girl had quickly shouted again, laughing shrilly and pointing upwards. Already all five of them felt uneasy. Then in quick succession, all in a few seconds, the third boy had repeated: 'Course he bloody can't.' Flegg had said: 'Climb to the top of anything.' The other boy had said: 'Climb to the top of my aunt Fanny.'[6]
35    The girl had said: 'Climb to the top of the gasworks then.' …

He looked up, following the dizzying rise of the rungs to the skyline. From this angle flat against the iron sheeting, the gasometer appeared higher than before. The blue sky

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[1]precarious — risky

[2]gasometer — a large structure used to store natural gas

[3]vertiginous skyward summit — dizzying height

[4]resins — plant scents

[5]vicariously — by association

[6]my aunt Fanny — an expression of disbelief

seemed to descend and almost touch it. The redness of the rust dissolved into a deepening grey shadow, the distant curved summit loomed over black and high. Although it was immensely stable, as seen in rounded perspective from a few yards away, there against the side it appeared top heavy, so that this huge segment of sheet iron seemed to have lost the support of its invisible complement behind, the support that was now unseen and therefore unfelt, and Flegg imagined despite himself that the entire erection had become unsteady, that quite possibly the gasometer might suddenly blow over like a gigantic top-heavy sail. He lowered his eyes quickly and concentrated on the hands before him. He began to climb. …

The ground had receded horribly, the drop now appeared terrifying, out of all proportion to this height he had reached. From the ground such a height would have appeared unnoteworthy. But now looking down the distance seemed to have doubled. Each object familiar to his everyday eyes—his friends, the lamp-posts, a brick wall, the kerb, a drain—all these had grown infinitely small. His senses demanded that these objects should be of a certain accustomed size. Alternatively, the world of chimneys and attic windows and roof-coping[7] would grow unpleasantly giant as his pavement-bred eyes approached. Even now the iron sheeting that stretched to either side and above and below seemed to have grown, he was lost among such huge smooth dimensions, grown smaller himself and clinging now like a child lost on some monstrous desert of red rust. …

The sight of the top of the gasometer had proved endemically[8] more frightful than the appearance of the drop beneath. There lay about it a sense of material danger, not of the risk of falling, but of something removed and unhuman—a sense of appalling isolation. It echoed its elemental iron aloofness, a wind blew round it that had never known the warmth of flesh nor the softness of green fibres. Its blind eyes were raised above the world. It was like the eyeless iron vizor of an ancient god, it touched against the sky having risen in awful perpendicular to this isolation, solitary as the grey gannet[9] cliffs that mark the end of the northern world. It was immeasurably old, outside the connotation of time; it was nothing human, only washed by the high weather, echoing with wind, visited never and silently alone. …

Flegg, clutching his body close to the rust, made small weeping sounds through his mouth. Shivering, shuddering, he began to tread up again, working his knees and elbows outward like a frog, so that his stomach could feel the firm rungs. Were they firm? His ears filled with a hot roaring, he hurried himself, he began to scramble up, wrenching at his last strength, whispering urgent meaningless words to himself like the swift whispers that close in on a nightmare. A huge weight pulled at him, dragging him to drop. He climbed higher. He reached the top rung—and found his face staring still at a wall of red rust. He looked, wild with terror. It was the top rung! the ladder had ended! Yet—no platform…the real top rungs were missing…the platform jutted five impassable feet above…Flegg stared dumbly, circling his head like a lost animal…then he jammed his legs in the lower rungs and his arms past the elbows to the armpits in through the top rungs and there he hung shivering and past knowing what more he could ever do.…

—William Sansom
excerpted from "The Vertical Ladder"
*The Stories of William Sansom*, 1963
The Hogarth Press

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[7]roof-coping — roof covering

[8]endemically — extensively

[9]gannet — large sea bird that breeds in sea cliffs

The State Education Department / The University of the State of New York

# Regents Examination in English Language Arts – June 2022

**Scoring Key: Part 1**

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

MC = Multiple-choice question

# Regents Examination in English Language Arts – June 2022

**Scoring Key: Parts 2 and 3**

| Examination | Date | Parts | Scoring Key | Question Type | Max Raw Credit | Weight |
|---|---|---|---|---|---|---|
| RE ELA | June '22 | 2 | - | ES | 6 | 4 |
| RE ELA | June '22 | 3 | - | R | 4 | 2 |

ES = Essay    R = Response

The chart for determining students' final examination scores for the **June 2022 Regents Examination in English Language Arts** will be posted on the Department's web site at: https://www.nysedregents.org/hsela/ on the day of the examination. Conversion charts provided for the previous administrations of the Regents Examination in English Language Arts must NOT be used to determine students' final scores for this administration.

# FOR TEACHERS ONLY

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

## ELA     ENGLISH LANGUAGE ARTS

**Wednesday,** June 15, 2022— 9:15 a.m. to 12:15 p.m., only

### RATING GUIDE

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Check this web site at http://www.nysed.gov/state-assessment/high-school-regents-examinations and select the link "Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents Examination period.

The following procedures are to be used for rating papers in the Regents Examination in English Language Arts. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Scoring the Regents Examination in English Language Arts*.

# 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.**

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

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

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

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

In today's day and age, technology is playing more and more of a role in daily life. With the advent of A.I. (artificial intelligence) devices, humans are now becoming reliant on electronic devices for a wider array of functions and purposes. This is especially true for the children of today, who are growing up in a world where the idea of talking to a machine with no feelings or consciousness is commonplace. Indeed, many devices such as these have even been marketed specifically to children as toys on account of their perceived benefits for young minds. However, while some may argue that these A.I. devices are useful in teaching important skills to young children, they are, in fact, entirely detrimental due to the privacy issues they pose and their potential to hinder children in their social development.

Perhaps one of the most glaring issues regarding the use of A.I. toys by children is the potential for invasion of personal privacy. In fact, it has been discovered that in one particular toy, an internet-enabled Barbie doll, the device will automatically connect to networks with the name "Barbie" (Text 2, lines 7-9). Thus, "It would be very simple for an attacker to set up a Wi-Fi network with that name and communicate directly with an unsuspecting child" (Text 2, lines 9-11). This is, of course, a rather frightening prospect since anyone who wishes to send any sort of ill-intended message can easily do so and can, thus, corrupt the minds of young children. However, it is not just the ease with which hackers could communicate with innocent children that poses a problem.

Many of the A.I. devices marked to children come equipped with cameras and microphones, intended to send information to companies to improve how their product reacts with children (Text 2, lines 22-24). As was the case with the internet-enabled Barbie doll, "those functions can also be ~~unseen~~ hijacked to listen in on family conversations or take photographs or video of children without the kids or parents noticing" (Text 2, lines 24-26). Once again, this is a major design flaw as it allows people with malicious intentions to gain a form of access to a family's personal life and to gain information that could be used against said family. As such, it is clear that A.I. devices pose a major security and privacy risk for children, and, thus, kids should not use them.

Just as pressing as these serious security concerns is the issue of A.I. devices hindering a child's emotional development. This aspect has been one of the most discussed regarding the use of A.I. devices by children, and for good reason. An article in The Washington Post even contends that "These machines are seductive and offer the wrong payoff: the illusion of companionship without the demands of friendship, the illusion of connection without the reciprocity of a mutual relationship" (Text 4, lines 12-14). This is a major pitfall in A.I. devices since it gives children precisely the wrong idea about relationships with other people. Namely, it fails to show children the responsibility they have for maintaining relationships, thus giving them the ~~wrong~~ impression that a person will be kind to them and will be their friend even if they never return the favor. In addition, these A.I. devices fail to teach

children about the explicitly wrong nature of actions such as bullying. Since they fail to show any real emotions or pain, professer Sandra Chang-Kredl acknowledges that "you can be really mean to these toys and you're not going to hurt it. So, well, what do you learn" (Text 1, 36-39). Thus, it is evident that A.I. devices can give children the idea that bullying is acceptable since they fail to show the problems it can cause. Therefore, A.I. devices can irreparably damage children's social behavior, meaning these devices should not be used by children.

Some people, however, may argue that A.I. devices have some merit in aiding children with developmental issues. In fact, one article contends that the Kaspar robot, which is a "child-sized droid," is "comfortable for autistic children to interact with because of its simplified speech, gestures, and facial and body expressions" (Text 3, lines 27-29). At first, this may seem like a major breakthrough in the treatment of autism that could have incredible results. However, this assertion fails to consider the shortcomings that robots have in encouraging empathy. In fact, that same article later admits that ~~when~~ "robots are programmed to follow orders and are unable to experience pain and explain that feeling to children who may bully them" (Text 3, lines 55-56). This essentially negates any other social benefits for children with autism since it will teach them that bullying does not harm others, thus taking away the opportunity to ~~also~~ learn empathy. Furthermore, since children with autism are already at a disadvantage in the area of social development, a flaw such as this in robots can have disastrous

consequences by exacerbating any difficulties they already had with social interaction. Therefore, there is no case in which A.I. devices should be used by children.

Indeed, A.I. devices pose major security threats and developmental roadblocks for children, and thus they should not use them. Whether it comes in the form of hackers communicating with children through A.I. toys or people spying on families, these devices represent a major risk to children's privacy. Furthermore, A.I. devices fail to teach children about the reciprocity of relationships and do not admonish them for bullying behavior. A.I. devices can certainly be useful, but they do much more harm than good for the impressionable minds of children.

**Anchor Level 6–A**

The essay introduces a precise and insightful claim, as directed by the task (*However, while some may argue that these A.I. devices are useful in teaching important skills to young children, they are in fact entirely detrimental due to the privacy issues they pose and their potential to hinder children in their social development*). The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*This is … a rather frightening prospect since anyone who wishes to send any sort of ill-intended message can easily do so and can thus corrupt the minds of young children* and *This is a major pitfall in A.I. devices since it gives children precisely the wrong idea about relationships with other people*) and to distinguish the claim from alternate or opposing claims (*Some people, however, may argue that A.I. devices have some merit in aiding children with developmental issues*). The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*professer Sandra Chang-Kredl acknowledges that "you can be really mean to these toys and you're not going to hurt it. So, well, what do you learn"* and *In fact, that same article later admits that "robots are programmed to follow orders and are unable to experience pain and explain that feeling to children who may bully them"*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*(Text 2, lines 9-11)* and *(Text 4, lines 12-14)*]. The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, first introducing the topic and negative claim, followed by two body paragraphs focusing on *the potential for invasion of personal privacy* and *the issue of A.I. devices hindering a child's emotional development* and a third body paragraph that presents and refutes the counterclaim's argument on the merits of A.I. devices, and concluding with a paragraph of summation (*A.I. devices can certainly be useful, but they do much more harm than good for the impressionable minds of children*). The essay establishes and maintains a formal style, using sophisticated language and structure (*In addition, these A.I. devices fail to teach children about the explicitly wrong nature of actions such as bullying* and *However, this assertion fails to consider the shortcomings that robots have in encouraging empathy*). The essay demonstrates control of conventions with essentially no errors, even with sophisticated language.

Modern day devices such as Google Home, Amazon Alexa, and Siri have become part of most adults' lives in some way. The same sort of Artificial Intelligence is now becoming as prominent in children's devices as well. Although some may have concern about how these devices impact a childs privacy and developement, this technology is on the rise and here to stay. Such concerns over the effects of Artificial Intelligence is valid, but not monumental enough to try to ban said technology. In fact, in taking a closer look, such technology can actually prove to be quite beneficial to children.

Professors such as Sandra Chang-Kredl argue that children using robots will be at a disadvantage in regard to human interaction. Chang-Kredl does not advocate robots because she worries that children will "think that toys or objects are just as good as actual pets or actual friends or actual humans" which may cause them to become confused over "what's an object and what's a living thing" (Text 1, lines 20-23). In reality, children have had toy companions such as dolls that "talk" and stuffed animals that may "walk" for years with no damaging effects on their developement. Furthermore, the interactions between children and robots has already proved beneficial, Solace Chen of Cornell University argues that "the goal is not to have the robot replace interactions with humans ... But more to supplement them" (Text 3, lines 7-10).

In particular, the use of A. I. technology has proven to be beneficial to children with special needs such as autism by aiding in their ability to communicate and interact. This is supported by research that shows that kids with autism or other special needs "respond well to technology in general" and to robots specifically, because they are "less complex and more predictable than people, less intimidating, perpetually patient and consistent in the tone of voice and mood, and highly customizable and adaptable to children's specific needs" (Text 3, lines 19-23). In other words, the robots, in a sense, create a safer, simpler, calmer and thus, more comfortable environment for these children. As a result, researchers have observed such children to be more focused and responsive. The overall question of developement of children with robots should take into account all children, especially those under-supported in the education industry.

Another concern is over privacy issues regarding robotic toys. These devices may be able to record conversations, take pictures and videos, and share data with third parties (Text 4, lines 28-35). This could put children and their families at risk. Although unsettling, the fact is, children are already being watched on security cameras and their images and

actions recorded and shared on social media by technology adults utilize daily. Implementing a device that is kid friendly with those features is no worse than handing a child a smartphone. Additionally, the question of hackers often comes up as well. The devices often connect wirelessly to a server. Many servers are not secure, allowing almost anyone to breach the barrier between someone's toy and that user's device (Text 2, lines 5-7). Parents worry that hijackers may attempt to talk, take pictures, or endanger their children through the Artificially Intelligent product (Text 2, lines 24-26). Truthfully, that may be plausible, but parents could take precautions like actually monitoring their children and applying wireless security to prevent such happenings.

Robots and Artificial Intelligence products are considered by some to be harmful to children. In reality, these products are no more of a threat to safety and developement than any other modern device that a child might encounter in this day and age. The world as a whole is depending on technology more than ever before. Teaching children how to use the products and live in a world in which they are surrounded by A.I. devices is actually becoming an integral part of their developement.

**Anchor Level 6–B**

The essay introduces a precise and insightful claim, as directed by the task (*Such concerns over the effects of Artificial Intelligence is valid, but not monumental enough to try to ban said technology. In fact, in taking a closer look, such technology can actually prove to be quite beneficial to children*). The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*In other words, the robots, in a sense, create a safer, simpler, calmer and, thus, more comfortable environment for these children* and *The world as a whole is depending on technology … Teaching children how to use the products … is actually becoming an integral part of their developement*) and to distinguish the claim from alternate or opposing claims (*Professors such as Sandra Chang-Kredl argue that children using robots will be at a disadvantage in regard to human interaction* and *Another concern is over privacy issues*). The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*the interactions between children and robots has already proved beneficial. Solace Chen … argues that "the goal is not to have the robot replace interactions with humans … But more to supplement them"* and *This is supported by research that shows that kids … "respond well to technology in general" … because they are "less complex and more predictable … and adaptable to children's specific needs"*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*(Text 3, lines 7-10)* and *(Text 2, lines 5-7)*]. The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, with an introductory paragraph that establishes the claim that Artificial Intelligence technology can be *beneficial to children*, two body paragraphs that present and refute counterclaims that focus on issues regarding the impact of Artificial Intelligence on *human interaction* as it affects a child's *development* and *privacy concerns* associated with wireless technology, and a concluding paragraph that reaffirms the claim. The essay establishes and maintains a formal style, using sophisticated language and structure (*Although unsettling, the fact is, children are already being watched on security cameras and their images and actions recorded and shared on social media by technology adults utilize daily* and *Truthfully, that may be plausible, but parents could take precautions*). The essay demonstrates control of conventions, exhibiting occasional errors (*developement, concerns … is, interactions … has, monitering*) only when using sophisticated language.

Since around the turn of the millenium, technology has rapidly developed, creating new and cutting-edge ways to perform our daily tasks. But, with everything new comes a new line of questions about the impacts of the changes made by the new technology. This couldn't be more true when it comes to the longterm development of children and their use of A.I. devices. The debate over this is divisive because when it comes to childrens' development, there are many observable benifits and disadvantages to consider with A.I. use. However, the fact of the matter is that A.I. devices can help teach children social skills and to communicate, and they can also provide companionship.

Learning behaviors that are needed to function properly in society can be a difficult endeavor, particularly for special needs children. This is an area where robots can help, as shown in text 3 which says "robots are appealing to special needs children because they're less complex and more predictable than people" (Text 3, lines 21-22). Many of these children have difficulty interacting with other people because of their struggle to interpret tone, body language and varying personalities. We are complex, irrational and, in many cases, unpredictable to these children. But with A.I. companions, they can be taught behaviors and how to interact with others at a pace that can maintain its simplicity or introduce traits one step at a time. This benifit allows these children to learn communication skills at a pace that is comfortable for them and promotes an easier "fit" into society.

Furthermore, robot teachers can reach some students their human counterparts cannot, "such as isolation units in hospitals." (Text 3, lines 47-48). Imagine the possibilities for a student in this particular situation; not only can the A.I. device/robot allow the student to keep up with classes, but the A.I. unit can also act as a companion or comfort to this child who is not allowed visitors.

Another advantage of the A.I. devices assisting in classrooms is that they do not have the emotional limitations that a human teacher will have. Some may start a school day in a bad mood or grow impatient throughout the day. Other teachers may dislike a certain type of student or personality and ~~their~~ unsuccessfully mask it. But A.I. robots do not have emotions so they lack this human limitation of personal bias.

Although there are many proponents of using A.I. to benifit children, there are still many who see the technology as a hindrance to development. An example comes from Text 4, lines 22-23, "The children saw the robots as 'sort of alive - alive enough to have thoughts and emotions.'" To many critics, this is a negative impact of A.I. because it may result in childrens" inability to feel empathy. However, children seeing the robots as alive cannot truly be determined to have negative long term effects. Text 1 speaks of Amy Blakes "family of early adopters" whose children are among the first generation "to grow up surrounded by artificially intelligent technologies" (Text 1, lines 6-7). She says they now spend "less time in front of digital screens. Instead, they're often using

the devices to listen to music or stories" (Text 1, lines 42-43). She feels they can be helpful with schoolwork and personal problems as well and "are not a threat to real life interactions and relationships" (Text 1, lines 50-51).

The rapid improvement in technology over the past few decades has ~~started~~ sparked the development of A.I. technologies which could radically change how children grow and develop. The arguments for A.I. devices benifitting children revolves around its ability to help teach children communication skills, especially those with special needs, and its lack of emotions giving it the ability to be a non-judgemental companion. To throw it out over fears of children not being able to tell if it's alive or not is as silly as saying it necessary to throw out teddy bears. A.I. devices have already come a long way in improving the lives of users; why would it be any different for children?

**Anchor Level 5–A**

The essay introduces a precise and thoughtful claim, as directed by the task (*A.I. devices can help teach children social skills and to communicate, and they can also provide companionship*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*with A.I. companions, they can be taught behaviors and how to interact with others at a pace that can maintain its simplicity or introduce traits one step at a time* and *A.I. robots do not have emotions so they lack this human limitation of personal bias*) and to distinguish the claim from alternate or opposing claims (*Although there are many proponents of using A.I. to benifit children, there are still many who see the technology as a hindrance to development … However, children seeing the robots as alive cannot truly be determined to have negative long term effects*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*Learning behaviors that are needed … can be a difficult endeavor, particularly for special needs children … "robots are appealing to special needs children because they're less complex and more predictable than people* and *robot teachers can reach some students their human counterparts cannot, "such as isolation units in hospitals"*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*(Text 4, lines 22-23)* and *(Text 1, lines 6-7)*]. The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, with an opening paragraph that introduces the *divisive* debate over *the impacts of the changes made by the new technology of* AI devices on childhood development, followed by three supporting paragraphs that focus on *communication skills* for special needs children, companionship, and AI's lack of *emotional limitations* in a classroom, a fourth body paragraph that refutes the counterclaim, and a concluding paragraph that summarizes the points (*The arguments for A.I. devices benifitting children revolves around its ability to help teach children communication skills … and its lack of emotions giving it the ability to be a non-judgemental companion*). The essay demonstrates control of conventions, exhibiting occasional errors (*milleniem, benifits, says "robots, companions … its, technologies"*) only when using sophisticated language.

As each year goes by, more and more technology and AI have been introduced into our lives, some good and some bad. New devices are developed to help and hinder the human race every day, and now, people are ~~reflecting~~ starting to wonder what kind of impact this will have on the newest generation. Will all of this new AI help our children, or will it make them complacent? Arguably, children being raised in today's society will highly benefit from new technologies, especially with those marketed to them.

In many cases, AI has been introduced into classrooms, and this has helped kids understand not only the material being taught, but also their emotions and how to handle them. It's ~~a~~ is no secret that children anywhere between the ages of ~~5 to~~ five to twelve have difficulty processing their emotions and learning social skills, but robots added to a class have helped them cope with what they ~~don't~~ do not understand. "The robots [may be] ~~programmmed~~ programmed with established negotiation strategies to better ~~that~~ resolve conflicts and further reinforce skills children are developing." (Text 3, Line 13-15). Disputes and quarrels between classmates can turn violent, and having this "teacher's assistant" can de-escalate a situation without causing a commotion while also teaching those involved the importance of civil discussion to work things through.

AI is also used to keep kids engaged in a normal, healthy way. ~~AI~~ Devices have been made that tell them stories, keep them entertained, or listen to music without having a screen in front of them. "Having the Google Home Minis has meant ~~th~~ [her] children spend less time in front of digital screens. Insted, they're often using the devices to listen to music or stories"

(Text 1, Line 41-44). This is a different way of engaging and learning than older generations are used to, but it is still just as good X.

Some may argue that technology is dangerous for children and that they should not have access to it. There have been reports of children's toys being able to "listen in on family conversations or take photographs or video of children without the Kids or parents ever noticing" (Text 2, Line 25-26). While this has been proven, police and toy manufacturers have been on top of situations like this to ensure it cannot happen again. Arguments like this are valid in terms of being concerned for safety, yet people need to understand that a child's safety cannot be solely in the hands of toy manufacturers or police and that the parents/care-givers need to take responsibility as well.

Times are changing and we are entering an era full of AI, a lot of it made to help make every-day life easier. Children having access to it and being exposed to a world of technology will not only bring up a new generation that we have never experienced before, but it will be, quite arguably, a better one.

**Anchor Level 5–B**

The essay introduces a precise and thoughtful claim, as directed by the task (*Will all of this new AI help our children, or will it make them complacent? Arguably, children being raised in today's society will highly benefit from new technologies, especially with those marketed to them*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*It is no secret that children anywhere between the ages of five to twelve have difficulty processing their emotions and learning social skills, but robots added to a class have helped them cope with what they do not understand* and *people need to understand that a child's safety cannot be solely in the hands of toy manufacturors or police*) and to distinguish the claim from alternate or opposing claims (*Some may argue that technology is dangerous for children and that they should not have access to it*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*"The robots [may be] programmed with established negotiation strategies to better resolve conflicts and further reinforce skills children are developing"* and *There have been reports of children's toys being able to "listen in on family conversations or take photographs"*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*(Text 3, Line 13-15)* and *(Text 1, Line 41-44)*]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, with an opening paragraph that introduces the claim favoring AI device use with children, followed by two paragraphs of support focusing on the positive impact of AI in the emotional and educational development of children as well as keeping *kids engaged in a normal, healthy way* and one paragraph that presents and refutes the counterclaim (*the parents/care-givers need to take responsibility as well*), concluding with a summation. The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*Disputes and quarrels between classmates can turn violent, and having this "teacher's assistant" can de-escalate a situation without causing a commotion while also teaching those involved the importance of civil discussion to work things through*). The essay demonstrates control of conventions, exhibiting occasional errors (*Insted, manufacturors, every-day*) only when using sophisticated language.

In recent years Artificial Intelligence devices have been growing in popularity as personal assisstants, and other products. A new category of these devices, though is emerging. These new devices are specifically targeted for use by children. ~~illegible~~ Don't be fooled by the guise that these devices help children. Not only ~~do~~ do they fail to deliver on their claims, they also hurt those children in unexpected ways.

One of the main claims of these devices is that they can teach a child empathy. This doesn't make sense though because how can we empathize with devices that don't have feelings. This makes it more difficult for children to develop empathy. (Text 4, Lines 15-16). When children play with things like stuffed animals they can empathize with their personality because it was made up by the child. When ~~illegible~~ dealing with AI devices the children cannot do this because the personality is already there. (Text 1, lines 29-30) If ~~illegible~~ these devices actually hinder what their supposed to help then what good are they.

Artificial intelligence devices are also not beneficial to children because they provide relationships that are different than relationships made with real people. This could lead to problems when kids ~~illegible~~ assume the role of the master in a human relationships when attempting to replicate their relationship with their AI devices. (Text 3, Lines 53-54) ~~illegible~~ After the use of these AI devices, it will be hard to make human connections and relationships. Not using these devices ameilorates this problem. When children interact with these devices, they are given

an illusion of companionship, but don't have to meet the demands of a real friendship (Text 4, Line 13)

The most harmful aspect of these devices is the ~~privacy in~~ privacy and security risks that they impose on these children. These devices do things like tracking the movements of children, working with surreptitious companies and use unsecure connections that make them easy to hack. (Text 2, Lines 17, 30-31, 27) It is illogical to put one's child in harm's way and that is exactly what these devices do. The manufacturers of these devices only care about profit not about the children that are going to be using them. Parents should be scared by the possibility their child's conversations are being shared with whomever is willing to give the most money for it. (Text 4, Lines 36-37) Invading the privacy of anyone is bad but we must be especially cautious when letting vulnerable children use AI devices.

As you can see, there are countless reasons why AI devices are not beneficial to children they fail to teach empathy, they give children false relationships, and they endanger the privacy and welfare of children. Children shouldn't have to deal with those things while they are developing and going through the most important part of their lives. One could say that these devices are beneficial because they take children away from screens, but is replacing one evil with another really any better? This new ~~way~~ wave of AI devices is not the future ~~and~~ and they are clearly not beneficial for children.

**Anchor Level 5–C**

The essay introduces a precise and thoughtful claim, as directed by the task (*Don't be fooled by the guise that these devices help children. Not only do they fail to deliver on their claims, they also hurt those children in unexpected ways*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*After the use of these AI devices, it will be hard to make human connections and relationships. Not using these devices ameilorates this problem* and *Parents should be scared by the possibility their child's conversations are being shared with whomever is willing to give the most money for it*) and to distinguish the claim from alternate or opposing claims (*One of the main claims of these devices is that they can teach a child empathy. This doesn't make sense ... how can we empathice with devices that don't have feelings*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*This could lead to problems when kids assume the role of the master in a human relationships when attempting to replicate their relationship with their AI devices* and *These devices do things like tracking the movements of children, working with surreptitious companies and use unsecure connections that make them easy to hack*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*(Text 4, Lines 15-16)* and *(Text 3, Lines 53-54)*]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, with an introduction that presents a negative claim followed by a second paragraph that addresses the counterclaim with a focus on a child's development of empathy and a third and fourth paragraph that further support the claim, concluding with a summation and reiteration of the claim (*This new wave of AI devices is ... not beneficial to children*). The essay establishes and maintains a formal style, using fluent and precise language and structure (*It is illogical to put one's child in harm's way and that is exactly what these devices do* and *One could say that these devices are beneficial because they take children away from screens, but is replacing one evil with another really any better?*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*assisstants; devices, though is; though because; devices the; in a human relationships; ameilorates; like tracking ... working ... use; children ... they; wellfare*) that do not hinder comprehension.

With every new generation born, these children are exposed to an increasingly amount of technological access. Unlike before, where children would play with stationary toys that don't make sound or movement and used their imagination, they now have a robot companion that does everything for them. However, with the new inventions of artificial intelligent toys for children, many parents and researchers are concerned on the aspects of imagination, understanding of emotions, and human connections. Although artificial intelligent toys could be beneficial for those with mental disabilities, overall artificial intelligent devices are not beneficial to children because it deprives them of a real emotional human connection and it can be a threat to a child's safety.

Some may argue that artificial intelligent devices are beneficial to children because it can help create a connection with children who have mental disabilities. Children who suffer from autism or down syndrome struggle with human interaction. Thus, research shows that "robots are appealing to special needs children because they're less complex and more predictable than humans..." (text 3, lines 21-22). This shows why some people may argue that artificial intelligent toys are beneficial to children because for those who mentally are incapable of having an human interaction, artificial intelligent toys can be used to open these children up to some type of interaction that doesn't damage them.
Yet, others argue that artificial inteligence

devices are not beneficial to children 'because it deprives them from a real emotional human connection. A study was conducted in 2001 to see the impact of social robots on children. The results are worrisome as "the children saw the robots as 'sort of alive'... they asked the robots: Are you happy? Do you love me?" (Text 4, Lines 22-25). This shows why many believe these artificial intelligence devices deprive emotional human connection because for a child so young to be questioning a robot who has no human emotions wether it loves them or if it's happy shows they are depending on something that isn't real instead of their parents or friend who can give a genuine emotional response to children.

    Additionally, many also argue that artificial inteligence devices are not beneficial ^to children because they can posses a threat to a child's safety. Today's technology posses a lot of location trackers, cameras, and microphones in these devices. For example, in 2015 there was a discovery to the toy 'Hello Barbie' in which ~~was~~ an internet enabled barbie doll meaning that "it would be very simple for an attacker to set-up a WIFI network with that name and communicate directly with an unsuspecting child" (Text 2, Lines 9-11). This shows that these artificial intelligence devices can create a threat to a child because if someone's child is playing with these devices alone and some type of phedophile, human

trafficking, or kidnapper gets in contact with them, they can give ~~them~~ the child unsuspected instructions reading them to a set-up.

    In Conclusion, although these artificial intelligence toys can be helpful in creating a mental development and connection for those with mental disabilities, overall the devices can be more harmful in many more ways that outweigh the benefits. Without a child knowing how to create and form real emotional human connections, it would be harder for them to develop real critical thinking, do well in school, and connect with others. On top of that, no parent wants their children in harm's way to being exposed to the dangers out in the world all because of the toy.

**Anchor Level 4–A**

The essay introduces a precise and thoughtful claim, as directed by the task (*Overall artifical intelligent devices are not beneficial to children because it deprives them of a real emotional human connection and it can be a threat to a child's safety*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*for a child so young to be questioning a robot who has no human emotions ... shows they are depending on something that isn't real instead of their parents or friend who can give a genuine emotional response*) and to distinguish the claim from alternate or opposing claims (*Some may argue that artificial intelligent devices are beneficial to children because it can help create a connection with children who have mental disabilities*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*"the children saw the robots as 'sort of alive' ... they asked the robots: Are you happy? Do you love me?"* and *Today's technology posses a lot of location trackers ... meaning that "it would be very simple for an attacker to set-up a WiFi network with that name and communicate directly with an unsuspecting child"*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*(Text 4, Lines 22-25)* and *(Text 2, Lines 9-11)*]. The essay exhibits acceptable organization of ideas and information to create a coherent essay, first introducing the topic and claim, following with a paragraph that focuses on a counterclaim (*artificial intelligent toys are beneficial to children because for those who mentally are incapable of having an human interaction, artificial intelligent toys can be used to open these children up*) and two paragraphs that focus on AI's lack of emotional connections and AI's *threat to a child's safety*, concluding with a summation (*overall the devices can be more harmful in many more ways that outweigh the benefits*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Without a child knowing how to create and form real emotional human connections, it would be harder for them to develop real critical thinking, do well in school, and connect with others*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*before where, devices ... it, an human, because for ... happy shows, Addittionally, posses, phedophile*) that do not hinder comprehension.

With each passing day our daily lives are becoming more and more integrated with technology, especially for children. There are many advantages to this, but there are also many apparent problems with the integration of technology with young children such as AI toys. Overall, AI toys are detrimental to the development of young children.

One of the clearest impacts of AI toys on children is that they interfere with the development of childrens emotions and morals. These AI toys will "seriously affect young peoples ability to simply sit alone, with their feelings, since, at any time, these technologies may allow them to avoid difficult feelings by connecting with someone or something" (Source 1, 33-35). As a result of AI toys children will not be able to develop empathy fully and they will be less motivated to make real friends when they can just talk to their AI friend. Since AI toys cannot be harmed emotionally by children, kids will be able to say or do what they want to the toys with no consequences. Children "may bully them, will this affect what children believe to be socially acceptable behaviors?" (Source 3, 55-57). It is critical for children to develop proper morals and etiquite of a young age or else their behavior make stick with them for the

rest of their lives.

Besides the emotional and mental setbacks AI toys pose for children, their are also many security risks associated with these AI toys. Most AI toys only have extremely minimal security if any at all. Many of these toys have ~~photographic~~ cameras and microphones that can be hijacked to listen in on family conversations or take photographs or videos of children without the kids or parents ever noticing (Source 2, 25-26). The companies that create these toys can also "share the information their devices collect." (Source 4, 29-30). It is apparent that AI toys pose numerous risks to the safety of children.

~~These~~ Even though there is a plethora of disadvantages with AI toys, there are still many people who advocate for their use by children. Supporters of AI toys point out that "robots can also help improve the emotional and social development of children with special needs" (Source 3, 16-17). While this is true, the cons of AI toys still heavily outweigh the pros and AI toys are no substitute for real people with Real emotions.

AI toys have some benefits but they do not make up for the numerous problems that they also have. They disrupt the emotional and mental development of children, discourage them from

making bonds with other humans, and they have multiple security risks that are extremely dangerous. AI toys cannot be allowed to become a normal occurance throughout peoples homes.

**Anchor Level 4–B**

The essay introduces a precise claim, as directed by the task (*Overall, AI toys are detrimental to the developement of young children*). The response demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*As a result of AI toys children will not be able to develop empathy fully and they will be less motivated to make real friends* and *It is apparent that AI toys pose numerous risks to the safety of children*) and to distinguish the claim from alternate or opposing claims (*Even though there is a plethora of disadvantages ... there are still many people who advocate for their use by children*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*children "may bully them, will this affect what children believe to be socially acceptable behaviors?"* and *Supporters of AI toys point out that "robots can also help improve the emotional and social development of children with special needs"*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*(Source 1, 33-35)* and *(Source 4, 29-30)*]. The essay exhibits acceptable organization of ideas and information to create a coherent essay, with an opening paragraph that introduces the issue and establishes a negative claim, followed by two body paragraphs of support that focus on *the emotional and mentel setbacks AI toys pose for children* and the *many security risks associeted with these AI toys*, a third paragraph that addresses the counterclaim, and a concluding paragraph of summation (*They disrupt the emotional and moral development of children, discourage them from making bonds with other humans, and they have multiple security risks that are extremely dangerous*). The essay establishes and maintains a formal style, using precise and appropriate language (*With each passing day our daily lives are becoming more and more integrated with technology, especially for children*) that is sometimes inexact (*make* for "may" and *their* for "there"). The essay demonstrates partial control of conventions, exhibiting occasional errors (*will "seriously affect, toys children, etiquite, setbacks AI, true the, occurence, peoples*) that do not hinder comprehension.

Artifical Intelligence devices are an up and coming controversial topic in American society. Artifical Intelligence devices range from Siri on an iphone to google Echo's to actual robots. When it comes to whether or not these devices are benefitical to children is the main question at hand. When taken all the postive and negatives into account, AI devices are in fact benefitical due to the fact that they're a healthier-more convinient kind of entertainment and they improve social and emotional development with kids of needs. The argument gets dicey when it comes to the safety of these devices.

One reason as to why these devices are benefitical and should be used by children is because they take away from unhealthy entertainment, like staring at a TV screen for hours. A parent on the topic said, "her family find the devices ~~fun~~ fun and entertaining, and they make life more convenient" (Text 1). In this case, this mom was talking about their family google home mini speaker which can play her ~~this~~ son's music instead of watching a video on TV and even helps her daughter go to bed by making the lights in her room ~~at~~ her favorite light ~~color~~ color of pink. The ~~et~~ effect of their google home has made her children spend less time watching TV, by their own choice, instead they find themselves listening to stories read by the divine (Text 1).

A second reason why these new artifical

intelligence devices are beneficial is that they can increase emotional and other skills to needy kids especially. Specifically, Robots can increase needs to special children due to the fact that these robots have many characteristics that attract them to students with autism and down syndrome, for an example (Text 3). This is due to the fact that the robots are "less complex and more predictable than people, less intimidating, perpetually patient and consistent in the tone of voice and mood" (Text 3). With robots being overall more understanding to these special needs children, it makes the child more comfortable, which causes them to be more willing to learn then if they felt a teacher was getting frustrated with them. ~~Like all stories~~

Like all issues, there is a downside to the artificial intelligence devices that should be taken into consideration. In some cases such devices are not safe for children because of privacy issues. Some devices allow connection to smart phones without any form of authentication from a parent or adult. This means that "it would be very ~~easy~~ simple for an attacker to set up a wifi network with that name and communicate directly with an unsuspecting child" (Text 2). Clearly, this is an issue, but parents can avoid this by researching and looking closely to all privacy agreements of the device before they purchase it for their home or child. Although privacy is an issue, Artificial intelligence devices provide

numerous educational and other benifits to children. The privacy and issues on artificial intelligence devices could use some work, but overall the use of such devices are be neffical to children of all education levels and skills. They provide a more calming and positive environment to learn in for students with special needs, and take time away from TV screens. The benefits for wh. to artificial intelligence devices for kids should not and can not be overlooked.

**Anchor Level 4–C**

The essay introduces a precise claim, as directed by the task (*AI devices are in fact benefitical due to the fact that they're a healthier more convinient kind of entertainment and they improve social and emotional development with kids of needs*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*With robots being overall more understanding to these special needs children, it makes the child more comfortable, which causes them to be more willing to learn*) and to distinguish the claim from alternate or opposing claims (*there is a downside to the artificial intelligence devices ... In some cases such devices are not safe for children because of privacy issues*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*A parent on the topic said, "her family find the devices fun and entertaining, and they make life more convenient"* and *the robots are "less complex and more predictable than people"*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material, identifying only the text [*(Text 1) and (Text 3)*] and not providing line numbers. The essay exhibits acceptable organization of ideas and information to create a coherent essay, first introducing the claim, then following with two body paragraphs supporting the claim (*they take away from unhealthy entertainment, like staring at a TV screen for hours* and *they can increase emotional and other skills to needy kids especially*) and a paragraph addressing the counterclaim, ending with a summative conclusion (*The benefits to artifical intelligence devices for kids should not and can not be overlooked*). The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*When it comes to whether or not these devices are benefitical to children is the main question at hand* and *The privacy issues on artificial intelligence devices could use some work*) that is sometimes imprecise (*taken* for "taking", *Robots can increase needs, then* for "than") and informal (*dicy*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*artifical; benefitical; entertainment and; google home mini; choice, instead; down syndrome; the child ... them*) that do not hinder comprehension.

Throughout history there has been technological advancements for cars, planes, submarines, etc. Now there are Artificial Intelligence toys for kids. The big question is are these toys beneficial to children.

Kids should not have toys that talk on their own or have their own personality. Children deserve to have imagination and symbolic play, this allows them to use "objects to represent other objects" (Text 1) and it helps build empathy by thinking what their dog feels like. But with a toy that has it's own voice and personality ids harder for the kids to make it up themselves.

These toys sometimes have Bluetooth technology inside them. This makes it easier to track kids, if someone went on their phone and tried to pair their speaker or something. Once they see the toy they will know if a kid is around. (Text 2)

Although AI tech has its bad side, it also has a good side. Such as helping kids with disabilities like autism and down-syndrome because, "these machines have several characteristics that make them attractive to these children." And also these toys could soon "enrich children's cognitive skills" (Text 3)

In Conclusion, AI tech could be the destruction of childrens imagination and symbolic play. Kids will always need their imagination in order to learn certain things. AI could help with some kids that need it but not all kids should be forced to kill their imagination.

**Anchor Level 3–A**

The essay introduces a reasonable claim, as directed by the task (*Kids should not have toys that talk on their own or have their own personality*). The essay demonstrates some analysis of the texts (*imagination and symbolic play ... helps build empathy by thinking what their toy feels like* and *AI tech could be the destruction of childrens imagination and symbolic play*), but insufficiently distinguishes the claim from alternate or opposing claims (*Although AI tech has its bad side, it also has a good side*). The essay presents ideas briefly, making use of specific and relevant evidence to support analysis (*This allows them to use "objects to represent other objects"* and *This makes it easier to track kids, if someone went on their phone and tried to pair their speaker or something*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material, citing the texts but not citing the lines where the information is found [*(Text 1)* and *(Text 2)*]. The essay exhibits some organization of ideas and information to create a mostly coherent essay, with an opening paragraph that presents the issue regarding *Artificial Intelligence toys*. The claim is introduced in the second paragraph which, along with the third paragraph, discusses the negative aspects of *toys that talk on their own or have their own personality*. A fourth paragraph moves to the counterclaim of the *good side* of *AI tech* and is followed by a conclusion that contains an unclear reference to kids being *forced to kill their imagination*. The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*etc. Now there are Artificial Intelligence toys for kids* and *Once they see the toy they will know if a kid is around*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*there has been technological advancements; are these toys beneficial to children.; this allows; objects" and; But with; kids, if; someone ... their; toy they; children".; childrens imagination; need it but*) that do not hinder comprehension.

As time goes on we find new ways to improve how we live wether it be more efficent of not; we develope these ideas in hope to improve our life style. With technology advancing we can say that one day A.I. will run the world Sounds scary. Maybe if appeched in the right way it can come with alot of benifits.

Your in the middle of nowhere what do you do? hey siri or okay google Everything around us is all electronic like in text 1 "Blakes four year old son uses there google home to play music. Now he can listen to his songs instead of waiting for them to come on the radio or issinella saying Just the words Goodnight $ her room light turning a diffrent color allowing her to sleep better. think about it every thing you do on a day to day requries you to be plugged in.

Some may argue that there are so many negitive out looks for instence mentiond in text two Some toys have cameras that can be hijacked, As this is true in Some cases companies are changing products on a day to day basics learning how to better protect there product $ the children from Predetors. What about sharing private information with third party apps. All this can all be changed in your settings.

With this out break it allows kids too learn in new intresting, contlolled enviromen like school. For exemple in text3 line 19-20 it talkes abovt how the special needs intrect well with these types of things as well as the robots are able to better help them since there less complex; more predictible. this goes with tutors crosuel it lessens the amount of human error in helping kids with there school work.

In conclusion I feel as though all the positives of having robots out wieghs the negitie We as a society still have alot to learn with new thing every day it wont be long untill technology takes over the Workforce.

**Anchor Level 3–B**

The essay introduces a reasonable claim, as directed by the task (*Maybe if approched in the right way it can come with alot of benifits*). The essay demonstrates some analysis of the texts (*Companies are changing products on a day to day basics learning how to better protect there product & the children from predetors* and *this goes with tutoring as well it lessens the amount of human error in helping kids with there school work*), but insufficiently distinguishes the claim from alternate or opposing claims (*Some may argue that there are so many negitive out looks*). The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*"Blakes four year old son uses there google home to play music* and *the robots are able to better help them since there less complex & more predictable*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material, identifying the three texts, but providing line numbers for only one text (*like in text 1, in text two* and *text 3 line 19-24*). The essay exhibits some organization of ideas and information to create a mostly coherent essay, with an opening paragraph that introduces the claim, followed by a body paragraph that attempts to support the claim (*issibella saying Just the words goodnight & her room lights turning a different color allowing her to sleep better*), then a paragraph that addresses and attempts to refute an opposing claim *(What about sharing privite information with third party apps All this Can all be changed in your settings*), a third body paragraph of support focusing on the educational benefits of AI, ending with a brief conclusion (*In conclusion I feel as though all the positives of having robots out wieghs the negitie*). The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*We can Say that one day A.I will run the world. Sounds Scary* and *Your in the middle of nowhere what do you do*) that is sometimes imprecise (*&* for "and"*, many negitive out looks, basics* for "basis"*, there* for "their"*, with this outbreak, too* for "to"*, there* for "they're"). The essay demonstrates emerging control of conventions, exhibiting occasional errors (*wether, efficent, develope, With technology advancing we, approched, alot, benifits, Your in; hey siri, Blakes four year old, think about it everything, instence, predetors, privite, intresting, Predictible, In conclusion I, lern*) that hinder comprehension.

The evolving world has brought x upon us Robots. These Robots are here to steal our Jobs and keep our children from going outside and making friends. These Robots are going to over throw the world and we need to stop them.

Sandra Chang-Kredl an associate proffeser from concordia University, says "Do we want our children to think that toys or objects are just as good ~~as toys~~ as friends or actual humans". I highly agree with this statement when (Doc1 line 20) children grow up with tecnology they are less likley to play outside which can cause obsity. When I was young I had an imaginary friend named Kade I got to decide how he sounded or looked my imagination could run free, x now with these robots and toys kids are not getting the chance to imagine people. (text 1 line 30). These online devices can cause petifiles or rapistists to find children more easily they can ~~find~~ hack into the childs device and track, watch, or even talk ~~the~~ to the kids. The toy maker VTech in 2018 was fined $650,000 for failing to fulfill its promise to encrypt data to protect kids privacy (text 2 line 28-29).

While these are not good for children

there still are some advantages as they do make life more convient. (text 1) Some children dont like to communiaicate with there parents there phsycological problems an app called chat bot can helpe children comunicate there problems. New robots can be helpful for children with autism or ~~alzhiemers~~ white autism (text 3 line 17) these robots simplyfy speech and recognize the childs feelings.

While robots working with are children do have some advantages our lives would be abt better without them

**Anchor Level 3–C**

The essay introduces a reasonable claim, as directed by the task (*I highly agree … when children grow up with tecnology they are less likley to play outside which can cause obsity* and *these are not good for children*). The essay demonstrates some analysis of the texts (*These online devices can cause petifiles or rapistists to find children more easily* and *they can hack in to the childs device and track, watch, or even talk to the kids*), but insufficiently distinguishes the claim from alternate or opposing claims, simply stating about AI devices that there are *some advantages as they do make life more convient* and then listing but not challenging two other advantages. The essay presents ideas inconsistently and inaccurately (*These Robots are here to steal our Jobs and keep our children from going outside and making friends* and *now with there robots and toys kids are not getting the chance to imagine people*) in an attempt to support analysis, making use of some evidence that is irrelevant (*When I was young I had an imaginary friend named Kade*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material, correctly identifying the text but using inexact quotes and inaccurate line numbers [*(Doc 1 Line 20)* and *(text 1 line 30)*]. The essay exhibits some organization of ideas and information to create a mostly coherent essay with an opening paragraph that is generic in nature and contains unsupported statements about robots, then a paragraph that has an embedded claim, an explanation of an imaginary friend, and a reference to *kids privacy*. A third paragraph lists *some advantages* of robots and ends with a one-sentence conclusion. The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*Some Children dont like to communinicate with there parents there phsycological problems an app called Chat bot can help Children comunicate there problems*). The essay demonstrates emerging control of conventions, exhibiting occasional errors (*proffeser; concordia university; tecnology they; likley; obsity; young I; Kade I; looked my; petifiles or rapistists; convient; phsycological; Simplyfy; are children; alot*) that hinder comprehension.

Well I think that they should not use the AI for childern. The childern could end up on relianing on them. "A two yeer old girl uses "Good night, Google" and "Shut off her lights." (Text 1, lines 1-4). How is the little girl going to learn how to shut off her lights at night. The girl having Google do it does not teacher her anything. I feel like the little girl should shut her own lights off at night. I feel like the mom of the little girl, is using the Google because she does not went to teach her kids how to shut the lights off. "unsecured devices allow attackers to do more then talk to childern" (Text 2 lines, 5-11). I honestly think that childern having devices were hachers con get through there devices is scary because then the childern and the femliy could be in danger. The hacher con find out where they live, or work, and anything about them. So childern should not have AI deivces. "In 2017, Security resarchers hijacked a ClaudPets connected stuffed animals and order things off of amazon." So this shows that kids toys are able to

get hacked without them knowing. (Text 2
lines 11-12). So I feel like the childern
should have the AI devices at all.

**Anchor Level 2–A**

The essay introduces a reasonable claim (*Well I think that they should not use the AI for childern*). The essay demonstrates confused and unclear analysis of the texts (*I feel like the mom of the little girl, is using the Google because She does not want to teach her kids how to shut the lights off*), failing to distinguish the claim from alternate or opposing claims. The essay presents ideas inconsistently and inaccurately, in an attempt to support analysis (*"A two year old girl uses "Good night, Google and shuts off her lights."* and *In 2017, security resarchers hijacked a Cloud Pets Connected suffed animals and order things off of amazon"*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes, supplying inexact quotes and inaccurate line references [*(Text 2 lines 5-11)* and *(Text 2 lines 11-12)*]. The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay, with only two paragraphs, the first starting with a claim opposing the use of *AI for children* but then digressing to criticism of a mother (*She does not want to teach her kids how to shut the lights off*). A second paragraph addresses the *danger* associated with *hachers* and reinforces the claim (*So childern should not have AI devices*), although the final sentence does not accurately reflect the claim (*So I feel like the childern should have AI devices at all*). The essay lacks a formal style, using some language that is inappropriate or imprecise (*The childern could end up on relianing on them* and *devices were hachers can get through there devices*). The essay demonstrates emerging control of conventions, exhibiting occasional errors (*Well I; childern; does not teacher her; girl, is using; hachers; a … suffed animals; kids toys*) that hinder comprehension.

Artifical Intelegence Devices arent benefical to children because, The amount of stuff that these Devices can do is amazing. Text 4 Kids learn empathy and once they get older they wont need it. These Devices are amazing and more beneFical then what a human can teach you. With all the information on the Internet I can retreve anything for you. From music to recipies or from stories to Directions on were to go is fun. But There are bad parts to every AI unit you can be spied on iF AI has a camera. The turbulences that could occur if robots or technology watch you can effect and make it very uncomfortnble having the Artifical Devices in the house but these are problems that people want and need. Invading privacy and listening to converstions between a family wont be respectin someones privacy it cnlled inunding and its disgusting because cameras being placed inside tracking Devices its creepy Knowing that you Know someones watching you in text 2. This is why people say AI devices aren't benefical For children. In conclusion Artifical technologies should be benefical to children and anyone because they do make life easier and and curiouser because Figuring out how a device or anyKind of machine works is Fasinating but others will dissagree and thats there personal opinian but yes children shoud be around technology it makes you curiouser and gives empathy. Overall parents should be the ones letting Kids Know that they arent people but machines.

**Anchor Level 2–B**

The essay introduces a claim that is seemingly contradictory (*Artifical Intelegence Devices arent benefical to children because, The amount of stuff that these Devices can do is amazing*). The essay demonstrates confused and unclear analysis of the texts (*The turbulences that could occur if robots or technology watch you can effect and make it very uncomfortable … but these are problems that people want and need*), failing to distinguish the claim from alternate or opposing claims beyond the reference to the quality of AI devices (*These Devices are amazing and more benefical then what a human can teach you*). The essay presents ideas inconsistently, in an attempt to support analysis, referring to the *bad parts to every AI unit* and to the possibility of one being *spied on if AI has a camera* with AIs *Invading privacy and listening to converstions*, making use of some irrelevant personal observations, while the reference to empathy is vague (*Kids learn empathy and once they get older they wont need it*). The essay demonstrates little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material, citing only two texts (*Text 4* and *text 2*) with no line references. The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay. The one-paragraph essay first states a claim, follows with a sentence about *empathy*, then extols the *amazing* aspects of the *Devices* and the *Internet.* The essay then addresses the ability of a device to spy on people and concludes with the position that technology makes life *easier* and *curiouser*. The essay lacks a formal style, using some language that is imprecise (*then* for "than"*, were* for "where"*, effect* for "affect"*, it called invading, curiouser, there* for "their"). The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*Artifical Intelegence; arent; benefical; because, The; empathy and; retreve; unit you can; respectin; someones; conclusion Artifical; is Fasinating; dissagree; opinion but yes children; technology it makes*) that make comprehension difficult.

AI (Artificial intelligence) have many good and bad beneficial to children like the internet, technologies effect child development because when you use to much the internet you dont get to consetrate with your homework however technologies are good to because in the internet you learn a lot.

The internet make life more convenient. The internet is good. It example how you could ask anything on google and it would answer. But its bad to because when you on your phone you spelt more then 5 hours and thats bad because if you need to do a homework you not gonna be able to do it. It bad because people be posting there problem on social media but the technologies is good in a one because you could communicate with other people.

In the internet you could get a work communicate with people, search up any question. For example, "tracking kids movements" if your kid is lost you could connect the "GPS."

**Anchor Level 2–C**

The essay introduces a noncommittal claim [*AI (Artificial intelligence) have many good and bad beneficial to children*]. The essay demonstrates a confused and unclear analysis of the texts (*technologies effect child development because when you use to much the internet you dont get to consetrate with your homework*), failing to distinguish the claim from alternate or opposing claims. The essay presents little evidence from the texts, making vague references to *life* being *more convenient* and closing with new evidence that is not expanded upon (*For example, "tracking kids movements" if your kid is lost*). The essay does not make use of citations. The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay, with an introductory, a body and a concluding paragraph that are composed of a series of loosely-connected ideas about the Internet that digress while attempting to address both sides of the issue (*The internet is good. It example how you could ask anything on google and it would answer. But its bad to because when you on your phone you spelt more then 5 hours and thats bad because if you need to do a homework you not gonna be able to do it*). The essay lacks a formal style, using some language that is inappropriate or imprecise (*effect* for "affect", *to* for "too", *spelt* for "spent", *then* for "than", *gonna, is good in a one because, In* for "On", *you could get a work communicate*). The essay demonstrates a lack of control of conventions, exhibiting frequent errors [(*intelligence) have, dont, consetrate, homework however technologies, internet make, its bad, lost you*)] that make comprehension difficult.

The use of artifical intellengece (AI) can be both good and bad for kids. Lets say for example in an alternate universe where computers and iphones didn't exist, kids would be making up their own games with their own rules and would discover what it is to have fun or to use their imagination. In reality on this planet and in this universe, artifical intellengce isn't good for kids and researchers are still trying to figure out what the effects could be from the overusage of these smart devices.

The universe is a crazy thing. An alternate universe can and probably does exist. Imagine that in someone elses world, we are like a video game or a movie that there watching. And when we go to sleep it's the end of the movie or they turn the power to the game off. These people could control our every move and we would have no idea.

**Anchor Level 1–A**

The essay introduces a claim (*In reality on this planet and in this universe, artifical intellengce isn't good for kids*), but does not demonstrate analysis of the texts. The essay presents no evidence from the texts and does not make use of citations. The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay, consisting of two paragraphs with the opening paragraph moving from the idea of *an alternate universe where computers and iphones didn't exist* to a claim opposing the use of AI with children, then a second paragraph speculating that life in *an alternate universe can and probably does exist* with no further mention of AI. The essay fails to maintain a formal style (*Lets say* and *is a crazy thing*) using primarily basic language and structure (*These people could control our every move and we would have no idea*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*artifical, intellengence, Lets say for example, In reality on, elses*) that do not hinder comprehension. The essay is a personal response, making little reference to the task or texts, and can be scored no higher than a 1.

AI is good for Kids because it gives kids another way to learn a lot more. This can make a kid more smart and aked in class.

**Anchor Level 1–B**

The essay introduces a claim (*AI is good for kids because it gives kids another way to learn a lot more*) but 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, consisting of two sentences, making assessment of coherence, organization, and style unreliable. The essay is minimal, making assessment of conventions unreliable.

Why I agree on Technology affecting our childrens on their Development

This is Why I highly agree and disagree abone this text 1.

Well because when the children all over the world think that toys aint in Sytle, Because they think because other children doesn't play with them. It means that they have to follow everyone else. Technology Can affect alot of under age children because when its time to Speak out in the opean, they arent going to be insose and not know how to speak to others.

In the topic case that Coght my eyes was Smart technology Such as " google and alexa and Siri " are not a threat to real life interact and relationships. text 1 tex 50

One things I can Say about techonogy is very help ful because we all have family all over the world and that we cannot See or even Speak to So that's when facetime Comes along and help all of us Keep in contact with our family and friends to be.

Generally, when others need a friends other apps Come along and

help others speak and find
friends.
    "Internet of toys"
    Well I truly agree with this
story of facts because theirs alot
of guy and women who likes to
spy on others on their cell and
children toys. It's very unleathy
because others can be in the
shower and others can be
watching. This generation is
getting out of hand.
    Parents may not notcings
it. Its scary, even for younger
children

Alongside the massive technological revolution that has occured in the last decade or so have grown many concerns about the unknown effects of these new technologies. Some fear the invasion of privacy these devices create, while others tout the benefits they possess. While artificial intelligence does create privacy issues, the ~~to the~~ extent to which they aid childhood development is invaluable.

Easily the biggest concern a surrounding artificial intelligence such as an Amazon Alexa or Google Home is the capacity for privacy invasions, especially with children. The "cameras that watch kids and microphones that listen to them," (Text 2, line 22-23) are contentious, because companies are essentially able to share that information "with vaguely defined service providers and vendors." (Text 4, line 30-31). The lack of regulation surrounding artificially intelligent children's toys lets some companies collect data from unknowing children and families and sell that information to third parties. Of course occurences like that are dangerous breaches of privacy, but they are eliminated simply with legislation and oversight.

The benefits that artificial intelligence provides to children far outweigh any negatives, however. The robot's programs may be able to "better resolve conflicts and further ~~reasone~~ reinforce skills children are developing," compared to a human teacher. (Text 3, line 14-15) Artificial intelligence, while it cannot replace a physical teacher, ~~could~~ is a big help in the classroom, especially in early childhood, when every kid has immediate needs, and a

teacher cannot possibly address them all. Additionally, robots can "provide emotional and social support" for sick children when they do not have (or are unable to have) family around. (Text 3, Line 49) Robots and artificial intelligence softwares are invaluable to doing tasks that humans cannot.

Robots can also aid significantly in early childhood development, especially for children with special needs. Because robots are "less complex and more predictable than people" they are easier for children with autism or Down syndrome to interact with. (Text 3, line 21-22) Robots' simplicity and predictability make them much less intimidating than humans for special needs kids to interact with, and as a result can be helpful in the development of their emotional and social skills. Robots can teach special needs kids important behaviors like how "to take turns, recognizing emotions and focusing their attention." (Text 3, line 25-26), all of which can help them to eventually interact with humans.

Artificial intelligence is such a new domain that relatively little is known about it. While there are concerns related to privacy, the benefits ~~that~~ that the use of artificial intelligence with children possesses greatly outweigh these concerns.

The "Good night, Google" and the devices communicate with the lights in her room to turn them on in her favourite pink hue.

"Is that they imagine that their toys are alive," to us the objects to Represent other objects, and they develop For more sophisticated for her Smart technologies are only beginning to learn how children think about and interact with People that are meant to mimic or even eventually replace human interaction.

In recent years, Artificial intelligence (AI) has become more and more prevalent, and accepted by majority of society. AI programs provide an "all-in one" technology that is capable of completing small tasks such as finding information, simulating conversation, and even changing the lights. However, with the rise of this technology arose controversy. Many people wonder how this technology affects young children and whether or not it benefits them. And while opponents may argue that AI is benefitial to a childs life, on an educational level, the truth of the matter is that, AI is harmful, and does more harm than good, as it robs children of the chance to develop, empathy, hinders their coping skills, and poses a safety threat.

Empathy, is an important part of an individuals life. Without it, one is unable to sympathize with others, and disassociates from what another person may be feeling. Lacking empathy can be dangerous in that, young children will be at risk of commiting cruel actions because they will not think of how it affects others. According to Text 1, as children grow they form bonds or "emotional attachments" (line 24) to their toys and plush animals. An essential part of this attachment is that the child feels that their toy is alive. The child is then to "come up

with their toy's responces on their own... they develop empathy by imagining how their toy feels" (Text 1, lines 27-29). However, this process is disrupted when a child is exposed to AI from a young age. Because AI technology is programmed to interact or conversate, these children no longer have to imagine how their toy would feel and or react because it is done for them. Artificial intelligence stunts a child's emotional development which in turn may result in problems in adulthood.

One is faced with difficult situations and decisions all throughout their lifetime, and their coping skills, or lack there of, determine how they will feel and act in the given situation. Unfortunately, this essential skill is compromised when children are exposed to any advanced technology, and especially artificial intelligence. This technology "will affect young people's ability to sit alone with their feelings since, at any time, these technologies may allow them to avoid difficult feelings" (Text 1, lines 32-34). children will not be given the chance to develop a critical skill which they will need for the rest of their lives. And, this may result in a poor mental health which not only will pose a risk to their own person, but also the people around them.

Not only does AI affect a child mental health in a negative way, but it also pose a great safety risk to both them and the people they surround themselves with on a day to day basis. As with any technology that is connected to the internet, their are safety concerns. However, the stakes may be higher with AI childrens toys. Many childrens AI toy come with built in technologies which allow them to hear and see the child but these recordings do not simply dissappear, they are stored away, and "can also be hijacked to listen in on family conversations or take photographs... without... parents ever noticing... manufacturers don't always ensure the data is stored and transmitted securely" (text 2, line 25-27). AI toys put children at risk of potentially dangerous predators.

However, despite all the drawbacks that come with AI interacting with children, opponents argue that they are beneficial for educational purposes. In one study, conducted with autistic children and robots, the results were positive and even beneficial to the child. While autistic children typically have a hard time in social settings, these AI robots may be able to lessen the severity of their uncomfortability in those settings. "In one case,

a child touched his teachers face and eye after excitedly exploring kaspar) face and later invited the teacher to join them in a game" (Text 3, lines 28-33). However, one child with autism making progress due to the exposure to AI, does not match up to all the other children who are robbed of empathy and creativity.

In conclusion, while AI may be beneficial to certain groups of people, it is not a smart choice for children. Children who are exposed to this technology will lack empathy, coping skills, and will be put at risk due to it. Unfortunately, the benefits do not outweigh the cost.

The topic on weather ~~are~~ AI (Artifical intelligance) may be benifial to children has been greatly debated through out ~~our~~ the upcoming years. Artifial intelligance is on the rise and becoming more used and popular throught out society. Artifical intelligance can have both a negative and a positive effect on children. ~~Some~~ The negative outwei-ght the positive ~~are~~ in this case.

Artifial intellegance ~~can~~ can ~~a~~ affect children in a negative way because it can connect them with a pedophile or someone with negative intentions. In ~~text~~ text 2 "4 ways "Internet of things" Toy's endanger children" It says "It would be very simple for on attacker to set up a wifi network with the name~~s~~ and communicate directly with an unsospecting child" This shows how ~~ ~~ ~~ ~~ easily it could be for someone to get to the child. In that same article ~~ ~~ It ~~also~~ says "some internet connected toys have GPS [Global positioning system] ①... which can also raveal user's location, even if the users are children" This shows how ~~ ~~ ~~attacker~~ ~~ ~~ easy it would be for an attacker to detect a child and find them, using GPS which many internet toys have.

Another negative effect AI ~~are~~ (artifial

intelligence) can affect kids in a negative way is by potenially replacing human interactions with toys. In thee article "How will A.I Technologies affect child development?' It ~~explains~~ explains how when children speak & play with regular toys they themeselves are responding and this ~~develops~~ develops empathy " she notes when children come up with their toy's responses on their own they learn symbolic play or the ability to use objects to represent other objects & they develop empathy ". By using AP' there toys would be responding this could confuse children in the future ~~by saying~~ with whats real and whats not.

On the oppossing side others may argue AI (Artifial intellegence) can affect kids positively by helping them spend less time on Digital screens. In the article "How will AI technologies Affect child development Blake says "Having the ~~google~~ google home mimis ~~house~~ has ~~meant~~ her children spend less time in front of digital screens instead, They're often using the devise to listen to music or stories. Although kids may spend less time on

screens is it worth risking their safety?
no a childs safety should be more import.
This is ~~also~~ how artifial intellegence can
affect children in a negative.

**Practice Paper A – Score Level 2**
Holistically, this essay best fits the criteria for Level 2.


**Practice Paper B – Score Level 4**
Holistically, this essay best fits the criteria for Level 4.


**Practice Paper C – Score Level 0**
Holistically, this essay best fits the criteria for Level 0.


**Practice Paper D – Score Level 5**
Holistically, this essay best fits the criteria for Level 5.


**Practice Paper E – Score Level 3**
Holistically, this essay best fits the criteria for Level 3.

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

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

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

The excerpt from "The Vertical Ladder" reflects the central idea that always trying to impress and show off can lead to poor decisions and negative consequences. The boy, Flegg, wants to impress a very critical and hard to impress girl. When he starts throwing bricks higher than everyone else, she challenges him and tells him ~~that~~ "Bet you can't climb as high as you can throw!" (Lines 29, 30). Flegg, of course, will accept here challenge and begin climbing on the rusted ladder towards the immensely high top. This shows that he is willing to put his own saftey at risk in order to prove himself to her. When he finally does reach the top rung, he finds that "the real top rungs were missing ... the platform jutted five impassable feet above" (Lines 74, 75). Throughout his journey towards the top, Flegg is met with an intense sense of isolation and ~~sm~~ insignificance. He sees everything he knows dissapear into nothing, and he is left, above everything, alone. The level of ignorance in his decision is recognized, and he wonders how he got into this position. There are times in life where future consequences cannot be ~~foreseen~~een at that time. But this instance was an example of the naive view of youth. Because one emotion or one influence seems the most important to him at the time, he acts on it. Therefore, his imposticity leads to his difficult predicament and no easy solution.

The author uses conflict as a literary technique to develop the central idea. When the girl he wishes to win over challenges him to do the impossible, he feels that he has to in order to prove he is worthy. As he approached the tower he lost much confidence and felt "despite himself that the entire erection had become unsteady" ~~and~~ (Line 43). Although he is scared and hesitant to climb the tower, he is faced with a dilemma. If he climbs it, his life could be at risk, but if he does not, then he risks losing his chances with a girl ~~that~~. But, he withdraws his concerns and

begins the climb, choosing his pride over his saftey. Reaching the top, he expects to find the platform where he can finally stop and rest. But when he gets there, the real top rungs are missing, and he does not know what to do. So he " hung shiverily and past knowing what more he could ever do" (lines 77, 78). The author puts the character in a difficult position, and he chooses poorly. When it is time to face the consequences of that desicion, there does not seem to be any way to solve it. He does not know what he can do to save himself, so he just waits, He gives up. He has been defeated. He chose poorly and now must suffer the consequences. It is easy to be impulsive, to try and impress and show off. But when the time comes to take ownership of bad choices, paying for the choices seems to, often make people consider their decisions and regret them.

**Anchor Level 4–A**

The response introduces a well-reasoned central idea (*The excerpt from "The Vertical Ladder" reflects the central idea that always trying to impress and show off can lead to poor decisions and negative consequences*) and a writing strategy (*The author uses conflict as a literary technique to develop the central idea*) that clearly establish the criteria for analysis. The response demonstrates a thoughtful analysis of the author's use of conflict to develop the central idea (*Although he is scared and hesitant to climb the tower, he is faced with a dilemma. If he climbs it his life could be at risk, but if he does not, then he risks losing his chances with a girl; The author puts the character in a difficult position, and he chooses poorly; He chose poorly and now must suffer the consequences*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*he finds that "the real top rungs were missing … the platform jutted five impassable feet above"* and *So he "hung shivering and past knowing what more he could ever do"*). The response exhibits logical organization of ideas and information to create a cohesive and coherent response by first introducing the central idea that impulsive decisions can lead to painful consequences (*He sees everything he knows dissapear into nothing, and he is left, above everthing, alone*), followed by a paragraph that presents and illustrates the conflict (*But, he withdraws his concerns and begins the climb, choosing his pride over his safety*), and concluding with a reiteration of the central idea and the conflict (*It is easy to be impulsive, to try and impress and show off. But when the time comes to take ownership of bad choices, paying for the choices seems to often make people consider their decisions and regret them*). The response establishes and maintains a formal style, using precise language and sound structure (*The level of ignorance in his decision is recognized, and he wonders how he got into this position* and *He does not know what he can do to save himself, so he just waits. He gives up. He has been defeated*). The response demonstrates control of conventions with infrequent errors (*saftey, dissapear, impusticity*).

How often do people take risks just to protect their sense of pride? How strong beliefs and values have to be to push one to do something as insane as climbing up a cold, tall structure, just to prove someone wrong? Some people are eager to do anything to stay firm with what they believe in. In the short story, "The Vertical Ladder" by William Sansom, the main character Flegg ~~proves~~ undertakes an extremely dangerous challenge, to prove his strength and determination to his friends, and to himself. The author uses simile as one of the writing strategies in order to ~~strengthen the reader and~~ use comparison with the world "like" or "as" to connect the gasometer to different objects ~~that they~~, to help the reader to imagine the struggle of Flegg when he was climbing up persistently.

One example of how simile is used is in lines 43 to 45, "... and Flegg imagined despite himself that the entire erection had become unsteady, that quite possibly the gasometer might suddenly blow over like a gigantic top-heavy sail." The simile compares the gasometer to be as unstable as a sail that is twisted on a stormy wind. This shows how scary it must have been to individually climb on a structure that could collapse any moment. It was terrifying but the fear did not stop the protogonest from showing up to his friends, especially the girl with black eyes. He needed to keep going, or the group of his friends will laugh at him. His muscles were nearly giving up from holding so tight to the metal, vertical object, and even this didn't convince him to stop. There is a simile that clearly shows how scared the poor boy is to fall. In the lines 55 to 56, the text states, "... he was lost among

such huge smooth dimensions, grown smaller himself and clinging now like a child lost 'on some monstrous desert of red dry nust" Flego is compared to a small child that needs help of somebody stronger, because they are not yet capable of doing some things alone. He felt like crying, but there was nothing but the freezing pole he could hold. He was exhausted and, more terrified of what's on the top than what's underneath him. At this moment he tried to imagine that this is just a nightmare. He was talking to himself to soothe the pain of the throbbing stress. Here is another simile that expresses the craziness he was falling in. In the lines 70 to 72: " ... he began to scramble up, unreating at his lost ~~strength~~ strength, whispering urgent meaningless words to himself 'like the swift' whispers that close in on nightmare." This is how Flego felt. He wanted to have ground under his feet again. He regretted the decision he made. And yet, he still kept going to the top. He valued his beliefs and pride more than his own life.

Thanks to the very accurate comparisons, the readers could imagine how difficult it was for Flego to climb up the parameter. He was tremendously scared. It was too much for him. But just because his friends didn't believe in him, he decided to go up no matter what. This determination was fueled by his stubborn nature. But no matter how wobbly the parameter was and how much horrifying his situation was, he still kept going and went up to reach his goal. He proved himself.

**Anchor Level 4–B**

The response introduces a well-reasoned central idea (*Flegg undertakes an extremely dangerous challenge, to prove his strength and determination to his friends and to himself*) and a writing strategy (*The author uses simile ... to connect the gasometer to different objects, to help the reader to imagine the struggle of Flegg*) that clearly establish the criteria for analysis. The response demonstrates a thoughtful analysis of the author's use of similes to develop the central idea (*The simile compares the gasometer to be as unstable as a sail that is twisted on a stormy wind. This shows ... It was terrifying but the fear did not stop the protagonist*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*"... he was lost among such huge smooth dimensions, grown smaller himself and clinging now like a child lost on some monstrous desert of red rust"* and *"...he began to scramble up, wrenching at his last strength, whispering urgent meaningless words to himself like the swift whispers that close in on nightmare!"*). The response exhibits logical organization of ideas and information to create a cohesive and coherent response by first introducing the central idea and writing strategy, followed by a body paragraph that analyzes three similes as they relate to the central idea, and closing with a summative conclusion (*Thanks to the very accurate comparisons, the readers could imagine how difficult it was for Flegg to climb up the gasometer*). The response establishes and maintains a formal style, using appropriate language and structure (*He valued his beliefs and pride more than his own life* and *This determination was fueled by his stubborn nature*) with some inexact words and phrases (*world* for "words", *showing up* for "showing off" and *how much horrifying*). The response demonstrates partial control of conventions with occasional errors (*challenge, to prove; objects, to help; terrifying but; a small child ... they; trobbing; weriness*) that do not hinder comprehension.

William Sansom uses the writing strategy of point-of-view to develop his central idea that threatening one's ego can cause them to make poor and impulsive decisions. The author begins the passage by foreshadowing to the thoughts and feelings of Flegg while he is climbing that vertical ladder. Flegg asks himself, "How could he ever have wished this on himself? How easy it ~~would~~ had been to laugh away his cautionary fears on the firm ground" (L 7-9). By revealing Flegg's point-of-view the author is able to show how he realizes that he has made a poor decision. He continues on with, "now he would give the very hands that clung to the ladder for a safe conduct to solid earth." (L 8-9). Flegg's perspective reveals his deep regret for the decision that he made to begin climbing.

The author also uses point-of-view to reveal why Flegg made the impulsive decision to begin climbing. When Flegg is gathered with his friends beneath the gasometer, the author displays his thoughts towards a girl. "Flegg, who wished to excel in the eyes of the dark-haired girl began throwing his bricks higher than the others." (L 21-22). The boy even thought that he "liked her earnest, purposeful expression" (L 27-28) clearly having feelings for this girl, it is no surprise that when she told him... "Bet you can't climb as high as you can throw!" (L 29-30) that he would not shy away from doing whatever was neccecary to impress this girl. His friends even joined in to taunt him into climbing up the

ladder on the gasometer. They ~~repeatedly~~ told him "Course he bloody can't" and "Climb to the top of my Aunt Fanny" (L 33-34). Finally, flegg gave into the peer pressure and taunts when the girl told him to climb to the top of the gasometer. Right away flegg began climbing, only giving this action a bit of thought. Even after ~~reneging time~~ he described the height of the gasometer being "dizzying" and as being possible to fall over because it was "top-heavy," he still ~~desribes~~ decided that ~~the~~ ~~~~ ~~~~ ~~~~ ~~~~ his fear of the dimminshment of his own ego was much bigger than any object such as the gasometer. Then, without any thought of what could go wrong or just how unsafe climbing the gasometer was, ^Flegg ~~he~~ thrust himself up the latter, out of the mere threat to his ego ~~~~ caused by his ~~own friends~~ very own friends.

**Anchor Level 3–A**

The response introduces a clear central idea and a writing strategy (*William Sansom uses the writing strategy of point-of-view to develop his central idea that threatening one's ego can cause them to make poor and impulsive deicions*) that establish the criteria for analysis. The response demonstrates a thoughtful analysis of the author's use of point-of-view to develop the central idea (*By revealing Flegg's point-of-view the author is able to show how he realizes that he has made a poor decicion; The author also uses point-of-view to reveal why Flegg made the impulsive descion to begin climbing; clearly having feelings for this girl, it is no surprise that … he would not shy away from doing whatever was nessecarry to impress this girl*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis *("How could he ever have wished this on himself? How easy it had been to laugh away his cautionary fears on the firm ground"* and *Finally, Flegg gave into the peer pressure and taunts when the girl told him to climb to the top of the gasometer*). The response exhibits logical organization of ideas and information to create a cohesive and coherent response by establishing the central idea and writing strategy in the opening paragraph, then supporting the central idea by discussing and exemplifying Flegg's point-of-view and his corresponding actions in a second paragraph that concludes with a summative statement (*Flegg thrust himself up the latter, out of the mere threat to his ego caused by his very own friends*). The response establishes and maintains a formal style, using appropriate language and structure (*Flegg's perspective reveals his deep regret for the descion that he made to begin climbing* and *His friends even joined in to taunt him into climbing up the ladder on the gasometer*). The response demonstrates partial control of conventions with occasional errors (*one's … them; deicions; point-of-view the author; having feelings … it is; nessecarry; dimmishment*) that do not hinder comprehension.

The author William Sanson uses the literary element of characterization in the story "The Vertical Ladder" to develop and intensify the central idea. Throughout the story we see the main character, Flegg, try his best to impress the girl he likes. This uncovers a theme of staying true to yourself even under peer pressure.

As you continue into the story, the author first uncovers Flegg's character by writing him off as someone who likes to impress and stand out. He throws bricks higher than the other kids, and is feeding off of the pride he gets when he he feels the girl he likes is watching him. This quickly catches up to him when the kids begin to pressure him to climb the ladder. Flegg doesn't have to climb, but his nature to one up and impress everyone gets the best of him and he forces himself to climb. From here the story intensifies. Flegg's fear of heights and the authors description of the terror, regret and uneasyness carries through the story. There is also a sense of Flegg being overdramatic where he worries if the gasometer will blow, and how the drop doubled from atop the ladder. It makes

you question his safety and helps you further understand to not give into peer pressure.

The author William Sansom uses characterization to develop the central idea of the story "The Vertical Ladder". The description of Flegg and his fears forces you to think about his decisions and actions he made throughout the story. It provides a lesson and adds an intense feeling as you read deeper and deeper into Flegg's adventure.

**Anchor Level 3–B**

The response introduces a clear central idea (*Throughout the story we see the main character, Flegg, try his best to impress the girl he likes*) and a writing strategy (*The author William Sansom uses the literary element of characterization in the story "The Vertical Ladder" to develop and intensify the centeral idea*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of characterization to develop the central idea (*the author first uncovers Flegg's character ... as someone who likes to impress and stand out* and *the kids begin to pressure him to climb the ladder. Flegg doesnt have to climb, but his nature to one up and impress everyone gets the best of him and he forces himself to climb*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*He throws bricks higher than the other kids, and is feeding off of the pride he gets when he feels the girl he likes is watching* and *Flegg's fear of heights and the authors description of the terror, regret and uneasyness carries through the story*). The response exhibits acceptable organization of ideas and information to create a coherent response by establishing the central idea and writing strategy in the opening paragraph, then discussing the characterization of Flegg as he responds to *peer pressure* from the girl in the second paragraph, which ends with a reiteration of the central idea and with a conclusion that reflects the opening paragraph (*The author William Sansom uses characterization to develop the central idea of the story "The Vertical Ladder"*). The response establishes and maintains a formal style, using appropriate language and structure (*From here the story intensifies* and *It provides a lesson and adds an intense feeling*). The response demonstrates partial control of conventions with occasional errors (*kids, and is; doesnt; him and he forces; authors description; uneasyness*) that do not hinder comprehension.

Language use is one big writing strategy the author of "The Vertical Ladder" William Sanson uses to convey the central idea of biting off more than one can chew. This also means that one took on a challenge that they could not bare. Flegg became arrogant and prideful and decided to show off.

As Flegg was climbing in the beginning of the story, the author states "How easy it had been to laugh away his cautionary fears on the firm ground." (7-8) The use of the language cautionary fears to show how worrying the situation of Flegg being on the ladder was to him.

Another example of the various uses of language throughout the story which proves the central theme to be evident is when the author states "There lay about it a sense of material danger, not of the risk of falling, but of something removed and unhuman – a sense of appalling isolation." (58-59) This language ~~throughout the story~~ Words such as material danger, unhuman, and appalling isolation give the reader a clue to recognized that Flegg is not preparared to face tha challenge that faces him which shows that the central idea is evident all in all.

**Anchor Level 3–C**

The response introduces a clear central idea and a writing strategy (*Language use is one writing strategy the author of "The Vertical Ladder" William Sansom uses to convey the central idea of biting off more than one can chew*) that establish the criteria for analysis. The response demonstrates a superficial analysis of the author's use of language to develop the central idea, supplying one statement about *cautionary fears* (*The use of the language cautionary fears to show how worrying the situation of Flegg being on the ladder is to him*) and an attempt at analysis of the effect of *words such as material danger, unhuman, and appalling isolation*. The response presents ideas inadequately in an attempt to support analysis. While the two sentences taken from the text are appropriate and provide a basis for analysis, there is little actual analysis undertaken (*Words such as material danger, unhuman, and appalling isolation give the reader a clue to recognized that Flegg is not prepared to face the challenge that faces him which shows that the central idea is evident all in all.*) The response exhibits acceptable organization of ideas and information to create a coherent response, with an opening paragraph that introduces a central idea and a writing strategy, a second paragraph that focuses on *"the use of the language cautionary fears"* and a third paragraph that references the words *material danger, unhuman, and appalling isolation* and ends with a vague concluding statement *that the central idea is evident all in all*. The response establishes and maintains a formal style (*Another example of the various uses of language throughout the story which proves the central theme to be evident is when*), using appropriate language and structure with the exception of an idiom used as the central idea (*biting off more than one can chew*), the use of *bare* for "bear" and incorrect sentence structure (*The use of the language cautionary fears to show how worrying the situation of Flegg being on the ladder is to him*). The response demonstrates partial control of conventions with occasional errors [*one …they; ground."(7-8); to recognized; preparared*] that do not hinder comprehension. The response does not use quotation marks to denote words taken from the text (*cautionary fears, material danger, unhuman, appalling isolation*).

The central idea of the text, "The Vertical Ladder" is that thing might not look like they seemed. According to the text, "Here he was isolated on a vestical iron ladder flat to the side of a gasometer - and bound to climb higher and higher until he should reach the vertiginous skyward summit" (line5). This is evident because things that are like the iron laddor we can't tell when it'll stop.

The author uses symbalism to support the central idea. According to the text, "then he jammed his legs in the lower rungs and his arms past the elbows to the armpits in through to to rungs and there he hung shivering and past knowing what more he could ever do..." (line 75). This is evident to supporting the central idea because when he was clambing the laddor he thought there will a end but in reality there is no real end.

**Anchor Level 2–A**

The response introduces a central idea (*The central idea of the text, "The Vertical Ladder" is that thing might not look like they seemed*) and a writing strategy (*The author uses symbalism to support the central idea*). The response demonstrates a superficial analysis of the central idea but does not successfully relate the writing strategy of symbolism to the central idea (*This is evident to supporting the central idea because when he was clambing the laddor he thought there will a end but in reality there is no real end*). The response presents ideas inconsistently and inadequately in an attempt to support analysis but while some evidence relates to the central idea (*"Here he was, isolated on a vertical iron ladder flat to the side of a gasometer-and bound to climb higher and higher until he should reach the vertiginous skyward summit"*) and (*This is evident because thing's that are like the iron laddor we can't tell when it'll stop*), the example of the writing strategy of symbolism is inaccurate and irrelevant. The response exhibits inconsistent organization of ideas, consisting of one paragraph stating and exemplifying a central idea, followed by a second paragraph that introduces the writing strategy of *symbalism* but gives an unrelated example from the text and a reiteration of the central idea. The response lacks a formal style, using language that is basic and imprecise (*This is evident because thing's that are like the iron laddor we can't tell when it'll stop*). The response demonstrates partial control of conventions with occasional errors (*thing ... look, thing's, laddor, symbalism, clambing, but in reality there*) that do not hinder comprehension.

In the text the vertical Ladder one can See that the author william Sansom central idea was that even though things may seem like there crumbling right before your eyes and you don't really see the point have something to be hopeful. This message is shown throughout the text and it touches on many key literary elements but the one that stood out the most is imegry since you could really see many of these senieros out in your head and you could really Just see them coming to life and putting a picture in your head.

In the text vertical ladders the central idea that tied up everything in the text was that even at your lowest point you still have to some hope or some form to hold on too. One can see this in lines 7 to 9 where it states "How could he ever have wished this on himself? How esay it had been to laugh away his cautionary fears on the firm ground... now he would give the very hands that clung to the ledder for safe conduct to solid earth" This quote shows that even though he is in a sticky sitation he still on holding on to hope that he will be back on the ground of the earth. And that connects back to the central idea

The literay element that is really shown in this text is imegry there is imegry all over this text since you could really see this event playing out in your head this is event in lines 10 through 11 Where it states "It had been a strong spring day abruptly as warm as mid summer. The sun flooded the park and streets with sudden heat." This evidence shows the literay element imegry because you could imazen the senioru of it being so hot that the streets are being hitted on by the sun and it Just being way to hot. And it's a great example of imegry because you could see these events play out in your head.

**Anchor Level 2–B**

The response introduces a central idea (*the author William Sansom central idea was that even though things may seem like there crumbling right before your eyes and you don't really see the point have some thing to be hopeful*) and a writing strategy (*the one that stood out the most is imegry*). The response demonstrates a superficial analysis of the central idea (*even though he is in a sticky sitation he still on holding on to hope that he will be back on the ground of the earth*), but the analysis of the author's use of imagery fails to support the central idea (*you could imagen the senioro of it being so hot that the streets are being hitted on by the sun and it just being way to hot*). The response presents ideas inconsistently and inaccurately (*"How could he ever have wished this on himself? How esay it had been to laugh away his cautionary fears on the firm ground ... now he would give the very hands that clung to the ledder for safe conduct to solid earth"*), in that it contradicts the central idea, making use of some evidence that is irrelevant (*"It had been a strong spring day abruptly as warm as mid summer. The sun flooded the park and streets with sudden heat."*). The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, with an introductory paragraph that includes a central idea and the writing strategy of imagery (*since you could really see many of these senieros out in your head*), one body paragraph that rephrases and loosely supports the central idea, and a second body paragraph that exemplifies and discusses imagery, but is unrelated to the central idea. The response lacks a formal style, using language that is basic, inappropriate, and imprecise (*There* for "they're"*, you could really just see them coming to life and putting a picture in your head, still on holding on to hope, being hitted on by the sun, to* for "too"). The response demonstrates emerging control of conventions with some errors (*literay; imgry; senieros; In the text vertical ladders the; esay; sitation; earth. And that; head this; imagen*) that hinder comprehension.

The central idea of the text is there's always something good at the top of something. The boy got dared to reach the top of the gastank. The boy reached the top of the latter but still didn't know what was at the top. The authors use of persuation developes to the central idea by showing that with motavation people can help you and keep pushing you to reach the top. Also when you look back and see how far you've gone you just wanna keep pushing.

One way the author shows persuation is in Line (33-35) "Flegg had said' Climb to the top of anything." the other boy says' Climb to the top of my aunt Fanny. The girl had said Climb to the top of the gasworks then". This shows that his friends were pusing him to climb to the top. This developes to the central idea of how if you have motavation you can reach the top.

Another way the author shows persuation is when the author starts "Each object familar to his everyday eyes— his friends, land-posts, brick wall, the kerb, a drain— all these grown super small". This shows how if you look down and see how far you've gone you cant turn back.

**Anchor Level 2–C**

The response introduces a confused or incomplete central idea (*The central idea of the text is there's always something good at the top of something*) and a writing strategy (*use of persuation developes to the central idea*). The response demonstrates a minimal analysis of the author's use of the writing strategy of persuasion which, in the analysis, becomes *motavation* (*This developes to the central idea of how if you have motavation you can reach the top*) to develop the central idea. The response presents ideas inconsistently and inadequately in an attempt to support analysis (*"Flegg had said: Climb to the top of anything." the other boy says: Climb to the top of … the gasworks then"*), making use of some evidence that is irrelevant (*"Each object familar to his everyday eyes— … all these grown super small"*). While the author's use of persuasion is illustrated, the evidence presented is unrelated to the confused central idea. The response exhibits inconsistent organization of ideas and information, presenting a central idea that is unrelated to the text and shifts from *something good* to *you can't turn back* and a writing strategy that shifts from *persuation* to *motivation* and back to *persuation*, failing to create a coherent response. The response lacks a formal style, using language that is basic and imprecise (*got dared, developes to the, wanna, starts* for "states"). The response demonstrates emerging control of conventions (*authors use; persuation; developes; motavation; Also when; Line (33-35); "Flegg had said … anything." the other boy; said Climb to … then."; familar; cant*) that make comprehension difficult.

In the story "The vertical ladder" written by William Samson is trying to show no matter how much you change and try for things to progress, it will soonly come to dissapoint you. If you cannot see the value in something, that does not mean treat it unfairly or just rude. Most do not deserve something like that, overthinking is the key. Even though it may seem stressful it helps!

**Anchor Level 1–A**

The response introduces a confused central idea (*no matter how much you change and try for things to progress, it will soonly come to dissapoint you*) with no writing strategy or analysis. The response presents no evidence from the text. The response exhibits little organization of ideas and information, shifting from one idea of an individual trying *to progress* to not seeing *the value in something* to comments about unfair or *rude* treatment, *overthinking* and stress. The response uses language that is predominantly incoherent (*If you cannot see the value in something, that does not mean treat it unfairly ... overthinking is the key*). The response demonstrates partial control of conventions with occasional errors (*soonly, dissapoint, seem stressful it*). The response must be scored no higher than a Level 1 since it is a personal response that makes little reference to the task or text.

In excerpted from "The vertical Ladder" Authore by william sansom develops the central idea is be careful from the gasomater. it's a natural gas and it's so risky. develops the writing stregy is setting which means describing Time and Place.

**Anchor Level 1–B**

The response introduces a confused or incomplete central idea (*the central idea is be careful from the gasomater. it's a natural gas and it's so risky*) and states and defines the writing strategy (*setting which means describing Time and Place*) with no analysis of the setting to develop the central idea. The response presents no evidence from the text. The response exhibits little organization of ideas and information, consisting of one paragraph of loosely-related comments with language that is predominately incoherent (*In excerpted from* and *be careful from the gasomater*). The response demonstrates a lack of control of conventions with frequent errors (*excerpted; "The vertical Ladder" Author by; be careful from; gasomater; risky. develops; stregy; Time and Place*) that make comprehension difficult.

Would you risk your life to impress your friends? In the story "The Vertical Ladder" by William Sansom, Flegg risked his life in order to impress a girl that he liked. Throughout the passage, William Sansom used the writing strategy, Imagery, in order to support the central idea that people should not, do anything to impress and get the attention of others, because it can put your life in danger.

At the beginning of the passage, the main Character Flegg is regretful of his decisions to climb the ladder, as he feels his life is in danger. The author states ; "As he felt the first watery eggs of sweat moistening the palms of his hands, as with every rung higher his body seemed to weigh more heavily, this young man Flegg regretted in sudden despiration but still in vain, the irresponsible events that had thrust him up into his present precarious climb." (Sansom, Lines 1-4). The author uses this piece of imagery to help the reader understand and picture the fear that the character is in a result of him climbing the ladder to impress a girl. This supports the central idea because Flegg climbed the ladder and began to realize his mistake when he became fearful and felt as if he was in danger. The author describes how Flegg got into this danger when, saying, "She had black eyes, unshadowed beneath short wide-awake lids, as bright as a boy's eyes... Altogether she seemed a wide-awake girl who would be the first to appreciate an active sort of man. Now she frowned and shouted: `Bet you can't climb as high as you can throw!..."(Sansom, Lines 28-30). In this piece of imagery, the reader is able to understand that

Flegg is attracted ~~is~~ to the girl when the author describes her. This relates back to the central idea that ~~people~~ you shouldn't ~~will~~ do anything to gain the attention of others because it shows that Flegg wanted to impress the girl. When she told him to climb, he did not want to look like a baby so he climbed. However~~s~~, shortly ~~&~~ after beginning, he regretted his decisions and asked ~~himself~~ himself why he even did it in the first place. The author continued emphasizing Fleggs fear when saying, "The ground had receded horribly, the drop now appeared terrifying, out of all proportion to this height he had reached." From the ground such a height would have appeared unnoteworthy." (Sansom, Lines 47-49). This source of imagery shows ~~how~~ how Flegg is in complete terror but does not want to seem like a wimp to the others. This supports the central idea that you shouldn't do things to impress others because it might put you in danger because, it shows how Flegg is horrified of falling of the ladder and is extremely distressed by the fact that he made the mistake of climbing in the first place. Flegg knows that what he did was wrong, and he should have never attempted to impress his friends in the first place.

    William Sansom used imagery throughout the passage to show the inense amount of fear that Flegg faced as he climbed the ladder. As a result, this evidence supported the main.

theme that you should never do something to impress your friends, ~~because~~ especially if it can put your life in danger. By the end of the story, Flegg concluded that he should have never attempted to impress his friends in the first place because it really would not change how they felt about him.

The central idea is the rush you get when climbing to different height. This is literary element. The Characterization of the text states that two men are climbing a vertical ladder like it said in the text "As he felt the first, watery eggs of sweat moistening the palms of his hands, as with every rung higher his body seemed to weigh more heavily, this young man Flegg regretted in sudden desperat -ion but still in vain, the irrespon- sible events that had thrust him up into his present precar- ious climb. Here he was, isolated on a vertical iron ladder flat to the side of a gazometer and bound to climb higher and higher until he should reach the vertiginous skyward summit." That told me it's about the rush the character's are feeling the edrenalin going through there vain's it's mind thrilling to see what is going to be at the top. As they get closer it gets

stronger they would push there self to keep going.

"He looked up, following the dizzying rise of the rungs to the skyline. From this angle flat against the iron sheeting the gasometer appeared higher then before. The blue sky seemed to descend and almost touch it." They have reached new heights where the need a gasometer to contain air."

In the passage "The Vertical Ladder" a young man, Flegg, is pressured by friends into climbing an extremely high ladder. As Flegg climbs up, he now realizes what he's done and is afraid. This predicament that Flegg finds himself in serves as the basis of a central idea of the passage that focuses on how young people often act on impulse when trying to impress others which can put them in a difficult, sometimes dangerous, situation. The author develops this central idea through the use of conflict.

For example, before Flegg climbs the gasometer, he is throwing rocks at it trying to impress some of his friends, in particular, a dark haired girl who dared him by shouting, "Bet you can't climb as high as you can throw!" He felt further pressured to impress her when another friend followed up saying, "Course he bloody can't." In response, he begins to climb, soon having second thoughts "as he felt the first watery eggs of sweat moistening the palms of his hands, as with every rung higher his body seemed to weigh more heavily." and "regretted in sudden desperation but still in vain, the irresponsible events that had thrust him up into his present precarious climb." This shows how Flegg had been conflicted between

impressing his friends by proving he could "Climb to the top of anything" and his inner fears as he looked up at the "dizzying" height of the gasometer. He gave into his pride and found himself in a terrifying situation, clinging to the rungs of the tower. This text clearly shows that Flegg was in a conflicting situation and obviously didn't think before climbing this ladder.

Despite the uneasiness Flegg and his companions felt, Flegg accepted his friends' challenge and gave in to another side of his feelings that envisioned the girl's eyes following his broad shoulders and appreciating "an active sort of man" as he stood atop the gasometer. However, not long into his climb, reality set in and Flegg is described as "clutching his body close to the rust" and making "small weeping sounds through his mouth" while shivering and shuddering as he continued upward. He wondered "how he ever could have wished this on himself? How easy it had been to laugh away his cautionary fears on firm ground." Flegg had found himself torn between his inner fears and his attraction to a pretty young girl. At this point, he realizes perhaps he shouldn't have been so vain and should have been more concerned for his personal well being. Once again, the text shows how, when conflicted, Flegg acted impulsively and put himself in danger as a result.

Central Idea was amost spring time and their want to going out to have Some Fun and the Park but when is spring time a lot people get sick.

was that time that going to be spring time their want to have some fun out of home their decide to going ~~how to home~~ out home to park. But that big problems is was their going their know from fast their going tobe sick. During the spring is hard to going out because thes treen strating to growing and you know that you get sicks when the treen stahting to grading. Their was not choice of their going out staying home because their want so get sick is more beat if their get sick.

According to text Said "most the time you most to doing think that you not going to like". This mean their was decide to going out to have some fun in family because this going to be the only time their can have fun. but how you know that going to be the only time where can have some fun time for that moment. Everyone was going to working and doing other thins that going to have time to their get some fun their live.

It had been a strong spring day, abruptly as warm as midsummer. The sun flooded the parks and streets with sudden heat — Piego and his friends had left stifled in their thick winter cloths. The green glare of the new leaves everywhere struck the eye too fiercely, the air seemed almost sticky from the exhalations of buds and swelling resins. Cold winter senses were overcome — the girls had complained of headaches — and their thoughts had grown confused and uncomfortable as the wool underneath against their skins.

**Practice Paper A – Score Level 3**
Holistically, the response best fits the criteria for Level 3.


**Practice Paper B – Score Level 2**
Holistically, the response best fits the criteria for Level 2.


**Practice Paper C – Score Level 4**
Holistically, the response best fits the criteria for Level 4.


**Practice Paper D – Score Level 1**
Holistically, the response best fits the criteria for Level 1.


**Practice Paper E – Score Level 0**
Holistically, the response best fits the criteria for Level 0.

## Map to the Learning Standards
## Regents Examination in English Language Arts
## June 2022

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

The **Chart for Determining the Final Examination Score for the June 2022 Regents Examination in English Language Arts** will be posted on the Department's web site at **http://www.nysed.gov/state-assessment/high-school-regents-examinations/** on the day of the examination. Conversion charts provided for previous administrations of the Regents Examination in English Language Arts must **NOT** be used to determine students' final scores for this administration.

## Online Submission of Teacher Evaluations of the Test to the Department

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

1. Go to https://www.surveymonkey.com/r/8LNLLDW.

2. Select the test title.

3. Complete the required demographic fields.

4. Complete each evaluation question and provide comments in the space provided.

5. Click the SUBMIT button at the bottom of the page to submit the completed form.

# Regents Examination in English Language Arts – June 2022

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

(Use for the June 2022 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 | 98 | 5 | 24 | 47 | 1 |
| 52 | 97 | 5 | 23 | 43 | 1 |
| 51 | 96 | 5 | 22 | 40 | 1 |
| 50 | 95 | 5 | 21 | 37 | 1 |
| 49 | 93 | 5 | 20 | 34 | 1 |
| 48 | 92 | 5 | 19 | 31 | 1 |
| 47 | 91 | 5 | 18 | 28 | 1 |
| 46 | 90 | 5 | 17 | 25 | 1 |
| 45 | 88 | 5 | 16 | 22 | 1 |
| 44 | 87 | 5 | 15 | 19 | 1 |
| 43 | 86 | 5 | 14 | 16 | 1 |
| 42 | 85 | 5 | 13 | 13 | 1 |
| 41 | 84 | 4 | 12 | 10 | 1 |
| 40 | 82 | 4 | 11 | 9 | 1 |
| 39 | 80 | 4 | 10 | 8 | 1 |
| 38 | 79 | 4 | 9 | 7 | 1 |
| 37 | 77 | 3 | 8 | 6 | 1 |
| 36 | 75 | 3 | 7 | 5 | 1 |
| 35 | 73 | 3 | 6 | 4 | 1 |
| 34 | 70 | 3 | 5 | 3 | 1 |
| 33 | 68 | 3 | 4 | 2 | 1 |
| 32 | 66 | 3 | 3 | 2 | 1 |
| 31 | 65 | 3 | 2 | 1 | 1 |
| 30 | 61 | 2 | 1 | 1 | 1 |
| 29 | 58 | 2 | 0 | 0 | 1 |
| 28 | 56 | 2 | | | |

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

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

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

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

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

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