

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

REGENTS EXAMINATION

IN

ENGLISH LANGUAGE ARTS

Tuesday, June 17, 2025 — 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 Possibility of Evil

...She [Miss Adela Strangeworth] knew everyone in town, of course; she was fond of telling strangers—tourists who sometimes passed through the town and stopped to admire Miss Strangeworth’s roses—that she had never spent more than a day outside this town in all her long life. She was seventy-one, Miss Strangeworth told the tourists, with a pretty little
5 dimple showing by her lip, and she sometimes found herself thinking that the town belonged to her. “My grandfather built the first house on Pleasant Street,” she would say, opening her blue eyes wide with the wonder of it. “This house, right here. My family has lived here for better than a hundred years. My grandmother planted these roses, and my mother tended them, just as I do. I’ve watched my town grow; I can remember when Mr. Lewis, Senior,
10 opened the grocery store, and the year the river flooded out the shanties on the low road, and the excitement when some young folks wanted to move the park over to the space in front of where the new post office is today. They wanted to put up a statue of Ethan Allen”—Miss Strangeworth would frown a little and sound stern—“but it should have been a statue of my grandfather. There wouldn’t have been a town here at all if it hadn’t been for my grandfather
15 and the lumber mill.” ...

Walking down Main Street on a summer morning, Miss Strangeworth had to stop every minute or so to say good morning to someone or to ask after someone’s health. When she came into the grocery, half a dozen people turned away from the shelves and the counters to wave at her or call out good morning. ...

20 “Good morning,” Mr. Lewis said, and added politely, “lovely day.”

“It is a very nice day,” Miss Strangeworth said as though she had only just decided it would do after all. “I would like a chop, please, Mr. Lewis, a small, lean veal chop. Are those strawberries from Arthur Parker’s garden? They’re early this year.”

“He brought them in this morning,” Mr. Lewis said.

25 “I shall have a box,” Miss Strangeworth said. Mr. Lewis looked worried, she thought, and for a minute she hesitated, but then she decided that he surely could not be worried over the strawberries. He looked very tired indeed. He was usually so chipper, Miss Strangeworth thought, and almost commented, but it was far too personal a subject to be introduced to Mr. Lewis, the grocer, so she only said, “And a can of cat food and, I think, a tomato.” ...

30 Miss Strangeworth moved slightly to make room for Mrs. Harper at the counter. “Morning, Adela,” Mrs. Harper said, and Miss Strangeworth said, “Good morning, Martha.” ...

“Ran out of sugar for my cake frosting,” Mrs. Harper explained. Her hand shook slightly as she opened her pocketbook. Miss Strangeworth wondered, glancing at her quickly, if she had been taking proper care of herself. Martha Harper was not as young as she used to be,

35 Miss Strangeworth thought. She probably could use a good, strong tonic.

“Martha,” she said, “you don’t look well.”

“I’m perfectly all right,” Mrs. Harper said shortly. She handed her money to Mr. Lewis, took her change and her sugar, and went out without speaking again. Looking after her, Miss Strangeworth shook her head slightly. Martha definitely did *not* look well. ...

40 Many people seemed disturbed recently, Miss Strangeworth thought. Only yesterday the Stewarts’ fifteen-year-old Linda had run crying down her own front walk and all the way to school, not caring who saw her. People around town thought she might have had a fight with the Harris boy, but they showed up together at the soda shop after school as usual, both of them looking grim and bleak. Trouble at home, people concluded, and sighed over the
45 problems of trying to raise kids right these days.

From halfway down the block Miss Strangeworth could catch the heavy accent of her roses, and she moved a little more quickly. The perfume of roses meant home, and home meant the Strangeworth House on Pleasant Street. Miss Strangeworth stopped at her own front gate, as she always did, and looked with deep pleasure at her house, with the red and
50 pink and white roses massed along the narrow lawn, and the rambler¹ going up along the porch; and the neat, the unbelievably trim lines of the house itself, with its slimness and its washed white look. Every window sparkled, every curtain hung stiff and straight, and even the stones of the front walk were swept and clear. People around town wondered how
55 old Miss Strangeworth managed to keep the house looking the way it did, and there was a legend about a tourist once mistaking it for the local museum and going all through the place without finding out about his mistake. But the town was proud of Miss Strangeworth and her roses and her house. They had all grown together. Miss Strangeworth went up her front steps, unlocked her front door with her key, and went into the kitchen to put away her groceries. She debated having a cup of tea and then decided that it was too close to midday
60 dinnertime; she would not have the appetite for her little chop if she had tea now. Instead she went into the light, lovely sitting room, which still glowed from the hands of her mother and her grandmother, who had covered the chairs with bright chintz and hung the curtains. All the furniture was spare and shining, and the round hooked rugs on the floor had been the work of Miss Strangeworth’s grandmother and her mother. Miss Strangeworth had put
65 a bowl of her red roses on the low table before the window, and the room was full of their scent.

Miss Strangeworth went to the narrow desk in the corner, and unlocked it with her key. She never knew when she might feel like writing letters, so she kept her notepaper inside, and the desk locked. Miss Strangeworth’s usual stationery was heavy and cream-colored,
70 with “Strangeworth House” engraved across the top, but, when she felt like writing her other letters, Miss Strangeworth used a pad of various-colored paper, bought from the local newspaper shop. It was almost a town joke, that colored paper, layered in pink and green and blue and yellow; everyone in town bought it and used it for odd, informal notes and shopping lists. It was usual to remark, upon receiving a note written on a blue page, that so-and-so
75 would be needing a new pad soon—here she was, down to the blue already. Everyone used the matching envelopes for tucking away recipes, or keeping odd little things in, or even to hold cookies in the school lunch boxes. Mr. Lewis sometimes gave them to the children for carrying home penny candy. ...

80 After thinking for a minute, she decided that she would like to write another letter, perhaps to go to Mrs. Harper, to follow up the ones she had already mailed. She selected a green sheet this time and wrote quickly: *Have you found out yet what they were all laughing about after you left the bridge club on Thursday? Or is the wife really always the last one to know?*

¹rambler — vine

Miss Strangeworth never concerned herself with facts; her letters all dealt with the more negotiable stuff of suspicion. Mr. Lewis would never have imagined for a minute that his grandson might be lifting petty cash from the store register if he had not had one of Miss Strangeworth's letters. Miss Chandler, the librarian, and Linda Stewart's parents would have gone unsuspectingly ahead with their lives, never aware of possible evil lurking nearby, if Miss Strangeworth had not sent letters to open their eyes. Miss Strangeworth would have been genuinely shocked if there *had* been anything between Linda Stewart and the Harris boy, but, as long as evil existed unchecked in the world, it was Miss Strangeworth's duty to keep her town alert to it. It was far more sensible for Miss Chandler to wonder what Mr. Shelley's first wife had really died of than to take a chance on not knowing. There were so many wicked people in the world and only one Strangeworth left in town. Besides, Miss Strangeworth liked writing her letters. ...

95 She had been writing her letters—sometimes two or three every day for a week, sometimes no more than one in a month—for the past year. She never got any answers, of course, because she never signed her name. If she had been asked, she would have said that her name, Adela Strangeworth, a name honored in the town for so many years, did not belong on such trash. The town where she lived had to be kept clean and sweet, but people everywhere were lustful and evil and degraded, and needed to be watched; the world was so large, and there was only one Strangeworth left in it. Miss Strangeworth sighed, locked her desk, and put the letters into her big, black leather pocketbook, to be mailed when she took her evening walk. ...

105 She drew the shades, took the rose-satin spread from the bed, slipped out of her dress and her shoes, and lay down tiredly. She knew that no doorbell or phone would ring; no one in town would dare to disturb Miss Strangeworth during her afternoon nap. She slept, deep in the rich smell of roses. ...

—Shirley Jackson
excerpted and adapted from “The Possibility of Evil”
Just an Ordinary Day, 1997
Bantam Books

- 1 The first paragraph develops a central idea regarding Miss Strangeworth's
- (1) sense of entitlement
 - (2) acceptance of strangers
 - (3) kindness towards others
 - (4) comfort with flattery
- 2 Miss Strangeworth's opinion about Mrs. Harper (lines 33 through 39) could best be described as
- (1) kindly
 - (2) superficial
 - (3) critical
 - (4) gracious
- 3 The statement "many people seemed disturbed recently" (line 40) hints at
- (1) a strong understanding
 - (2) a possible motive
 - (3) an unlikely problem
 - (4) an unpleasant reality
- 4 The details in lines 46 through 53 suggest that Miss Strangeworth
- (1) believes that her lifestyle is superior
 - (2) resents the appearance of her neighbors' homes
 - (3) thinks that the neighbors are envious of her
 - (4) appreciates the closeness of her community
- 5 Lines 69 through 78 indicate that Miss Strangeworth
- (1) wishes to appear sophisticated
 - (2) wants to remain anonymous
 - (3) enjoys expensive traditions
 - (4) values proper communication
- 6 Lines 83 through 94 detail Miss Strangeworth's
- (1) justification of the methods of her actions
 - (2) generosity of charity towards others
 - (3) purity of intentions towards others
 - (4) understanding of the impact of her actions
- 7 The decision to italicize the word *had* in line 89 emphasizes that Miss Strangeworth
- (1) dislikes judging other people
 - (2) prefers living life in the past
 - (3) knows her accusations are false
 - (4) believes her reputation is secure
- 8 The statement "There were so many wicked people in the world and only one Strangeworth left in town" (lines 92 and 93) is an example of
- (1) personification
 - (2) irony
 - (3) allusion
 - (4) metaphor
- 9 The final paragraph stresses that
- (1) the vision of the town presented in the first paragraph is true
 - (2) Miss Strangeworth is satisfied with her life in her town
 - (3) Miss Strangeworth believes that everything is perfect in her town
 - (4) the security of the town is based on the routines of daily life
- 10 Throughout the text, Miss Strangeworth's roses represent the
- (1) beauty of the image Miss Strangeworth wishes to project
 - (2) sweetness of Miss Strangeworth's temperament
 - (3) loveliness of Miss Strangeworth's view of the world
 - (4) preciousness of the people Miss Strangeworth seeks to protect

Reading Comprehension Passage B

Naming the Birds

The beach is noiseless,
stretching behind my father's house,
a mile of stones and driftwood

5 for those herons, ghostlike,
carefully picking their way
down the shoreline,

all knees and neck,
looking for crabs or something
they lost in the surf, and my father

10 points at them and says their names
like he is making a wish.
Then they are all gone and it's just me

and the seagulls hover overhead
saying their own names,
15 the sky making those sounds

airplanes make when the world
has nothing left to say to you.

I have no memory of any wish
of mine coming true, no knowledge
20 of how a man turns to another man
and promises never to leave him,

but the other day I named the shadow
of a cardinal through a frosty window

for my son, described it so he would
25 know it when he sees one for himself.

—W. Todd Kaneko
“Naming the Birds”
from *Orion Magazine*, Summer 2020
<https://orionmagazine.org>

- 11 The herons' searching for something "they lost" (line 9) implies
- (1) the speaker's admiration of their efforts
 - (2) the speaker's fears for their survival
 - (3) a competition between the speaker and them
 - (4) a parallel between the speaker and them
- 12 In the context of the poem as a whole, line 12 signals that the
- (1) waves are forceful and the beach is calm
 - (2) speaker is thinking about a past event
 - (3) father is looking at the birds but not talking
 - (4) birds are too far away for the speaker to hear
- 13 The descriptions of the "herons" (line 4) and the "seagulls" (line 13) suggest a
- (1) contrast between what is remembered and what is present
 - (2) comparison between the habits of the two species
 - (3) regard for the presence of such beautiful birds
 - (4) recognition of the significance of the past and its lessons
- 14 The naming of the birds throughout the poem serves to
- (1) affirm a respect for nature
 - (2) create a link between generations
 - (3) exemplify the importance of words
 - (4) distinguish the species of birds
-

Reading Comprehension Passage C

A Forgotten Black Founding Father: Why I've Made it My Mission to Teach Others About Prince Hall

Massachusetts abolished enslavement before the Treaty of Paris brought an end to the American Revolution, in 1783. The state constitution, adopted in 1780 and drafted by John Adams, follows the Declaration of Independence in proclaiming that all “men are born free and equal.” In this statement Adams followed not only the Declaration but also a 1764 pamphlet by the Boston lawyer James Otis, who theorized about and popularized the familiar idea of “no taxation without representation” and also unequivocally asserted human equality. “The Colonists,” he wrote, “are by the law of nature free born, as indeed all men are, white or black.” In 1783, on the basis of the “free and equal” clause in the 1780 Massachusetts Constitution, the state’s chief justice, William Cushing, ruled enslavement unconstitutional in a case that one Quock Walker had brought against his enslaver, Nathaniel Jennison.

Many of us who live in Massachusetts know the basic outlines of this story and the early role the state played in standing against enslavement. But told in this traditional way, the story leaves out another transformative figure: Prince Hall, a free African American and a contemporary of John Adams. From his formal acquisition of freedom, in 1770, until his death, in 1807, Hall helped forge an activist Black community in Boston while elevating the cause of abolition to new prominence. Hall was the first American to publicly use the language of the Declaration of Independence for a political purpose other than justifying war against Britain. In January 1777, just six months after the promulgation¹ of the Declaration and nearly three years before Adams drafted the state constitution, Hall submitted a petition to the Massachusetts legislature (or General Court, as it is styled) requesting emancipation, invoking the resonant² phrases and founding truths of the Declaration itself.

Here is what he wrote (I’ve put the echoes of the Declaration of Independence in italics):

The petition of A Great Number of Blackes detained in a State of Slavery in the Bowels of a free & christian Country Humbly sheweth that your Petitioners Apprehend that They have in Common with all other men a *Natural and Unaliable Right to that freedom which the Great — Parent of the Universe hath Bestowed equalley on all mankind* and which they have Never forfeited by Any Compact or Agreement whatever — but that they were Unjustly Dragged by the hand of cruel Power from their Dearest friends and sum of them Even torn from the Embraces of their tender Parents — from A populous Pleasant And plentiful cuntry And in Violation of *Laws of Nature and of Nations* And in defiance of all the tender feelings of humanity Brought here Either to Be sold Like Beast of Burthen & Like them Condemnd to Slavery for Life.

In this passage, Hall invokes the core concepts of social-contract theory, which grounded the American Revolution, to argue for an extension of the claim to equal rights to those who were enslaved. He acknowledged and adopted the intellectual framework of the new political arrangements, but also pointedly called out the original sin of enslavement itself. . . .

Hall was a relentless petitioner, undaunted by setbacks. When Hall submitted his 1777 petition, co-signed by seven other free Black men, to the Massachusetts legislature, he was building on the efforts of other African Americans in the state to abolish enslavement. In 1773 and 1774, African Americans from Bristol and Worcester Counties as well as Boston

¹promulgation — announcement

²resonant — significant

and its neighboring towns put forward six known petitions and likely more to this end. Hall led the formation of the first Black Masonic lodge³ in the Americas, and possibly in the world. The purpose of forming the lodge was to provide mutual aid and support and to
45 create an infrastructure for advocacy.⁴ Fourteen men joined Hall’s lodge almost surely in 1775, and in the years from then until 1784, records reveal that 51 Black men participated in the lodge. Through the lodge’s history, one can trace a fascinating story of the life of Boston’s free Black community in the final decades of the 18th century.

Why did Hall choose Freemasonry as one of his life’s passions? Alonza Tehuti Evans, a former historian and archivist of the Most Worshipful Prince Hall Grand Lodge of the District of Columbia, took up that question in a 2017 lecture. Hall and his fellow lodge members, he explained, recognized that many of the influential people in Boston—and throughout the colonies—were deeply involved in Freemasonry. George Washington is a prominent example, and symbolism that resonates with Masonic meaning adorns the \$1 bill
55 to this day. Hall saw entrance into Freemasonry as a pathway to securing influence and a network of supporters. . . .

In the winter and spring of 1788, Hall was leading a charge in Boston against enslavers who made a practice of using deception or other means to kidnap free Black people, take them shipboard, and remove them to distant locations, where they would be sold into
60 enslavement. He submitted a petition to the Massachusetts legislature seeking aid—asking legislators to “do us that justice that our present condition requires”—and publicized his petition in newspapers in Virginia, New York, Pennsylvania, and Vermont. . . .

Prince Hall’s work on abolition and its enforcement was just the beginning of a lifetime of advocacy. Disillusioned by how hard it was to secure equal rights for free Black men and
65 women in Boston, he submitted a petition to the Massachusetts legislature seeking funds to assist him and other free Blacks in emigrating to Africa. That same year, he also turned his energies to advocating for resources for public education. Through it all, his Masonic membership proved both instrumental and spiritually valuable.

Founding the lodge had not been easy. Although Hall and his fellows were most likely
70 inducted into Freemasonry in 1775, they were never able to secure a formal charter for their lodge from the other lodges in Massachusetts: Prejudice ran strong. Hall and his fellows had in fact probably been inducted by members of an Irish military lodge, planted in Boston with the British army, who had proved willing to introduce them to the mysteries of the order. Hall’s lodge functioned as an unofficial Masonic society—African Lodge No. 1—but received
75 a formal charter only after a request was sent to England for a warrant. The granting of a charter by the Grand Lodge of England finally arrived in 1787.

In seeking this charter, Hall had written to Masons in England, lamenting that lodges in Boston had not permitted him and his fellows a full charter but had granted a permit only to “walk on St John’s Day and Bury our dead in form which we now enjoy.” Hall wanted full
80 privileges, not momentary sufferance.⁵ In this small detail, though, we gain a window into just how important even the first steps toward Masonic privileges were. In the years before 1783 and full abolition of enslavement in Massachusetts, Black people in the state were subjected to intensive surveillance and policing, as enslavers sought to keep their human property from slipping away into the world of free Blacks. Membership in the Masons was

³Masonic lodge — a group of members of the fraternal organization of Freemasonry, a brotherhood established for mutual help and fellowship

⁴infrastructure for advocacy — system of support

⁵sufferance — toleration

85 like a hall pass—an opportunity to have a parade as a community, to come out and step high, without harassment. That’s what it meant to walk on Saint John’s Day—June 24—and to hold funeral parades for the dead. ...

—Danielle Allen

excerpted from “A Forgotten Black Founding Father:
Why I’ve Made it My Mission to Teach Others About Prince Hall”
www.theatlantic.com, March 2021

- 15 The word “unequivocally” (line 6) most likely means
- (1) clearly
 - (2) harshly
 - (3) judgmentally
 - (4) repeatedly
- 16 The use of the word “forge” in line 15 suggests Hall’s
- (1) reassessment of his principles
 - (2) shrewd means of attaining his goals
 - (3) gradual emergence as an historical figure
 - (4) determination to create equality
- 17 Lines 14 through 16 contribute to a central idea that what was needed to advance the cause of freedom was
- (1) devoted followers
 - (2) federal courts
 - (3) a committed leader
 - (4) a united legislature
- 18 Hall’s use of lines from the Declaration of Independence in his petition (lines 23 through 33) indicates that he was
- (1) showing respect for the process
 - (2) trying to criticize legislators
 - (3) skilled at repurposing an argument
 - (4) capable of outsmarting the court
- 19 Hall chose to seek membership in the Freemasons (lines 51 through 55) because it
- (1) would allow him to fully integrate into the upper class
 - (2) gave him the best chance to make powerful connections
 - (3) could enhance his chance to hold a political office
 - (4) presented an opportunity to raise money for court cases
- 20 As used in line 68, the word “instrumental” most nearly means
- (1) sensible
 - (2) academic
 - (3) impressive
 - (4) essential
- 21 Lines 69 through 73 reflect a central idea that induction into Freemasonry did not necessarily
- (1) adhere to the Masonic laws established in separate countries
 - (2) guarantee equal treatment throughout all Masonic society
 - (3) prevent secret persecution of Masonic members
 - (4) encourage participation in Masonic business by new members
- 22 Which phrase best depicts Hall’s role in history?
- (1) “Boston lawyer” (line 5)
 - (2) “transformative figure” (line 13)
 - (3) “historian and archivist” (line 50)
 - (4) “Massachusetts legislature” (line 65)

23 Which quotation best reflects a central idea of the passage?

- (1) “Massachusetts abolished enslavement before the Treaty of Paris brought an end to the American Revolution, in 1783” (lines 1 and 2)
- (2) “Many of us who live in Massachusetts know the basic outlines of this story and the early role the state played in standing against enslavement” (lines 11 and 12)
- (3) “Hall’s work on abolition and its enforcement was just the beginning of a lifetime of advocacy” (lines 63 and 64)
- (4) “Hall and his fellows had in fact probably been inducted by members of an Irish military lodge, planted in Boston with the British army” (lines 71 through 73)

24 The author’s purpose for including several familiar, historical names throughout the text is most likely to point out that Hall

- (1) became an associate of historical figures who signed the Declaration of Independence
- (2) earned his place as an historical figure for being a founding member of the Freemasons
- (3) deserves to be considered an historical figure for his contribution to ending slavery
- (4) used his associations with historical figures to pass laws to end slavery

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 video games a positive activity for adolescents?

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 video games are a positive activity for adolescents. 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 video games are a positive activity for adolescents
- 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 – Video Games: Pros and Cons

Text 2 – Playing Video Games is Good For Your Brain — Here’s How

Text 3 – Game Theory: The Effects of Video Games on the Brain

Text 4 – Playing Video Games Makes Us Fully Human

Text 1

Video Games: Pros and Cons

Kids have been wild about video games for decades. But the introduction of mobile game systems and smartphone apps took that to new heights.

5 Mobility brought gaming into the car, the bedroom, and even to the bus stop. With roughly 95% of U.S. teens owning smartphones, it's hard to find a kid who *isn't* playing some kind of game.

Although video games get a lot of bad press, they do have some benefits. The trick is to strike the right balance of good content and appropriate limits. After all, video games should enhance your child's life, not take it over.

Video Game Pros:

Education

10 Studies have found that video games can improve learning. When video games have been used in the classroom, teachers see improved test scores. Games also allow students to learn and then apply what they have learned in a real-life situation. Medical and military training programs both use simulation-style games to teach tools and strategy.

Life Skills

15 Many video games teach kids how to delegate, work as a team, and prioritize. Internet-enabled games that let kids play with their real-life friends often require collaboration and division of tasks to beat the level.

Improved Brain Function

Video games have been shown to help us improve our ability to reason and solve problems. They help us make split-second decisions, process information more quickly, and multitask effectively. Games can also improve hand-eye coordination and boost auditory perception.

Exercise

20 Motion-controlled games like the Nintendo Wii were once thought to be the answer to parental concerns about video games leading to obesity. But studies have shown these video games alone don't increase kids' overall activity level.

25 However, there is some hope in the form of smartphone games that encourage kids to leave the house. Pokemon Go is one example, but your kids may also enjoy the real-life treasure hunt appeal of activities like Geocaching.¹ Some apps like The Walk, blend storytelling and exercise to get players moving.

Job Skills

30 The Federation of American Scientists (FAS) argues that kids need to play *more* video games in order to be competitive in the current job market. In a report they released in 2010, the FAS said games helped teach higher-order thinking skills like problem solving, interpretive analysis, and more.

¹Geocaching — an activity that requires GPS to find hidden items

Video Game Cons:

Violence

While every other study seems to draw opposite conclusions about the social effects of playing violent video games, studies involving brain scans are concerning.

Simply put, children playing violent video games show decreased activity in areas of the brain dedicated to self-control and an increase in emotional arousal. ...

Addiction...

35 What makes video games addictive? Playing releases dopamine² into our systems, which gives us a feeling of pleasure and tells our brain to “do it again.”

In fact, video games are designed to be addictive. John Hopson, a games researcher at Microsoft Game Studios, is also a doctor of behavioral and brain sciences who writes about game design.

40 In “Behavioral Game Design” he explained how game designers can control behavior by providing simple stimulus and rewards at strategic times and places. ...

Social Replacement...

Kids with Internet-connected games can easily “hang out” with friends after school without ever leaving home. But this type of virtual get-together is no replacement for actual face-to-face interaction.

45 Setting aside the potential problems of online predators and cyber-bullying, virtual hangouts rob kids of the opportunity to practice their social skills and to move their bodies from one house to another. ...

50 Remember, even though video games have their place, they should occupy less time than what kids need to devote to exercising, socializing, studying, and sleeping. In our ever-more-connected world, we could *all* use a little more practice just being unplugged. ...

—Jonathen Bartholomew, D.O.
excerpted from “Video Games: Pros and Cons”
www.uvpediatrics.com, November 21, 2019

²dopamine — a chemical used by the nervous system to send messages between nerve cells

Text 2

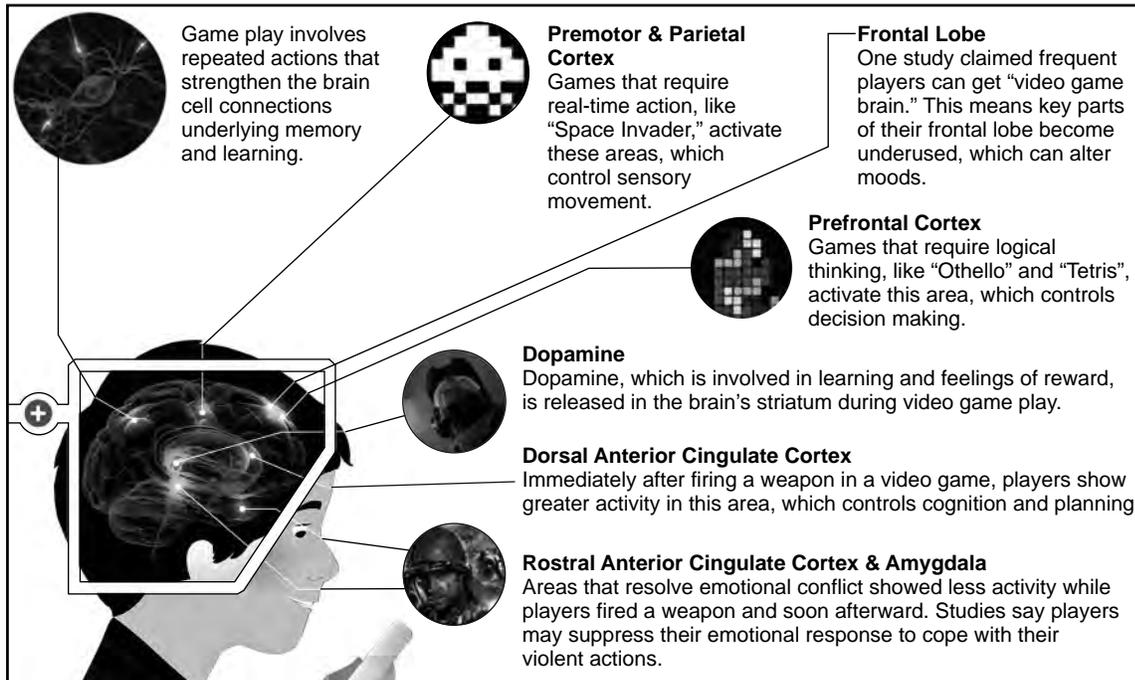
Playing Video Games is Good For Your Brain — Here’s How

Whether playing video games has negative effects is something that has been debated for 30 years, in much the same way that rock and roll, television, and even the novel faced much the same criticisms in their time.

5 Purported¹ negative effects such as addiction, increased aggression, and various health consequences such as obesity and repetitive strain injuries tend to get far more media coverage than the positives. I know from my own research examining both sides that my papers on video game addiction receive far more publicity than my research into the social benefits of, for example, playing online role-playing games.

10 However there is now a wealth of research which shows that video games can be put to educational and therapeutic uses, as well as many studies which reveal how playing video games can improve reaction times and hand-eye co-ordination. For example, research has shown that spatial visualisation ability, such as mentally rotating and manipulating two- and three-dimensional objects, improves with video game playing.

15 To add to this long line of studies demonstrating the more positive effects of video games is a study in the Proceedings of the National Academy of Sciences by Vikranth Bejjanki and colleagues. Their newly published paper demonstrates that the playing of action video games — the sort of fast-paced, 3D shoot-em-up beloved of doomsayers in the media — confirms what other studies have revealed, that players show improved performance in perception, attention, and cognition.²



¹purported — claimed

²cognition — thinking

20 In a series of experiments on small numbers of gamers (10 to 14 people in each study), the researchers reported that gamers with previous experience of playing such action video games were better at perceptual tasks such as pattern discrimination than gamers with less experience. ...

25 In my own papers, I have pointed out many features and qualities that make video games potentially useful. For instance, in an educational context, video games can be fun and stimulating, which means it's easier to maintain a pupil's undivided attention for longer. Because of the excitement, video games may also be a more appealing way of learning than traditional methods for some.

30 Video games have an appeal that crosses many demographic boundaries, such as age, gender, ethnicity, or educational attainment. They can be used to help set goals and rehearse working towards them, provide feedback, reinforcement, self-esteem, and maintain a record of behavioural change.

35 Their interactivity can stimulate learning, allowing individuals to experience novelty, curiosity and challenge that stimulates learning. There is the opportunity to develop transferable skills, or practice challenging or extraordinary activities, such as flight simulators, or simulated operations.

40 Because video games can be so engaging, they can also be used therapeutically. For instance, they can be used as a form of physiotherapy as well as in more innovative contexts. A number of studies have shown that when children play video games following chemotherapy they need fewer painkillers than others.

Video games have great educational potential in addition to their entertainment value. Games specifically designed to address a specific problem or teach a specific skill have been very successful, precisely because they are motivating, engaging, interactive, and provide rewards and reinforcement to improve.

45 But the transferability of skills outside the game-playing context is an important factor. What's also clear from the scientific literature is that the negative consequences of playing almost always involve people that are excessive video game players. There is little evidence of serious acute adverse effects on health from moderate play.

—Mark Griffiths

excerpted and adapted from “Playing Video Games is Good For Your Brain — Here’s How”

<https://theconversation.com>, November 11, 2014

Text 3

Game Theory: The Effects of Video Games on the Brain

At age 17, Anthony Rosner of London, England, was a hero in the World of Warcraft online gaming community. He built empires, led raids, and submerged himself in a fantasy world that seemingly fulfilled his every need. Meanwhile, his real life was virtually nonexistent. He neglected his schoolwork, relationships, health, even his hygiene. ...

5 Rosner nearly threw away a university degree in pursuit of the game. According to a study by the NPD Group, a global market research firm, his gaming obsession isn't unique. Nine out of 10 children play video games. That's 64 million kids—and some of them hit the keyboard or smartphone before they can even string together a sentence. The problem: many researchers believe that excessive gaming before age 21 or 22 can physically rewire the brain.

10 Researchers in China, for example, performed magnetic resonance imaging (MRI) studies on the brains of 18 college students who spent an average of 10 hours a day online, primarily playing games like World of Warcraft. Compared with a control group who spent less than two hours a day online, gamers had less gray matter (the thinking part of the brain).

15 As far back as the early 1990s, scientists warned that because video games only stimulate brain regions that control vision and movement, other parts of the mind responsible for behavior, emotion, and learning could become underdeveloped. ...

“Playing video games floods the pleasure center of the brain with dopamine,” says David Greenfield, Ph.D., founder of The Center for Internet and Technology Addiction and assistant clinical professor of psychiatry at the University of Connecticut School of Medicine. That gives gamers a rush—but only temporarily, he explains. With all that extra dopamine lurking around, the brain gets the message to produce less of this critical neurotransmitter. The end result: players can end up with a diminished supply of dopamine.

Take a game like that away from addicted adolescents and they often show behavioral problems, withdrawal symptoms, even aggression, according to Dr. Greenfield. ...

The Developing Brain on Games

25 Video games are designed with a reward structure that's completely unpredictable. The tension of knowing you might score (or kill a warlock), but not knowing exactly when, keeps you in the game. “It's exactly the same reward structure as a slot machine,” says Dr. Greenfield. The player develops an unshakeable faith, after a while, that “*this* will be the time I hit it big.”

Your Brain on Games: Experimental Evidence

30 That's a powerful draw for an adolescent's developing brain, which is impressionable. “The prefrontal cortex—the locus¹ of judgment, decision-making, and impulse control—undergoes major reorganization during adolescence,” explains Tom A. Hummer, Ph.D., assistant research professor in the department of psychiatry at Indiana University School of Medicine in Indianapolis. That executive control center is essential for weighing

35 risks and rewards and for putting the brakes on the pursuit of immediate rewards (like gaming) in favor of more adaptive longer-term goals (like next week's chemistry test).

This region of the brain doesn't reach maximum capacity until age 25 or 30, which may explain why young people are more likely to engage in hours of play while ignoring basic needs like food, sleep, and hygiene. Without mature frontal lobes to draw on, adolescents and teens are less able to weigh negative consequences and curb potentially harmful behavior like excessive video gaming, which also impacts frontal lobe development.

¹locus — center

Violent video games are of concern to many experts. In a study of 45 adolescents, playing violent video games for only 30 minutes immediately lowered activity in the prefrontal regions of the brain compared to those who participated in a non-violent game. Previous
45 research showed that just 10-20 minutes of violent gaming increased activity in the brain regions associated with arousal, anxiety, and emotional reaction, while simultaneously reducing activity in the frontal lobes associated with emotion regulation and executive control.

The dopamine release that comes from gaming is so powerful, say researchers, it can almost shut the prefrontal regions down. That's one reason why gamers like Rosner can play
50 for 18 hours straight. "Kids plop themselves in front of a computer and they'll stay there for 8, 10, 25, 36 hours," says Dr. Greenfield. ...

Practicing anything repetitively physically changes the brain. With time and effort, you get better at the specific task you're practicing, whether it's shooting at the enemy in a video
55 game or hitting a baseball. Those repetitive actions and thoughts stimulate connections between brain cells, creating neural pathways between different parts of your brain. The more you practice a certain activity, the stronger that neural pathway becomes. That's the structural basis of learning.

"Use it or lose it" applies not just to muscles in the body, but also the brain. Neural
60 pathways that are not used eventually get pruned.² ...

—Amy Paturel MS, MPH
excerpted from "Game Theory:
The Effects of Video Games on the Brain"
www.brainandlife.org, June/July 2014

²pruned — trimmed

Text 4

Playing Video Games Makes Us Fully Human

...I wouldn't blame you for thinking video games are like potent drugs, offering escapist fantasies that deprive teenagers of sleep and food until they are strung out and incapable of functioning in the real world. There have certainly been enough horror stories in the psychological literature over the years to raise concern that video games are eating the brains of the world's youth. But this negative portrait is outdated.

Pete Etchells, a professor of psychology and communications in England, and author of a new book, *Lost in a Good Game*, thinks video games tap into the reaches of emotional and moral faculties that traditional arts and entertainment can't reach. The player can drive action, exert agency,¹ and explore imagined worlds freely. Video games, Etchells says, "embody the principles of existentialism."² A story can be cathartic³ but only a game can make you feel guilty for what you've done or were compelled to do. A 2010 paper in *Review of General Psychology* states, "Compared with other media such as books, films, and radio, electronic games appear to have an unusually expansive appeal and serve a surprising number of emotional, social, and intellectual needs." For Etchells, an avid gamer, video games are a "creative medium" that can "offer us unparalleled opportunities for exploring what it means to be human."

In the past decade, the study of video games and their effects has become a veritable⁴ wing of psychology departments. Leading the defense is "self-determination theory." The theory was conceived in the 1980s by two psychologists at the University of Rochester, Richard Ryan and Edward Deci. In their 2017 book, *Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness*, they explain self-determination is what "humans really need from their psychological and social environments to be fully functioning and thrive."

Ryan and Deci say that this boils down to competence, autonomy,⁵ and relatedness. Mastering something, feeling free to follow your interests and values, and having ways to bond with others give you the sense you are living well—no matter your cultural heritage. People everywhere—Europe, Asia, South America—need these things like they need vitamin C, Ryan and Deci say. Since we evolved to be "inherently curious, physically active, and deeply social beings," Ryan and Deci write, we are intrinsically⁶ motivated to "take an interest in, learn about, and gain mastery with respect to both [our] inner and outer worlds," the social and physical. We thrive when we realize our human capacities and overcome the forces that might stultify⁷ us. ...

¹agency — influence

²existentialism — a philosophical theory emphasizing individual free will and personal responsibility

³cathartic — emotional

⁴veritable — genuine

⁵autonomy — independence

⁶intrinsically — naturally

⁷stultify — frustrate

Cognitive science has detailed the rich experience of playing video games. A 2017 paper analyzed 116 scientific studies of video game effects, and the conclusions were impressive. 35 Yes, video games can become a fixation, but gamers tap into brain areas associated with improved attention spans, visuospatial skills, and motor systems⁸ more effectively than non-gamers. Further studies have argued that playing video games can help overcome depression and improve memory. ...

Like Etchells, video games take me to places that music and movies, as much as I love 40 them, don't. More to the point, they allow me to explore on my own. Video games "tap into that deeply-seated human desire to travel, seek out new experiences, and absorb new knowledge about the world—and about ourselves," Etchells writes. They free us to explore unfamiliar emotional and geographical territory and learn new things without too much fear or anxiety. Video games "provide a safe place where we can relax as digital tourists within the 45 comfort of our own home, visiting places that might only otherwise be accessible in the wildest reaches of our imagination." I might go further and say traveling in imaginary spaces rivals the experiences of traveling in real ones, like Venice and Rome, Lima and Machu Picchu, as I have in my life. Both the imaginary and real are emotionally moving and immersive. ...

—Brian Gallagher
excerpted from "Playing Video Games Makes Us Fully Human"
<http://nautil.us>, June 27, 2019

⁸motor systems — the part of the nervous system that controls movement

Part 3

Text-Analysis Response

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

Guidelines:

Be sure to:

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

Text

Goalie

...When he isn't playing, he hates the equipment. It's heavy and awkward and bulky. It smells. He avoids it, scorns it. It disgusts him. Before a game, he gathers it together on the floor and stares at it. He lays each piece out carefully, obsessively, growling and snarling at anyone who comes too close. His mother calls him a gladiator, a bullfighter. But you know the truth, that gathering the equipment is a ritual of hatred, that every piece represents, to him, a particular variety of pain. ...

Without the game, he's miserable. He spends his summers restless and morose,¹ skating every morning, lifting weights at night. He juggles absentmindedly; tennis balls, coins, apples, tossing them behind his back and under his leg, see-sawing two in one hand as he talks on the phone, bouncing them off walls and knees and feet. He plays golf and tennis with great fervour, but you suspect, underneath, he is indifferent to these games.

As fall approaches, you begin to find him in the basement, cleaning his skates, oiling his glove, taping his sticks. His hands move with precision and care. You sit with him and talk. He tells you stories. This save. That goal. Funny stories. He laughs. The funniest stories are about failure: the goal scored from centre ice, the goal scored on him by his own defenceman, the goal scored through a shattered stick. There is always a moral, the same moral every time. "You try your best and you lose."

He starts wearing the leg pads in September. Every evening, he wanders the house in them, wearing them with shorts and a T-shirt. He hops in them, does leg lifts and jumping jacks. He takes them off and sits on them, folding them into a squat pile to limber them up. He starts to shoot a tennis ball against the fence with his stick.

As practices begin, he comes home overwhelmed by despair. His skill is an illusion, a lie, a magic trick. Nothing you say reassures him. You're his father. Your praise is empty, invalid. ...

You remember him in the back yard, six years old, standing in a ragged net, wearing a parka² and a baseball glove, holding an ordinary hockey stick, sawed off at the top. The puck is a tennis ball. The ice is cement. He falls down every time you shoot, ignoring the ball, trying to look like the goalies on TV. You score, even when you don't want to. He's too busy play-acting. He smiles, laughs, shouts.

You buy him a mask. He paints it. Yellow and black. Blue and white. Red and blue. It changes every month, as his heroes change. You make him a blocker out of cardboard and leg pads out of foam rubber. His mother makes him a chest protector. You play in the backyard, every evening, taking shot after shot, all winter.

It's hard to recall when you realize he's good. You come to a point where he starts to surprise you, snatching the ball out of the air with his glove, kicking it away with his shoe. You watch him one Saturday, playing with his friends. He humiliates them, stopping everything. They shout and curse. He comes in, frozen, tired and spellbound. "Did you see?" he says.

He learns to skate, moving off the street and onto the ice. The pain begins. A shot to the shoulder paralyzes his arm for ten minutes. You buy him pads, protectors, thinking it will stop the pain. He begins to lose. Game after game. Fast reflexes are no longer enough. He is suddenly alone, separate from you, miserable. Nothing you say helps. Keep trying. Stop. Concentrate. Hold your stick blade flat on the ice.

¹morose — moody

²parka — a well-insulated long coat

He begins to practice. He begins to realize that he is alone. You can't help him. His mother can't help him. That part of his life detaches from you, becoming independent, free.
45 You fool yourself, going to his games, cheering, believing you're being supportive, refusing to understand that here, in the rink, you're irrelevant. When you're happy for him, he's angry. When you're sad for him, he's indifferent. He begins to collect trophies. ...

You try to see the game through his eyes, aware of everything, constantly alert. It's not enough to follow the puck. The position of the puck is old news. The game. You try to
50 understand the game. You fail.

He seems unearthly, moving to cut down the angle, chopping the puck with his stick. Nothing is wasted. You can almost feel his mind at work, watching, calculating. Where does it come from, you wonder, this strange mind? You try to move with him, watching his eyes through his cage, and his hands. You remember the way he watches games on television,
55 cross-legged, hands fluttering, eyes seeing everything.

Suddenly you succeed, or you think you do. Suddenly, you see the game, not as a series of events, but as a state, with every moment in time potentially a goal. Potentiality. Probability. These are words you think of afterwards. As you watch, there is only the game, pressing against you, soft now, then sharp, then rough, biting, shocking, burning, dull, cold. No
60 players. Only forces, feelings, the white ice, the cold, the echo, all joined. A shot crashes into his helmet. He falls to his knees. You cry out.

He stands slowly, shaking his head, hacking at the ice furiously with his stick. They scored. You never noticed. Seeing the game is not enough. Feeling it is not enough. He wants more, to understand completely, to control. You look out at the ice. The game is chaos again.

65 He comes home, angry, limping up the driveway, victorious. You watch him, dragging his bag, sticks in his hand, leg pads over his shoulder. You wonder when it happened, when he became this sullen, driven young man. You hear whispers about scouts, rumours. Everyone adores him, adores his skill. But when you see his stiff, swollen hands, when he walks slowly into the kitchen in the mornings, every movement agony, you want to ask him why. Why does
70 he do it? Why does he go on?

But you don't ask. Because you think you know the answer. You imagine him, looking at you and saying quietly, "What choice do I have? What else have I ever wanted to do?"

—Rudy Thauberger
excerpted from "Goalie"
The Last Map Is The Heart, 1989
Thistledown Press Limited

The State Education Department / The University of the State of New York
Regents Examination in English Language Arts – June 2025

Scoring Key: Part 1

Examination	Date	Question Number	Scoring Key	Question Type	Credit	Weight
RE ELA	June '25	1	1	MC	1	1
RE ELA	June '25	2	3	MC	1	1
RE ELA	June '25	3	4	MC	1	1
RE ELA	June '25	4	1	MC	1	1
RE ELA	June '25	5	2	MC	1	1
RE ELA	June '25	6	1	MC	1	1
RE ELA	June '25	7	3	MC	1	1
RE ELA	June '25	8	2	MC	1	1
RE ELA	June '25	9	2	MC	1	1
RE ELA	June '25	10	1	MC	1	1
RE ELA	June '25	11	4	MC	1	1
RE ELA	June '25	12	2	MC	1	1
RE ELA	June '25	13	1	MC	1	1
RE ELA	June '25	14	2	MC	1	1
RE ELA	June '25	15	1	MC	1	1
RE ELA	June '25	16	4	MC	1	1
RE ELA	June '25	17	3	MC	1	1
RE ELA	June '25	18	3	MC	1	1
RE ELA	June '25	19	2	MC	1	1
RE ELA	June '25	20	4	MC	1	1
RE ELA	June '25	21	2	MC	1	1
RE ELA	June '25	22	2	MC	1	1
RE ELA	June '25	23	3	MC	1	1
RE ELA	June '25	24	3	MC	1	1

MC = Multiple-choice question

Regents Examination in English Language Arts – June 2025

Scoring Key: Parts 2 and 3

Examination	Date	Parts	Scoring Key	Question Type	Max Raw Credit	Weight
RE ELA	June '25	2	-	ES	6	4
RE ELA	June '25	3	-	R	4	2

ES = Essay R = Response

The chart for determining students' final examination scores for the **June 2025 Regents Examination in English Language Arts** will be posted on the Department's web site at: <https://www.nysedregents.org/hsela/> on the day of the examination. Conversion charts provided for the previous administrations of the Regents Examination in English Language Arts must NOT be used to determine students' final scores for this administration.

FOR TEACHERS ONLY

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

ELA

ENGLISH LANGUAGE ARTS

Tuesday, June 17, 2025 — 9:15 a.m. to 12:15 p.m., only

RATING GUIDE

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

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

ENGLISH LANGUAGE ARTS

Mechanics of Rating

Scoring the Multiple-Choice Questions

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

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

Rating of Essay and Response Questions

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

Introduction to the Tasks

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

Introduction to the Rubric and Anchor Papers

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

Practice Scoring Individually

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

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

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



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

Writing From Sources: Argument

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

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

There were no video games when Michaelangelo, Da Vinci and Raphael were alive during the Renaissance, yet the world's greatest marvels in art, architecture and music were produced. These unparalleled feats in "creative mediums" (Text 4, line 15) were achieved solely through human exploration without the need for technology like video games. Video games are a negative and unnecessary thing for adolescents. Young people do not need them to be successful, and frankly their addictive features can render many more failures.

Claims such as "medical and military training programs both use simulation-style games to teach tools and strategy" (Text 1, lines 11-12) were made to promote the benefits of video games to adolescents, yet the facts about the program used for such training were barely mentioned. These programs have to be different than the games adolescents play as they are not made with entertainment in mind; they are actual medical and military simulations used purely for practice purposes. Paralleling simulations for instruction to those played for entertainment purposes is an attempt to prove the benefits of video games could bring about negative consequences. One does not actually die fighting in a tank on a video game, but not being able to operate one successfully on a battlefield can have serious consequences. Additionally, the idea that these simulation games can help in practicing "challenging or extraordinary activities, such as flight simulators or simulated operations" (Text 2, lines 35-36) is misleading. Games can not really take the place of the actual act of doing. A person will still have to get in a plane to fly and go to a medical school to operate on someone. Games can not duplicate the feeling of really fighting for one's life landing a plane in order to save passengers, or transplanting organs to save a patient's life.

Another claim put forth by those who feel videogames are beneficial is that "when children play video games following chemotherapy they need fewer painkillers than others" (Text 2, lines 39-40). While this is certainly helpful for cancer patients, not everyone is in need of such a powerful "drug". For most, constantly playing video games slows down brain functions "Gamers... can play for 18 hours straight" (Text 3, lines 50-51), ignoring basic life functions such as "food, sleep, and hygiene" (Text 3, line 49). The release of dopamine that occurs during gaming prevents gamers from spending time on more logically beneficial activities like eating and exercise. It becomes an addiction with "the same reward structure as a slot machine" (Text 3 line 27). Gambling on the possible benefits of videogaming is almost a certain loss, like gambling on a slot machine.

The claim that "video games [can] tap into the reaches of emotional and moral faculties that traditional arts and entertainment can't reach" (Text 4, lines 7-8) is not ultimately advantageous. It is evident from watching clips of gameplay that when players lose, violent behavior almost always occurs. Video gaming reduces activity in the frontal lobes [of the brain] associated with emotion regulation and executive control." (Text 3, lines 47-48), so players have no check on their "emotional faculties". Traditional arts and entertainment expand the brain's activity without negative consequences. Additionally, literature provides a medium that allows readers to feel an emotional and moral connection to what they are reading. When a reader finds out that a character who they hated and believed to be a villain is in fact a good character, it can make one feel guilty and sorry for the character. This nullifies the claim that "only a game can."

make you feel guilty for what you've done or were compelled to do" (Text 4, lines 10-11). This same feeling of engagement can happen when reading a book without the negative consequences associated with videogaming.

In the past, great accomplishments were not produced in a short amount of time and society functioned at a much slower pace. Not so for today's world, when the quicker something happens, the more it is valued. According to some, videogames can help further this objective, "[games] help us make split second decisions" (Text 1, line 17). However, meaningful moments in life require more than a "split second."

Anchor Level 6–A

CONTENT AND ANALYSIS:

- The essay introduces a precise and insightful claim, as directed by the task (*Video games are a negative and unnecessary thing for adolescents. Young people do not need them to be successful, and frankly their addictive features can render many more failures*).
- The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*Paralleling simulations for instruction to those played for entertainment purposes ... could bring about negative consequences* and *The release of dopamine that occurs during gaming prevents gamers from spending time on more logically beneficial activities like eating and exercise*) and to distinguish the claim from alternate or opposing claims (*Claims such as “medical and military training programs both use simulation-style games ... were made to promote benefits of video games to adolescents. Yet the facts ... were barely mentioned* and *This nullifies the claim that “only a game can make you feel guilty for what you’ve done or were compelled to do”*).

COMMAND OF EVIDENCE:

- The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*“Gamers ... can play for 18 hours straight” ... ignoring basic life functions such as “food, sleep, and hygiene”; “It becomes an addiction with “the same reward structure as a slot machine”; video gaming reduces “activity in the frontal lobes [of the brain] associated with emotion regulation and executive control”*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 2, lines 35–36*) and (*Text 1, line 17*)].

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, with an introduction that states a negative claim, followed by three body paragraphs that present and refute counterclaims that focus on arguments that discuss video games as simulation tools for training, their value of being “helpful” as opposed to addictive, and as a means of tapping *into reaches of emotional and moral faculties*, and a concluding paragraph that reaffirms the claim by reflecting on how, despite changing times, *meaningful moments in life require more than a “split second.”*
- The essay establishes and maintains a formal style, using sophisticated language and structure (*One does not actually die fighting in a tank on a video game, but not being able to operate one successfully on a battlefield can have serious consequences* and *Additionally, literature provides a medium that allows readers to feel an emotional and moral connection to what they are reading*).

CONTROL OF CONVENTIONS:

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

Video games have become increasingly more prevalent since their creation. From Pong to titles like Call of Duty, World of Warcraft, and Minecraft, the video gaming world has grown exponentially as their popularity continues to rise. More and more adolescents are spending free time at a computer exploring the multitude of different and diverse worlds and stories video games have to offer. Many point out how this activity has no benefits except for wasting time, however video gaming has many positive educational, social, and mental benefits. As such, gaming is a positive activity for adolescents due to video games' ability to motivate learning, connect people, and improve brain activity.

Many see video gaming as a waste of time, and point out its usage of valuable time normally set aside for studying, doing homework, and completing other educational activities. However, this idea of gaming being a waste of time is incredibly wrong. Mark Griffiths, the author of "Playing Video Games is Good For Your Brain - Here's How", points out that "because video games can be so engaging" and some are "designed to address a specific problem or teach a specific skill", video games have amazing educational potential as "they are motivating, engaging, interactive, and provide rewards and reinforcement to improve" (Text 2, lines 37-44). This text demonstrates how, due to video games' inherent engaging ability, games that are designed to teach skills and educate give adolescents more motivation to learn. This also increases the quality of the education, as adolescents are more engaged and focused, improving how much information the student can learn and understand. The educational benefits of gaming are endless, games can help adolescents learn anything from chemistry

to a whole other language.

Another positive benefit of gaming is the positive effect gaming can have on an adolescent's social life skills. Games bring together people from all around the world, connecting people who would've never met in real life. As Mark Griffiths puts it, "Video games have an appeal that crosses many demographic boundaries, such as age, gender, ethnicity; or educational attainment" (Text 2, lines 29-30). This bringing of people together expands the world of adolescents, allowing them to befriend millions of people worldwide. Additionally, as Jonathon Bartholomew, author of "Video Games: Pros and Cons", puts it, "Video games teach kids how to delegate, work as a team, and prioritize" as well as letting adolescents learn "collaboration" and "division of tasks" to move on to new levels as they play with and against their "real-life friends" (Text 1, lines 13-15). The mentioned skills such as collaboration, delegation, and working as a team highlight video games' ability to teach important social skills to adolescents. The social skills learned from videogaming can apply anywhere, from leadership positions such as managerial work to simply making new friends as adolescents grow up and meet new people. These valuable skills demonstrate how video games can help adolescents in any stage of their lives.

On the other hand, there are some who focus on the negative aspects of gaming. Some, such as Amy Paturel MS, MPH, point out how gaming can reduce "activity in the frontal lobes associated with emotion regulation and executive control" (Text 3, lines 46-48). However, this impediment on brain activity is temporary and only causes serious issues when adolescents play for long periods everyday. In fact, moderate

Anchor Paper – Part 2 – Level 6 – B

video gaming can have a positive effect on adolescent brain development. Brian Gallagher, author of "Playing Video Games Makes Us Fully Human", alludes to a study which determined that playing video games allows "gamers to tap into brain areas associated with improved attention spans, visiospatial skills, and motor systems" (Text 4, lines 35-36). This demonstrates how moderate gaming has little to no negative effect on adolescent brain development and, if anything, has positive benefits for adolescents as their brain learns motor skills, visiospatial skills and can hold attention for longer time periods. These brain developments will help adolescents later in their lives as they navigate school, work and through everyday life.

Playing video games is a fun and enjoyable hobby for many adolescents. In addition, it provides opportunities to improve learning, social skills and brain development. The positive benefits of playing video games are numerous and, as such, video gaming should be accepted as a positive activity for adolescents.

Anchor Level 6–B

CONTENT AND ANALYSIS:

- The essay introduces a precise and insightful claim, as directed by the task (*gaming is a positive activity for adolescents due to video games’ ability to motivate learning, connect people, and improve brain activity*).
- The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*This also increases the quality of education, as adolescents are more engaged and focused, improving how much information the student can learn and understand and The social skills learned from videogaming can apply anywhere, from leadership positions ... to simply making new friends ... These valuable skills demonstrate how video games can help adolescents in any stage of their lives*) and to distinguish the claim from alternate or opposing claims (*Many see video gaming as a waste of time, and point out its usage of valuable time normally set aside for studying ... However, this idea ... is incredibly wrong and On the other hand ... some ... point out how gaming can reduce “activity in the frontal lobes ... However, this impediment ... is temporary*).

COMMAND OF EVIDENCE:

- The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*“because video games can be so engaging” and some are “designed to address a specific problem or teach a specific skill”; video games have amazing educational potential as “they are motivating, engaging, interactive, and provide rewards and reinforcement to improve”; “Video games have an appeal that crosses many demographic boundaries, such as age, gender, ethnicity, or educational attainment”*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 2, lines 37–44*) and (*Text 1, lines 13–15*)].

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, with an opening paragraph that introduces the issue and a positive claim, followed by a paragraph that presents and refutes a counterclaim that focuses on how playing video games can be a *waste of time*. A third paragraph supports the claim by discussing how playing video games can positively affect adolescent social skills and is followed by a paragraph that presents and refutes a second counterclaim that focuses on the negative effect video gaming has *on adolescent brain development*. The essay concludes with a paragraph that reiterates the claim.
- The essay establishes and maintains a formal style, using sophisticated language and structure (*This text demonstrates how, due to video games’ inherent engaging ability, games that are designed to teach skills and educate give adolescents more motivation to learn and This bringing of people together expands the world of adolescents, allowing them to befriend millions of people worldwide*).

CONTROL OF CONVENTIONS:

- The essay demonstrates control of conventions, exhibiting occasional errors (*prevelant; time, however video; time, and; lifes skills; impediment; visiospatial*) only when using sophisticated language.

For decades the debate on whether or not videogames are harmful has raged on. One usually only sees the harmful effects of gaming in the news, since those are the stories that garner the most attention. Unfortunately, all of this negative press gives videogames a bad reputation, when in reality they are a safe and even beneficial activity. The benefits of videogames outweigh the negatives. ~~and therefore~~ Therefore, videogames are a positive activity for adolescents due to their ability to improve brain function.

It has been known for quite some time now that videogames rewire ~~a~~ a person's brain, if played for long enough. The ~~old~~ notion that games "rewire your brain" (Text 3, line 9) ~~x~~ sounds dangerous to some people and it is only human nature to push away things that scare us. However, almost every activity a person can do can rewire their brain, it's called learning, and the brain does it without ~~needing~~ needing to be told to. The brain will learn the particular set of rules for a game and it will remember said rules for as long as it needs to. ~~It~~ It is nothing harmful that needs to cause worry. In fact, the drastic changes that happen to the brain when gaming are usually positive. According to several studies, the use of educational videogames in schools helps engage students in the activity

more, which made, "teachers see improved test scores." (Text 1, line 10). It is no secret that many kids enjoy video games, so using them to teach skills makes students more likely to learn since they enjoy the activity. ~~It is~~ Videogames can also improve learning by increasing attention span. In the modern world, many teens suffer with short attention spans ^{especially in school}, but ~~using~~ using videogames for educational purposes gives a "pupils undivided ~~and~~ attention for longer" (Text 2, line 26). Due to the exciting and fun nature of these games, students can actively enjoy learning, rather than doing bookwork all day.

With all the negative press about videogames, at least some of it must be true right? ~~Not exactly~~ This is not exactly the case. Most of ~~the negative~~ Videogames' negative reputation comes from the fact that society is intrinsically scared of new, ~~or~~ world-altering technologies. For ~~examples~~ example it is mentioned that, "Even the novel faced much the same criticisms [to videogames] in their times" (Text 2, lines 2-3). This criticism ^{may} ~~would~~ seem odd to people in today's society, considering the fact that many video game addicts are told to do something productive, like reading a

book. If the novel, one of the ~~the~~ main icons for education and learning was ostracised ~~the~~ with similar criticisms ~~as~~ ~~videogames~~, dangerous criticisms, videogames were bound to face the same. People are just scared of new things, it is just natural.

Anchor Level 5–A

CONTENT AND ANALYSIS:

- The essay introduces a precise and thoughtful claim, as directed by the task (*videogames are a positive activity for adolescents due to their ability to improve brain function*).
- The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*It is no secret that many kids enjoy video games, so using them to teach skills makes students more likely to learn since they enjoy the activity* and *This criticism may seem odd to people in today’s society, considering the fact that many video game addicts are told to do something productive, like reading a book*) and to distinguish the claim from alternate or opposing claims (*The notion that games “rewire your brain” ... sounds dangerous to some people and it is only human nature to push away things that scare us* and *Most of videogames’ negative reputation comes from the fact that society is intrinsically scared of new, world-altering technologies*).

COMMAND OF EVIDENCE:

- The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*According to several studies, the use of educational videogames in schools helps engage students in the activity more, which made, “teachers see improved test scores”* and *For example it is mentioned that, “Even the novel faced much the same criticisms [to videogames] in their time”*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 1, line 10*) and (*Text 2, line 26*)], despite misquoting *your* for “the” for (*Text 3, line 9*).

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, with an opening paragraph that establishes a claim that video games are a positive activity for adolescents, followed by two body paragraphs of support that present a counterclaim and then refute the counterclaim (*However, almost every activity a person can do can rewire their brain, its called learning, and the brain does it without needing to be told to*), ending with a summative statement (*People are just scared of new things, it is just natural*).
- The essay establishes and mostly maintains a formal style, using sophisticated language and structure (*One usually only sees the harmful effects of gaming in the news, since those are the stories that garner the most attention; The brain will learn the particular set of rules for a game and it will remember said rules for as long as it needs to; If the novel, one of the main icons for education and learning was ostracised with similar criticisms ... videogames were bound to face the same*).

CONTROL OF CONVENTIONS:

- The essay demonstrates control of conventions, exhibiting occasional errors (*brain, its; learning, and; made, “teachers; true right?; ostracised; things, it*) only when using sophisticated language.

video games are statistically more common among adolescents + teens, therefore have been a relatively new thing to study. Psychologists have only really been studying this since the 90s, leaving only 3 decades of research. but with their research, much information has been uncovered, positive and negative. The cons far outweigh the pros for me, therefore I do not think video games are a positive activity for adolescents.

many video games contain scenes of violence, and depending on the age of the player, it's okay. but when an impressionable brain of a teen is exposed to a glamorized and "perfect" violence with none of the necessary attachment of empathy, it can lead to big problems. "children playing violent video games show decreased activity in areas of the brain dedicated to self control and an increase in emotional arousal. (text 1, lines 33-34). "moreover when playing the games, ^{while} ~~when~~ "winning", which often requires violence, the player is rewarded with a flood of dopamine, making them feel good and keeping them hooked on the game.

In addition, the brain's very chemistry and physical structure can be altered permanently with excessive use of video games. "... scientists warned that because video games only stimulate brain regions that control vision & movement, the other parts of the mind responsible for ~~brain regions that control~~ ^{behavior, emotion, and learning} could be underdeveloped.

Anchor Paper – Part 2 – Level 5 – B

(text 3, lines 14-16). "if one part of the brain is being ^{improved} ~~reflected~~ at the expense of the others, then that doesn't lead to anything good. additionally with the "reward structure" playing gives you with dopamine, ~~the~~, "the player develops an unshakeable faith (text 3 line 28)". this can lead to withdrawal symptoms if the game is taken away, which is obviously not good. the prefrontal cortex is an important area of the brain, especially for teens, because it helps with judgement, decision making, and impulse control. however, "playing violent video games for only 30 minutes immediately lowered activity in the prefrontal areas of the brain... (text 3, lines 42-44)". playing doing something too much so that so it impacts your daily life ~~not~~ ^{negatively} isn't good, and video games do exactly that.

now while some limited positive effects of playing can't be ignored like, "...improved learning... improved test scores... how to delegate, work as a team, + prioritize... (text 1, lines 9, 10, 13)", and improvement in "tasks such as pattern discrimination... (text 2, line 22)", they all come with a big notice attached: only if use is controlled, and other important things are put first such as real life socializing, life, and education. many who play are hooked onto the dopamine rewarding cycle, ~~the~~ whether they realize or not, and for some, it's easier to overcome/ignore. it's hard to regulate video game exposure because well, they are teenagers, but also in order to see positive effects, the game

Anchor Paper – Part 2 – Level 5 – B

must have some hours put into it. When teens try something new that's rewarding and always evolving, they want to get good at it, spending more and more time on it.

Anchor Level 5–B

CONTENT AND ANALYSIS:

- The essay introduces a precise claim, as directed by the task (*The cons far outweigh the pros for me, therefore I do not think video games are a positive activity for adolescents*).
- The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*Moreso, when playing the games while “winning”, which often requires violence, the player is rewarded with a flood of dopamine, making them feel good and keeping them hooked on the game and Many who play are hooked onto the dopamine rewarding cycle, whether they realize or not, and for some, it’s easier to overcome/ignore*) and to distinguish the claim from alternate or opposing claims (*Now while some limited positive effects of playing can’t be ignored like, “...improving learning ... improved test scores ... how to delegate, work as a team ... they all come with a big notice attached: only if use is controlled*).

COMMAND OF EVIDENCE:

- The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*“Children playing violent video games show decreased activity in areas of the brain dedicated to self control and an increase in emotional arousal” and “playing violent video games for only 30 minutes immediatly lowered activity in the prefrontal areas of the brain”*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 1, lines 33–34*) and (*Text 3, lines 14–16*)], although the essay misquotes *areas* for “regions” for (*text 3, lines 42–44*).

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, with an opening paragraph that introduces the issue and establishes a claim that videogames are not a positive activity for adolescents, followed by two paragraphs of support (*Many video games contain scenes of violence ... but when an impressionable brain of a teen is exposed to a glamorized and “perfect” violence ... it can lead to big problems and In addition, the brains very chemistry and physical structure can be altered permenently with excessive use of video games*) and a third paragraph that presents and refutes the counterclaim, concluding with a statement that further explains the problems with teenagers playing video games.
- The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*Psychologists have only really been studying this since the 90s, leaving only 3 decades of research and When teens try something new thats rewarding and always evolving, they want to get good at it*).

CONTROL OF CONVENTIONS:

- The essay demonstrates partial control of conventions, exhibiting occasional errors (*research. but; uncovered, positive; player...them; brains very; permenently; withdrawel; (text 1, lines 9, 10, 13)”, and; ignore. its; thats*) as well as ambiguity in capitalization throughout, that do not hinder comprehension.

Despite the innovative and exciting nature of video games, because of their addictive capabilities and their limit on the social sphere, video games are not positive for teenagers. Doctors and researchers alike agree that in general, the good does not outweigh the bad.

Parents in the United States show concern for the addictive properties which video games have, and scientists back this up. One pediatric article explains — "what makes video games addictive? Playing releases dopamine into our systems, which gives us a feeling of pleasure and tells our brain to "do it again". (Text 1, lines 35-36). Once kids are addicted it can be incredibly difficult to reverse. One doctor explains the withdrawal symptoms kids can go through — "Take a game like that away from addicted adolescents and they often show behavioral problems, withdrawal symptoms, even aggression". (Text 3, lines 23-24). Many parents' choose to limit video games in an effort to combat an addiction they can prevent.

Video games may allow interaction, but they are not a social replacement. Many of these games bond kids over violence and fighting, rather than shared experiences. Jonathon Bartholomew says — "Virtual hangouts rob kids of the opportunity to practice their social skills". (Text 1, lines 45-46). Parents and doctors agree that kids need practice interacting with peers in real life.

There are valid arguments saying that video games are both acceptable and good for kids, yet

they do not measure up. One writer explains that "there is now a wealth of research which shows that video games can be put to educational and therapeutic uses". (Text 2, lines 9-10). While this is true, it is clear that the majority of games are not educational or therapeutic, they are children who are abusing a resource which could be used much better. "Kids plop themselves in front of a computer and they'll stay there for 8, 10, 25, 36 hours". (Text 3, lines 51-52).

We may like video games as a hobby, but researchers agree that if the resource of technology is left to young minds, addiction and loneliness are likely effects. Parents agree that in order to keep their children in the best condition they can be, video game use must be limited.

Anchor Level 4–A

CONTENT AND ANALYSIS:

- The essay introduces a precise and thoughtful claim, as directed by the task (*Despite the innovative and exciting nature of video games, because of their addictive capabilities and their limit on the social sphere, video games are not positive for teenagers. Doctors and researchers alike agree ... the good does not outweigh the bad*).
- The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*Many parents choose to limit video games in an effort to combat an addiction they can prevent* and *Parents and doctors agree that kids need practice interacting with peers in real life*) and to distinguish the claim from alternate or opposing claims (*Video games may allow interaction, but they are not a social replacment*).

COMMAND OF EVIDENCE:

- The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*“Take a game like that away from addicted adolescents and they often show behavioral problems, withdrawal symptoms, even aggression”* and *“Virtual hangouts rob kids of the oppurtunity to practice their social skills”*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 1, lines 35–36*) and (*Text 3, lines 23–24*)].

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits acceptable organization of ideas and information to create a coherent essay, with an introductory paragraph that presents a claim asserting that video games are not a positive activity for adolescents, followed by two paragraphs that focus on the addictive nature of video games (*Once kids are addicted it can be incredibly difficult to reverse*) and the social aspect of playing video games (*Many of these games bond kids over violence and fighting, rather than shared experiences*), a fourth paragraph that refutes a counterclaim (*the majority of games are not educational or therapuetic*), and concludes with a paragraph of summation.
- The essay establishes and maintains a formal style, using fluent and precise language and structure (*Parents in the United States show concern for the addictive properties which video games have, and scientists back this up* and *We may like video games as a hobby, but researchers agree that if the resource of technology is left to young minds, addiction and loneliness are likely effects*).

CONTROL OF CONVENTIONS:

- The essay demonstrates partial control of conventions, exhibiting occasional errors (*explains — “what; again”*. (*Text 1 ... 36*).; *addicted it; replacment; oppurtunity; arguements; therapuetic, they; loneliness*) that do not hinder comprehension.

Anchor Paper – Part 2 – Level 4 – B

The popularity of video games is widespread amongst adolescents. Many arguments arose debating whether video games were/are beneficial or negative in a person's youth. Based off of the different provided texts, video games have been proven to have more benefits than negative factors.

Video games are not only entertaining, but can be educational. According to "Text 2" video games can be used for learning purposes. "Because of the excitement, video games may also be a more appealing way of learning than traditional methods for some." (line 27-28) This proves that video games can be helpful and don't only hinder adolescents. The appeal of video games may also cause problems in a child's life. "Text 3, lines 51-52" state "Kids plonk themselves in front of a computer and they'll stay there for 8, 10, 25, 36 hours." The text explains that the appeal of video games comes from a release of dopamine in the brain when playing. While this can cause children and teens to want to play games for hours, this may aid video games' purpose in schools/education. Under the section "Video Game Pros" in "Text 1", it is evident that video games improve learning. "When video games have been used in the classroom, teachers see improved test scores." Although the negative effects of video game appeal are not ideal, they can be used towards student education, therefore allowing students to enjoy learning more.

Based off of the different provided texts, video games have been proven to have more benefits than negative factors. Video game effects on adolescents have been debated for years, but it's how we use video games and how often we use them that affects us more than the game itself. Adolescence falls victim to video games, but with modern studies and knowledge about the effects society can reduce the negative factors that come with gaming.

Anchor Level 4–B

CONTENT AND ANALYSIS:

- The essay introduces a precise claim, as directed by the task (*Based off of the different provided texts, videos games have been proven to have more benefits than negative factors*).
- The essay demonstrates some analysis of the texts (*This proves that video games can be helpful and don't only hinder adolescents and it is evident that video games improve learning*) but insufficiently distinguishes the claim from alternate or opposing claims (*While this can cause children and teens to want to play games for hours, this may aid video games' purpose in schools/education*).

COMMAND OF EVIDENCE:

- The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*“Because of the excitement, video games may also be a more appealing way of learning than traditional methods for some”* and *“Kids plop themselves in front of a computer and they'll stay there for 8, 10, 25, 36 hours”*).
- The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotations and paraphrased material, properly citing two sources [*“Text 2” ... (line 27–28)* and *“Text 3, lines 51–52” state*] but the quoted evidence from Text 1 provides no line numbers and the evidence about *dopamine* is only loosely associated to Text 3 by stating *The text explains*.

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits acceptable organization of ideas and information to create a coherent essay, with an opening paragraph that introduces a positive claim, followed by a paragraph in support of the argument that video games *can be educational and improve learning* that also briefly addresses a counterclaim (*Although the negative affects of video game appeal are not ideal, they can be used towards student education*) followed by a summative concluding paragraph.
- The essay establishes and maintains a formal style, using precise and appropriate language and structure (*The appeal of video games may also cause problems in a child's life and it's how we use video games and how often we use them that affects us more than the game itself*), although there is repeated imprecision: (*based off of*).

CONTROL OF CONVENTIONS:

- The essay demonstrates emerging control of conventions, exhibiting occasional errors (*arose...were/are; but can be; “Text 2”; some.” (line 27–28) This; video game appeal; the effects society*) that do not hinder comprehension.

Although the long-standing debate about whether video games are "healthy" or not according to many is still going on, the facts show that the pros to video gaming outweigh the cons. For various reasons such as improved incentives to learn, increased life skills, and being used as therapeutic outlets makes video games ~~an~~ an enriching activity for adolescents. On one hand, some ~~may~~ argue that the negative effects that video games can have on children's minds and body's overshadow any positive they could provide, although, the negatives to video gaming is purely circumstantial. The bias that media places on gaming only shows people the more negative aspect to the gaming world other than the possibilities that it holds.

An argument that someone who doesn't like kids playing video games could propose is: video games make kids lazy, unhealthy, and unmotivated. Although that argument is very one sided, that argument refuses to acknowledge that: "games... ~~do~~ teach tools and strategy." (Text 1, Lines 12) The skills that video games can teach children are beneficial not only within the game but within their school life as well, being motivated to complete a task to "win" may also transfer ~~to~~ to school motivation as well. Games ^{also} give children the key opportunities to succeed in life ~~as~~ as they build up their skill level, and are able to apply themselves the same way in real life. The ~~same~~ interactions set up in gameplay; "allow students to learn, and then apply what they have learned in a real-life situation." (Text 1, Lines 10-11) Video ~~games~~ games give children the tools and build up those tools to make them successful within school and life, the skills garnered from playing translate to real life interactions which have benefitted from the nurturing of gameplay.

Additionally, playing video games increases real life skills outside of the classroom. While video games improve motivation and learning incentives in school, they also facilitate online and in person interactions which form creative bonds. Gameplay positively impacts adolescents and ;" serve(s) ~~as a~~ a surprising number of emotional, social, and intellectual needs." (Text 4, Lines 13-14)

The positives that video games create ~~for~~ for young adults are extraordinary and help them with needs that are crucial to succeeding in life. The social aspects to videogaming which facilitate good communication skills are very important to adolescent's futures, and ;" teach kids how to delegate, work as a team, and prioritize." (Text 1, Line 13) Video games help set ~~up~~ up young adults for their futures by building interactive and collaborative practices which are essential to finding and participating in a job later in life.

Anchor Level 3–A

CONTENT AND ANALYSIS:

- The essay introduces a precise and thoughtful claim, as directed by the task (*For various reasons such as improved incentives to learn, increased life skills, and being used as theraputic outlets makes video games an enriching activity for adolescents*).
- The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*Games also give children the key opportunities to succeed in life as they build up their skill level, and are able to apply themselves the same way in real life* and *The social aspects to videogaming which facilitate good communication skills are very important to adolescents futures*) and to distinguish the claim from alternate or opposing claims (*On one hand, some may argue that the negative effects that video games can have on children’s minds and body’s overshadow any positive they could provide, although, the negatives to videogaming is purely circumstantial* and *An argument ... is: video games make kids lazy, unhealthy, and unmotivated*).

COMMAND OF EVIDENCE:

- The essay presents ideas sufficiently, making adequate use of some specific and relevant evidence to support analysis (*“allow students to learn and then apply what they have learned in a real-life situation”* and *“serve(s) a surprising number of emotional, social, and intellectual needs”*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 1, Lines 10–11*) and (*Text 4, line 13–14*)].

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits acceptable organization of ideas and information to create a coherent essay, with an opening paragraph that introduces both sides of the issue, but leads to a positive claim, followed by two paragraphs of support that respectively focus on the ideas that video games teach children skills that *are beneficial not only within the game but within their school life as well* and how video games *facilitate online and in person interactions which form creative bonds*. The essay lacks a conclusion other than stating that video games are *essential to finding and participating in a job later in life*.
- The essay establishes and maintains a formal style, using precise and appropriate language and structure (*the skills garnered from playing translate to real life interations which have benefitted from the nurturing of gameplay* and *The positives that video games create for young adults are extraordinary and help them with needs that are crucial to succeeding in life*).

CONTROL OF CONVENTIONS:

- The essay demonstrates partial control of conventions, exhibiting occasional errors (*theraputic outlets makes; adolescents; body’s; one sided; as well, being; level, and are; gameplay;”; life the; interactions; aspects to; adolescent’s futures*) that do not hinder comprehension.

* CONDITION CODE:

Although the essay is holistically a Level 4, it addresses fewer texts than required by the task and can be scored no higher than a 3.

The topic on whether video games are harmful for adolescents have been debated and argued. Video games are harmful to adolescents because it causes low brain activity, and it unhealthy life style habits, and violent behavior.

Many may try and say video games are positive because a good way for players to explore their deep desires in a controlled environment. However, it can do the opposite. Once players are introduced to violence they may try and take it to real life. Text 1 reads, "playing violent video games show decreased activity in areas of the brain dedicated to self control and an increase in emotional arousal." This shows how children may begin to lack self control and act out violently.

Video games are harmful because children can display unhealthy habits. Text 3 states, "He neglected his schoolwork, relationships, health, even his hygiene" this shows video games tend to take over players lives, not allowing them to succeed.

Text 4 says, "The player can drive action, exert agency and explore imagined worlds freely."

In conclusion, video games are harmful to adolescents because it lowers brain activity, create unhealthy habits and increase violent behavior.

Anchor Level 3–B

CONTENT AND ANALYSIS:

- The essay introduces a precise claim, as directed by the task (*Video games are harmful to adolescents because it causes low brain activity, unhealthy life style habits, and violent behavior*).
- The essay demonstrates some analysis of the texts (*This shows how children may began to lack self control and act out violently* and *This shows video games tend to take over players lives, not allowing them to succeed*), but insufficiently distinguishes the claim from alternate or opposing claims by simply implying a connection between the claim and counterclaim. (*Many may try and say video games are positive because a good way for players to explore their deep desires in a controlled enviornment. However, it can do the opposite*).

COMMAND OF EVIDENCE:

- The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*“He neglected his schoolwork, relationships, health, even his hygiene”* and *“The player can drive action, exert agency and explore imagined worlds freely”*).
- The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material by providing three texts but omitting line numbers (*Text 1 reads, Text 3 states, and Text 4 says*).

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits some organization of ideas and information to create a mostly coherent essay, with an opening paragraph that states the topic and a negative claim that video games are harmful, followed by a second paragraph that addresses the counterclaim (*Once playes are introduced to violence they may try and take it to real life*), and a third paragraph that briefly focuses on how *video games are harmful because children can display unhealthy habbits*. The essay concludes with a statement that reiterates the claim.
- The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*The topic on weather video games are harmful for adolescents have been debated and argued*) with some language that is inexact (*weather* for “whether” and *because a good way*).

CONTROL OF CONVENTIONS:

- The essay demonstrates partial control of conventions, exhibiting occasional errors (*topic ... have; games ... it causes; habbits; enviornment; may began; self control; players lives; it ... create ... and increase*) that do not hinder comprehension.

After reading articles 1-4 I have come to the conclusion that video games are indeed good for you. Even though it could lead to an addiction (text 1) they can still bring "educational potential" (text 2).

Even though it may be addicting why not have teens be addicted to something educational. It also expands creativity and imagination. "Video games take me places that music and movies, as much as I love them, don't." (text 4) Playing video games expands the mind beyond than what the research.

Although on the negative side of things like playing violent video games could lead to "anxiety and emotional reaction." (Text 3) But with anything it could give you anxiety. It's even hereditary. Video games are also designed with a "reward structure" (text 3). While this is happening the player is developing a huge faith.

In conclusion video games have it's upsides and downsides of the hobby. But the good outweigh the bad. So video gaming has so many more personal benefits.

Anchor Level 3–C

CONTENT AND ANALYSIS:

- The essay introduces a reasonable claim, as directed by the task (*After reading articles 1–4 I have come to the conclusion that video games are indeed good for you*).
- The essay demonstrates some analysis of the texts (*It also expands creativity and imagination*), but insufficiently distinguishes the claim from alternate or opposing claims (*But with anything it could give you anxiety. It's even hereditary*).

COMMAND OF EVIDENCE:

- The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*Even though it could lead to an addiction ... they can still bring “educational potential” and “Video games take me places that music and movies, as much as I love them, don't”*).
- The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*text 2*) and (*Text 3*)], failing to include line numbers for any of the quotes.

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay, with an opening paragraph that states a claim, followed by two body paragraphs that lose focus through a series of loosely connected and sometimes vague, unrelated or unfounded sentences that move from video games leading to *anxiety* and anxiety being *hereditary*, to having a “*reward structure*” and to *developing a huge faith*, all in a single paragraph with no further explanations. A concluding paragraph reiterates the claim.
- The essay lacks a formal style, using some language that is inappropriate or imprecise (*Playing video games expands the mind beyond than what the research; on the negitive side of things like playing violent video games; While this is happening the player is developing a huge faith; video games have it's upsides and downsides of the hobby; it's for “its”*).

CONTROL OF CONVENTIONS:

- The essay demonstrates emerging control of conventions, exhibiting occasional errors (*have came; games ... it ... they; addicting why not ... something educational. It; negitive; happening the; In conclusion video; out weigh; benifits*) that hinder comprehension.

My claim is video games, pros and cons. The evidence is that video games effect kids health and mindset because it distract them from learning. The Effect is on video games show behavioral problems withdrawal systems. My quote is "I wouldn't blame you for thinking video games are like potent drugs!" people should not let there kids play video game everyday because it is taking there learning away from them. For my second quote is that "Kids plopp themselves in front of a computer and they'll stay there for 8, 10, 25, 36 hours," I disagree that kids should stay up at that late time because it is bad for there health.

Anchor Level 2–A

CONTENT AND ANALYSIS:

- The essay introduces a general topic in place of a claim (*My claim is videogames, pros and cons*), although it continues on to imply support of a negative argument (*video games effect kids health and mindset because it distracts them from learning*).
- The essay demonstrates an unclear analysis of the texts (*I disagree that kids should stay up at that late time because it is bad for there health*).

COMMAND OF EVIDENCE:

- The essay presents ideas inconsistently, as the evidence used does not clearly relate to the *effect* [on] *kids ... mindset*, and is sometimes irrelevant (“*I wouldn’t blame you for thinking video games are like potent drugs*” and “*kids plop themselves in front of a computer and they’ll stay there for 8, 10, 25, 36 hours*”).
- The essay demonstrates little use of citations to avoid plagiarism when dealing with direct quotes, lacking text and line numbers for quoted material (*My quto is* and *For my second quto*), with one closely paraphrased section not identified as coming from a text.

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay, consisting of one paragraph of loosely connected sentences that begin with a topic statement and then suggesting a discussion of how video game playing affects the players’ *health and mindset*, which moves from *behaviral problems*, to being like drugs, to taking away from learning, to time spent game playing, with neither clear explanations, no connections, and no conclusion.
- The essay lacks a formal style, using some language that is imprecise (*effect* for “affect”; *The Effect is on video games show behaviral problems withdrawal systems; there* for “their”; *For my second quto is that*).

CONTROL OF CONVENTIONS:

- The essay demonstrates partial control of conventions with occasional errors (*kids health; it distract; The Effect is, behaviral, quto; is “I* that hinder comprehension).

Why play Game is Good for you and your Brain

Sometime your parent say stop to play game because is not good for you. But I can talk you is not bad for you because sometime you need relax your self and your Brain because someni problem in your Brain is not good for you because that why sometime you have depression and anxiety because you not relax your brain.

"In series of experiments on small numbers of gamers (10 to 14 people in each study the researchers reported that gamers with previous experience of playing"

and when you play in game you have a distraction in you can do abritin more fast and you can stay more relax in others work you have to much problem in your

Brain and when you play game
or look movie read or something
you brain have space for
breath because when you sleep
your brain is working better.

Video game something is good
Sometime no why because you
game have space for you
your brain is relax for moment
but is bad because sometime
you game stop and this is
a trouble because you have
a job or school and you
not do what you have to
do and that what is bad.

when you teenager your mom your
dad or you gram talk you
play game or look some is
bad and that not true because
only because you play a game
or video game that not true
you stupen for this sometime
you need list your heart
Sometime he talk you of something.
is good or not

And play game or video game
is good for you brain because
this is the fun you need
for stay relax for moment
and this good for you

Play video game is for human
not because you play game is
you not human is this
something passing today in the
planet sometimes you play too
much and you forget you
have a family or you forget
the problem in the world and
you me and the world need
working and this

Anchor Level 2–B

CONTENT AND ANALYSIS:

- The essay introduces a claim (*Why play Game is God for you and your Brain*).
- The essay demonstrates confused and unclear analysis of the texts (*and when you playin game you have a distraden en you can do abritin more fast and yo can stay more relaj in others work*), failing to distinguish the claim from alternate or opposing claims, only stating that *Video game something is good sometime no*.

COMMAND OF EVIDENCE:

- The essay presents little evidence from the text, using a partial quote from one of the texts (*“In series of experiments on small numbers of gamers (10 to 14 people in each study the rearchers reported that game with previous experience of playind”*) that contains some miscopying and fails to support analysis as stated.
- The essay demonstrates little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material, using only quotation marks to indicate text evidence, and lacking the source or line numbers.

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay, beginning with the claim separated from the rest of the essay, followed by a paragraph that tries to support the claim that videogames are good because *sometime you need relaj your self and your Brain*, followed by an irrelevant quote and a further attempt at supporting the claim with little success (*when you play game or look movi read or someting you brain have space for brind because when youu slepp your brain is working ebvitime*). The essay concludes by stating that video games are *something is good sometime no* which contradicts the initial claim.
- The essay uses language that is predominantly incoherent (*I can talk you is not; when you play game or look movi read or someting you brain have space for brind because when youu slepp your brain is working ebvitime; why becase yo came have space for you; due for “do”*).

CONTROL OF CONVENTIONS:

- The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*is God; parent sai; godd; relaj; your self; someni; thast; rearchers; playind; and when you playin; distraden en; abritin; in others work you; movi; brind; slepp; ebvitime; no why becase; troble; thas whit*) that make comprehension difficult.

Anchor Paper – Part 2 – Level 1 – A

It not because alot of kids plays
video game to not think about there problem
at home or at school they dont
have to be upset or mad when
they can just play some video games
kids dont get activity with video game
some times they stop sa they can do there
home work or when they need to help
around with the house they play there
game and help out sometimes video game
helps kids to learn for school because
some kids play games when they need
for study for something some the
video games help out kids with everything
and kids play video games to learn something
new like when there looking for a job
or when they dont know anything they
use video games.

Anchor Level 1–A

CONTENT AND ANALYSIS:

- The essay does not introduce a claim, providing an opening statement that contradicts itself (*it not because alot of kids plays video game to not think about there proberm*).
- The essay does not demonstrate analysis of the texts.

COMMAND OF EVIDENCE:

- The essay presents little evidence from the texts, providing only a few generalized references *dont get activity and look for job*).
- The essay does not make use of citations.

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits little organization of ideas and information, consisting of a single paragraph that opens with a contradictory statement that makes no specific claim, followed by a series of statements that appear to support a positive argument, but prove contradictory (*sometimes video game helps kids to learn for school because some kids Play games when They need for study*).
- The essay lacks a formal style, using language that is imprecise (*it not because; dont get activity; Some times they stop sa they can do there home work; there* for “their”; *video game helps kids to learn for school; when they need for study; there* for “they’re”).

CONTROL OF CONVENTIONS:

- The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*it not; alot; kids plays; Proberm; dont; Just; with video game; sa; sometimes video game helps*) using no punctuation except for a single period at the end, making comprehension difficult.

my position is that The adolescents, more than 95% have a Smartphone, video games and other things and they become addicted, and you want to know if combining Smartphone with video games attracts pros or is cons.

Anchor Level 1-B

CONTENT AND ANALYSIS:

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

COMMAND OF EVIDENCE:

- The essay presents little evidence that may be taken from the texts (*and they become addicted*).
- The essay does not make use of citations.

COHERENCE, ORGANIZATION, AND STYLE:

- The essay is minimal, making assessment unreliable.

CONTROL OF CONVENTIONS:

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

Topic: Are video games a positive activity for adolescents?

"Kids have been wild about video games for decades." Everyone can agree that games can be a distraction, but it also has a positive impact. Video games are a positive activity for adolescents. Video games have some benefits. Video games has a positive impact on kids daily lives. Video games also has a positive impacts on the brain.

Video games ~~g~~ have ~~some~~ benefits. Video games has a positive impact on kids daily lives. In text 1, it states "Many video games teach kids how to delegate, work as a team, and prioritize." "Studies have found that video can improve learning." Videos games has ~~the same~~ a positive impact on kids education and life skills.

Video games has a positive impact in the brain. In text 1, it states "Video games have been shown to help us improve our ability to reason and solve problems." In text 2, it states "For example, research has shown that spatial visualisation ability, such as mentally rotating and manipulating two- and three-dimensional objects, improves with video game

playing'. Video games helps people process information quickly, make split-second decisions, and multi-task.

Most people disagrees that video games are a positive ~~impact~~^{activity} for adolescents. They think video games are addictive, etc. In text 3, it states "Violent games are of concerns to many experts." It also states "...young people are more likely to engage in hours of play while ignoring basic needs of food, sleep, and hygiene." Video games are not a negative impact on adolescents, in fact it is the opposite.

Most people disagrees that video games are a positive ~~impact~~^{activity} for adolescents. Video games are a positive activity for adolescents. Video games has a positive impact on adolescents. Video games has a positive impact on kids education and life skills. It is also positive in the brain. Are video games a positive activity for adolescents?

Video game are not a positive for adolescents, ~~many~~ many adolescent spend all the time just playing and they do not learned nothing in school just for playing for example in Text B it say "Take a game like that away from addicted adolescents and they often show behavioral problem, withdrawal, symptoms even aggression, according Dr. Greenfield." This quote say that ~~not~~ until you still playing you would not stop playing video game this quote mean that adolescent should stop because if you still playing there would be consequence. It matter because many adolescent just want to play and that can be a problem with they brain or something.

~~Video games have been~~ Whether video games are a good or bad thing, has been up for discussion for many years, particularly in children. Many people have even gone as far as to research, whether it be negative or positive, the effect it has on ~~people~~ them. Nevertheless, based on the facts presented to me, I believe that video games are a positive activity for adolescents overall.

One common benefit of video games I find is its impact on the education of an adolescent. This can be found in Text 1, lines 9 and 10-12, where it states, "When video games have been used in the classroom, teachers see improved test scores." This showcases a fact of how video games, when used in a classroom and in education, can be and have shown to be beneficial. This is just one of many benefits as studies have even found it can be used for ~~therapeutic~~ therapeutic use among many things. This can be found in Text 2, ~~line 18-21~~ and line 30-32, where it states, "They can be used for ~~therapeutic~~ to help set goals and rehearse working towards them, provide feedback reinforcement, self-esteem and maintain a record of ~~behavioral~~ behavioural change." These studies provide many examples of improvement video games can have on people, including children, particularly in a therapeutic way. Some people go as far as

saying video games do something a lot of other forms of entertainment could only dream of doing when appealing to the player. This can be found in Text 4, line 7-8, when ~~Pete Etchells~~ ~~states~~ where it states Pete Etchells believes, "video games tap into reaches of emotional and moral faculties that traditional arts and entertainment can't reach." Pete Etchells, psychology and communications professor, provides a perspective on how video games essentially get in touch with people in a way, not many if any other forms of entertainment could dream of. All these facts and educated perspectives on the matter have brought back the simple fact that video games, if used the correct way, can be an extremely beneficial activity to people, let alone children, on multiple levels.

Though there are many benefits, there are still some negatives that can be discussed. One of the inevitable downfalls of video games in people, particularly in children, is addiction. This comes in reference to the development of a child, as stated in text 3, line 39-41, "Without mature frontal lobes... teens are less able to weigh negative consequences and curb potentially harmful ~~and~~ behavior like excessive video gaming." This showcases how children can tend to be more susceptible to addictive behavior with video games. Though, much of this can be countered by the presence of a mature

adult, like any other addictive behavior it is up to the parents working with and informing their children to prevent that. Another common counterpoint that comes up is the violence in video games. In ~~the~~ text 1, line 33-34, it states, "children playing violent video games show decreased activity in areas of the brain dedicated to self-control and an increase in emotional arousal." This simply showcases the impact the use of violent video games has on children. Though this is true, this is also reflected in what parents allow their children to play. It has always been known that children are susceptible to the behavior shown to them at a young age, that's why we must show them good both in video games and in behavior ourselves.

In the end, though, there are some inevitable faults that come with children partaking in video games, there is still plenty good. There are numerous benefits pointed to the use of video games in children particularly supported by fact and educated official. In the end, I strongly believe video games can be a very positive activity for children.

Even though the concept of videogames were invented plenty of years ago, they are just now beginning to become a ~~common~~ ^{prevalent} pastime for youth. ~~Along with the popularity of smartphones, video games have found their way into the "car, bedroom" and the "Bus stop" (Text 1, line 3), just to name a few. This rapid growth in popularity begged the question, whether video games are actually a good activity or not for the youth. The obvious answer, is that they are not.~~

First off it must be understood that there are arguments for both perspectives. Pete Ethells, ~~author of the book~~ a psychology professor, stated that video games "embody the principles of existentialism" and "tap into the reaches of emotional and moral facilities" (Text 4, lines 7-10). While this is completely true, this argument leaves out the key factor that video games are far too often violent and chaotic. Since ~~the~~ video games tap into the brain so well, the effects of the violent images and actions ~~can~~ can be disturbing. For example, children that play "violent video games" have been shown to have "decreased activity" in parts of their brain that regulate "self-control". They also lack activity in their brain that controls "emotional arousal", causing an increase (Text 1, lines 33-34).

Another common argument brought to the table is the idea that video games improve brain function.

Video games are believed to improve the "ability to reason" and to "solve problems" ~~people~~ (text 1, line 16). It is also argued that they ~~help~~ help people "process information more quickly" and "multitask effectively" (text 1, lines 17-18). This argument has been proven true, but it leaves out key information about what really happens in the brain. Playing video games "Only stimulates parts of brain responsible for 'vision and movement'." ~~The~~ The parts of the brain that regulate "behavior, emotion, and learning" can ~~end~~ end up becoming "underdeveloped" (text 3, lines 15-16).

As you can see, video games have been proven to have an extensive amount of negative effects on ~~the~~ today's adolescents. From literally decreasing the amount of self-control, to dumbing down emotional and ^{one's} social parts of brain, it is obvious that video games are NOT a positive activity for adolescents.

Video gaming is a popular hobby among many teenagers. From MMORPGs, to first person shooters, to simple farm simulators and games about animals, video games have evolved ~~and~~ at an rapid exponential rate. Many articles have been published on negative effects of playing video games, but the positives appear to outweigh the negatives in most cases. Video gaming may seem dangerous for adolescents, ~~but it can~~ ~~but it~~ ~~is it~~ a positive activity to engage in but it should be seen as a positive activity. Not only is it an entertainment source, but it can also benefit teenagers in ways that other media and ~~it~~ tools can't.

Video games have been proven to improve problem solving skills, competitiveness in current-day job markets, and help with coordination and the ability to work as a team. Jonathan Bartholomew, author of "Video Games: Pros and Cons" states, "Many video games teach kids how to delegate, work as a team, and prioritize. Internet-enabled games that let kids play with their real-life friends often require collaboration and division of tasks to beat the level." ~~(Text 1, lines 13-15)~~ (Text 1, lines 13-15). These are skills often used in real life situations that can be practiced and honed using video games. Without proper leadership or teamwork, projects can go awry and productivity can be slowed down. Having to work together in a less serious setting can build these skills. Video games can also help ~~with~~ in an educational

Setting, Mark Griffiths ~~writes~~ writes, "... in an educational context, video games can be fun and stimulating, which means it's easier to maintain a pupil's undivided attention for longer... a more appealing way of learning than traditional methods..." (Text 2, lines 25-28) Enticing students and allowing them to learn through unconventional methods may be more enticing than reading a book or taking down notes. Video games can add color and music to a seemingly boring subject, making it more interesting for some students.

Of course, gaming doesn't come without its faults. Amy Patten, the writer of "Game theory: The Effects of Video Games on the Brain", delves into issues like becoming addicted because of too much dopamine, or how playing video games for too long can cause parts of the brain to become underdeveloped. She notes, "... young people are more likely to engage of hours of play while ignoring basic needs like food, sleep, and ~~hygiene~~ hygiene." Without mature frontal lobes to draw on, adolescents and teens are less able to weigh negative consequences..." (Text 3, lines 38-40) This kind of hobby can become dangerous without any restrictions or limitations on hours played, especially at younger ages, when the brain is still developing. However, this is only a potential drawback. Different types of video games can stimulate multiple important areas of the brain, and if a kid has multiple hobbies, familial obligations, or scholastics that they ~~are~~ are motivated to go through with, then

They won't have the time needed to make video gaming a dangerous habit.

This hobby is not just "practical" or solely based on how it affects brains. Brian Gallacher, in an excerpt from "Playing Video Games Makes Us Fully Human," he states the pleasures ~~and~~ of video gaming. "Mastering something," he states, "feeling free to follow your interests and values, and having ways to bond with others give you the sense ~~of~~ you are living well—no matter your cultural heritage." (Text 4, lines 25-36)

Video gaming can cross cultural boundaries and make people feel connected. It's important for cultural exposure, for feeling of interests, and at the heart of it, for fun.

While some may never come around and see what positives video games have to offer, there's no doubt that it can be incredibly beneficial. Increased brain activity, acquiring real-life knowledge and skills, and ~~enjoy~~ pure enjoyment are what make video games ~~special~~ truly special.

Practice Paper A – Score Level 3

Holistically, this essay best fits the criteria for Level 3 because it introduces a reasonable claim, as directed by the task, demonstrating some analysis of the texts, but insufficiently distinguishes the claim from alternate or opposing claims. The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis while demonstrating inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material. The essay exhibits some organization of ideas and information to create a mostly coherent essay that establishes but fails to maintain a formal style, using primarily basic language and structure while demonstrating partial control of conventions that exhibit occasional errors that do not hinder comprehension.

Practice Paper B – Score Level 2

Holistically, this essay best fits the criteria for Level 2 because it introduces a claim that is followed by some analysis of the texts but fails to address an alternate or opposing claim. The essay presents ideas inconsistently with a single piece of irrelevant evidence in an attempt to support analysis, demonstrating little use of citations, with a single quote that identifies the text number only. The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay which uses language that lacks a formal style and is sometimes imprecise and lacks control of conventions, exhibiting frequent errors that make comprehension difficult.

Practice Paper C – Score Level 5

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

Practice Paper D – Score Level 4

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

Practice Paper E – Score Level 6

Holistically, this essay best fits the criteria for Level 6 because it introduces a precise and insightful claim, as directed by the task, and demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims. The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis, demonstrating proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material. The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay while establishing and maintaining a formal style, using sophisticated language and structure that demonstrates control of conventions with essentially no errors, even with sophisticated language.



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

Text Analysis: Exposition

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

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

The idea that personal or professional success equates to fulfillment or happiness is one that is in constant debate in the modern world. While the popular maxim "money does not buy happiness" is preached by many, there are also those who chase an ever-growing bar of accomplishment to try and achieve what they see as happiness. In the excerpt from the essay "Goalie" by Rudy Thauberger, this conflict serves as a central idea. It is primarily explained through the narrator's son, a teenage hockey prodigy who, despite his skill, struggles with resentment and pain over the game he once loved. Thauberger utilizes the rhetorical device juxtaposition to convey this message more impactfully to the reader and impart to them, the understanding that success does not necessarily make someone happy.

Thauberger employs many uses of juxtaposition in his writing to convey the sense that while his son may be a skilled and dedicated hockey player, the game paradoxically brings him suffering. In paragraph 15, when describing his son's return from a winning game, he describes him as both "victorious" and "angry" in the same sentence. This defies the reader's expectations and makes them question the worth and meaning of victory. If success is something always positive, how could the son feel anger? Additionally, the choice of words like "dragging" adds to this grave, angered mood. Earlier in the passage, in paragraph 2, Thauberger states that "without the game, he's miserable" (Thauberger, line 1). This would make it seem that hockey is so beloved by the son that he can not enjoy life without it, yet, in the paragraph before, the son's hockey gear is described as a "ritual of hatred" full of pain. The contradiction of

these two descriptions serves to further the notion that success and happiness are two unrelated concepts, and that the relationship between these two concepts is a complicated one.

Through his use of juxtaposition, Thauberaer strengthens his argument and makes it more relatable to his audience. He shows the the merits of his position, that success does not necessarily bring someone happiness by contrasting the victory of the son with the vivid pain, hatred and resentment that it brings him.

Anchor Level 4–A

CONTENT AND ANALYSIS:

- The response introduces a well-reasoned central idea (*success does not necessarily make someone happy*) and a writing strategy (*Thauberger utilizes the rhetorical device, juxtaposition to convey this message*) to clearly establish the criteria for analysis.
- The response demonstrates a thoughtful analysis of the author’s use of juxtaposition to develop the central idea (*This defies the reader’s expectations and makes them question the worth and meaning of victory. If success is something always positive, how could the son feel anger?; This would make it seem that hockey is so beloved by the son that he cannot enjoy life without it; The contradiction of these two descriptions serves to further the notion that success and happiness are two unrelated concepts, and that the relationship between these two concepts is a complicated one*).

COMMAND OF EVIDENCE:

- The response presents ideas clearly and consistently making effective use of specific and relevant evidence to support analysis (*he describes him as both “victorious” and “angry” in the same sentence; Earlier in the passage, in paragraph 2, Thauberger states that, “Without the game, he’s miserable”; the son’s hockey gear is described as a “ritual of hatred” full of pain*).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits logical organization of ideas and information to create a cohesive and coherent response, with an opening paragraph that introduces the central idea about those who *chase an ever-growing bar of accomplishment to try and achieve what they see as happiness* and the strategy of *juxtaposition* to convey this idea, followed by a paragraph that explains and exemplifies the connection between the two which is summed up in a concluded paragraph (*Through his use of juxtaposition ... He shows the merits of his position ... by contrasting the victory of the son with the vivid pain, hatred and resentment that it brings him*).
- The response establishes and maintains a formal style, using precise language and sound structure (*Thauberger employs many uses of juxtaposition ... to convey the sense that while his son may be a skilled and dedicated hockey player, the game paradoxically brings him suffering and Additionally, the choice of words like “dragging” adds to this grave, angered mood*).

CONTROL OF CONVENTIONS:

- The response demonstrates control of the conventions with infrequent errors (*reader’s them and happiness by contrasting*).

Every child must grow up and when they grow up not only do they change physically but ~~also~~ mentally and emotionally. This excerpt is from the point of view of a father speaking about his son. ~~The author~~ and how he has changed but he can't understand why. The author, Rudy Thauberger portrays the central idea of experiencing change in "Goalie" by using the literary device mood. Through the father's point of view, the readers are told about his memories of his son from childhood to when he is a young man, the mood of the memories change when the father realizes his son is changing.

Both the father and son share a passion for hockey. When the father is looking back to when his son ~~was~~ was a child, he starts to realize how much the game has changed for him. "He falls down everytime you shoot ignoring the ball, trying to look like the goalie on TV... He's too busy play-acting. He smiles, laughs, shouts." The mood of this quote is happy. A father and son playing hockey but not competitively. The son enjoys the game even if he loses. ~~The~~ "He humiliates them, stopping everything. They shout and curse. He comes in frozen, tired and spent looking: 'Did you see?' he says." The father and son both come to realize he has some great potential but nonetheless the son still enjoys the game. He still loves hockey.

As the son starts to grow up and play hockey more competitively the mood changes. Once happy and light hearted the game becomes miserable. "He begins to lose. Game after game. Fast reflexes are no longer enough. He is suddenly alone, separate from you, miserable." Playing games aren't really fun unless you win. And as the son grows older he realizes that raw talent isn't going to do it anymore, the game is serious now. The father realizes that his son has changed, and the mood of the excerpt changes along with it. The readers get this sullen and confused feeling when reading because this is how the father is feeling, "You fool yourself, going to his games, cheering, believing you're being supportive, refusing to ~~believe~~ understand that here, in the rink, you're irrelevant." The father ~~is~~ doesn't understand why his son's love and passion for hockey that they shared has changed into this miserable

Anchor Paper – Part 3 – Level 4 – B

feeling that his son is pushing him away. But he begins to think about his son's point of view of the game and finally he understands. "You imagine him, looking at you and saying quietly, 'What choice do I have? What else have I ever wanted to do?'" The father realizes the son's view of honey now is that it is like a chore. Something he is forced to do.

The mood of the excerpt changes to show the readers how the son is changing. The fun, lighthearted game of hubbey is now miserable and like a chore to him. The author, Rudy Thauberger, uses the literary device mood to portray the central idea of experiencing change.

Anchor Level 4–B

CONTENT AND ANALYSIS:

- The response introduces a well-reasoned central idea and a writing strategy (*The author, Rudy Thauberger portrays the central idea of experiencing change in “Goalie” by using the literary device mood ... the mood of the memories change when the father realizes his son is changing*) that clearly establish the criteria for analysis.
- The response demonstrates a thoughtful analysis of the author’s use of mood to develop the central idea (*The mood of this quote is happy. A father and son playing hockey but not competitively. The son enjoys the game even if he loses and The father realizes that his son has changed, and the mood of the excerpt changes along with it. The readers get this sullen and confused feeling when reading because this is how the father is feeling*).

COMMAND OF EVIDENCE:

- The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (“*He falls down everytime you shoot, ignoring the ball, trying to look like the goalies on TV ... He’s too busy play-acting. He smiles, laughs, shouts*” and “*He begins to lose. Game after game. Fast reflexes are no longer enough. He is soddenly alone, seperate from you, miserable*”).

COHERENCE, ORGANIZATION, AND STYLE:

- 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 in the opening paragraph, followed by a second paragraph focusing on the son’s feelings toward hockey when he was young to convey the mood of happiness (*the son still enjoys the game. He still loves hockey*), and a third focusing on a change in mood as the son grows older (*Once happy and lighthearted the game becomes miserable*), concluding with a reiteration of the central idea and writing strategy.
- The response establishes and maintains a formal style, using precise language and sound structure (*Every child must grow up and when they grow up not only do they change physically but also mentally and emotionally and as the son grows older he realizes that raw talent isn’t going to do it anymore, the game is serious now*).

CONTROL OF CONVENTIONS:

- The response demonstrates partial control of conventions with occasional errors (*up not; excerpt in; mood, through; fathers point; young man, the; competitively; humilates; but nonetheless the; soddenly; seperate; playing games aren’t; sons love*) that do not hinder comprehension.

In Rudy Thauberger's "Goalie" ~~they~~ they convey a theme or central idea of uncertainty when it comes to the inner workings of someone else's mind. To emphasize on this idea, Thauberger uses imagery. In lines 58 and 59, the boy's father in the excerpt tries to relate to his son and try and feel what he is feeling while on the ice. He ~~says~~ uses this line to try and evaluate these feelings, "soft now, then sharp, then rough, biting, shocking, burning, dull, cold" (line 59). By using these adjectives the father is mentally putting himself in his son's shoes by describing what he is feeling by just watching him on the ice. He is trying to picture the current state of the goalie (his son). After the game his father goes on to describe the physical state of his son before questioning why he continues to play hockey. He utilizes phrases such as "angry, limping up the driveway" (line 65), "stiff, swollen hands" (line 68), and "every movement in agony" (line 69) to help himself and the reader visualize how the sport is taking a toll on his boy. This specific visual helps to develop the theme of not being able to understand someone because despite the seeming agony the boy is in, he continues to play the sport, leaving his dad questioning why

Anchor Paper – Part 3 – Level 3 – A

His questioning of his son aids in developing the idea that you can ~~that~~ never fully understand someone's reasons for doing something.

Anchor Level 3–A**CONTENT AND ANALYSIS:**

- The response introduces a well-reasoned central idea (*they convey a theme or central idea of uncertainty when it comes to the inner workings of someone else's mind*) and a writing strategy (*To emphasize on this idea, Thauberger uses imagery*) that clearly establish the criteria for analysis.
- The response demonstrates a thoughtful analysis of the author's use of imagery to develop the central idea (*By using these adjectives the father is mentally putting himself in his son's shoes by describing what he is feeling by just watching him on the ice and He utilizes phrases ... to help himself and the reader visualize how the sport is taking a toll on his boy*).

COMMAND OF EVIDENCE:

- The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*In lines 58 and 59, the boy's father ... uses this line to try and evaluate these feelings, "soft now, then sharp, then rough, biting, shocking, burning, dull, cold" and He utilizes phrases such as "angry, limping up the driveway" (line 65), "stiff, swollen hands" (line 68), and "every movement in agony"*).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits acceptable organization of ideas and information to create a coherent response of one paragraph with introductory sentences that establish the central idea and the use of *imagery* as a writing strategy, followed by examples of imagery that support the central idea (*This specific visual helps to develop the theme of not being able to understand someone*), and a concluding sentence that reiterates the central idea (*His questioning of his son aids in developing the idea that you can never fully understand someone's reasons for doing something*).
- The response establishes and maintains a formal style, using appropriate language and structure (*After the game his father goes on to describe the physical state of his son before questioning why he continues to play hockey and despite the seeming agony the boy is in, he continues to play the sport, leaving his dad questioning why*).

CONTROL OF CONVENTIONS:

- The response demonstrates partial control of conventions with occasional errors (*someone else's mind; and try and feel; cold". (line 59) By; these adjectives the; After the game his; visualize; because despite*) that do not hinder comprehension.

The central idea is about a father supporting his son no matter what. The author uses point of view to show that.

The author uses ~~the~~ the father's point of view instead of the son's to show how he's supporting. "Nothing you say reassures him. You're his father. Your praise is empty, invalid." (Para 5, lines 23-24). His father feels stuck but all he wants to do is be there for his son.

The father just wants his son to be happy and is trying his best to understand. "When you see his stiff, swollen hands, when he walks slowly into the kitchen in the mornings, every movement agony, you want to ask him why... But you don't ask. Because you think you know the answer." (Para 15-16, lines 68-71) The father knows how much ~~the~~ the game means to his son and just wants to keep him happy.

The father point of view seeing how hard his son works makes him happy, but he can't help but worry about him watching him, his son be in pain. The father feels like he can't do nothing but support his son.

Anchor Level 3–B

CONTENT AND ANALYSIS:

- The response introduces a clear central idea (*The central idea is about a father supporting his son no matter what*) and a writing strategy (*The author uses the fathers point of view instead of the sons to show how he’s supporting*).
- The response demonstrates a superficial analysis of the author’s use of point of view to develop the central idea (*His father feels stuck but all he wants to do is be there for his son* and *The father point of view seeing how hard his son works makes him happy, but he can’t help but worry*).

COMMAND OF EVIDENCE:

- The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*“Nothing you say reassures him. You’re his father. Your praise is empty, invalid”* and *“When you see his stiff, swollen hands, when he walks slowly into the kitchen in the mornings, every movement agony, you want to ask him why.....But you don’t ask. Because you think you know the answer”*).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits acceptable organization of ideas and information to create a coherent response, with an opening paragraph that introduces the central idea and point of view as the writing strategy, followed by two paragraphs that focus on how the father’s point of view supports the central idea (*The father just wants his son to be happy and is trying his best to understand*), and a concluding paragraph summarizing how point of view helps develop the central idea (*The father feels like he can’t do nothing but support his son*).
- The response lacks a formal style, using language that is basic and sometimes imprecise (*The Author uses point of view to show that* and *Seeing how hard his son works makes him happy, but he can’t help but worry about him watching him, his son be in pain*).

CONTROL OF CONVENTIONS:

- The response demonstrates partial control of conventions with occasional errors (*fathers point; invalid.”* (Para. 5, lines 23–24).; *stuck but; father point of view seeing; about him watching him; son be; can’t do nothing; support*) that do not hinder comprehension.

The author of this passage used tone to emphasize the helplessness of the parents as this kid grows up and starts to not like what he used to like. The author explains how their son likes a sport – HOCKEY!!! – but ~~but~~ at the same time can't seem to enjoy it ~~like they used to do~~ like they used to do. "The funniest stories are about failure... There is always a moral. The same moral every time. 'You try your best and you lose.' (Thaugher 15-17). These lines of the passage show how the kid has lost his love for the game. But they still play trying to get it back even if they know they will lose. The parent know the stories about losses means the kid don't like the game. This shows the tone of helplessness because they know he will lose but he keeps playing to show them and make them feel good about it.

Anchor Level 2–A

CONTENT AND ANALYSIS:

- The response introduces a central idea and a writing strategy (*The auther of this passage used tone to enfisize the helplessness of the Parents as this kid grow up and start to not like what he used to like*).
- The response demonstrates a superficial analysis of the author’s use of tone to develop the central idea (*These lines of the pasage shows how the kid has lost his high for the game and The parent know the stories about losses means the kid dont like the game. This shows the tone of helplessness because they know he will lose*).

COMMAND OF EVIDENCE:

- The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*The auther explanes how there son likes ... HOCKY ... but at the same time cant seem to enjoy it like they used to do. “The funniest stories are about failure ... There is always a moral. The same moral every time. ‘You try your best and you lose’*).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits an inconsistent organization of ideas and information within a single paragraph, which fails to create a coherent response by introducing tone as the author’s means of emphasizing the *helplessness of the Parents* of a son who *cant seem to enjoy* hockey any longer, which is then presented through a piece of textual support, followed by several statements that connect the evidence to this feeling of helplessness, but then concludes that the son *keeps playin to show them and make them feel good about it*.
- The response lacks a formal style, using language that is basic, inappropriate, and imprecise (*this kid grow up and start to not like what he used to like; there for “their”; has lost his high for the game*), including multiple issues with unclear pronoun use of *they* and *it*.

CONTROL OF CONVENTIONS:

- The response demonstrates emerging control of conventions with some errors (*auther; enfisize; helplessness; kid grow up; explanes; sport—HOCKY!!!—but; cant; lose.*’ (Thaugdberger 15–17).; *These lines ... shows; play trying; playin*) that hinder comprehension.

Anchor Paper – Part 3 – Level 2 – B

Goalie shows a very good vision of
How to over come obstacles. From beginning
they're conflict for the protagonist such as
his "hate" for his hockey equipment but
in the end that don't matter because
he still find the sport completely Fasinating
and the feeling of adrenalyn that the
sport give in him showing how an obstacles he
will pass it don't matter if his sport is first.

Anchor Level 2–B**CONTENT AND ANALYSIS:**

- The response introduces a central idea (*Goalie shows a very good vision of How to over come obstacles*) and a writing strategy (*they're conflict for the protagonist*).
- The response demonstrates a superficial analysis of the author's use of the writing strategy to develop the central idea (*but in the end that don't matter because he still find the sport completely Fasinating*).

COMMAND OF EVIDENCE:

- The response presents little evidence from the text, alluding only to *his "hate" for his hockey equipment*.

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, consisting of a single paragraph that introduces a central idea and a writing strategy, a one-word quote from the text and a follow up personalized unfounded comment (*he still find the sport completely Fasinating and the feeling of adrenalyn that the sport give in him*), ending with a confused attempt to return to the central idea.
- The response lacks a formal style, using language that is basic (*shows a very good vision*) and imprecise (*the feeling of adrenalyn that the sport give in him showing how an obstacels he will pass it don't matter if his sport is first*).

CONTROL OF CONVENTIONS:

- The response demonstrates emerging control of conventions with some errors (*Goalie; vission; of How; over come obstacles; begginig; they're conflict; protagonist; equipment but; completely Fasinating; adrenalyn*) that hinder comprehension.

Anchor Paper – Part 3 – Level 1 – A

The beginning of the Goalie was mainly about when you playing it becomes into competition with other feeling anger and miserble with others and even loved ones about winning is one of the best to think of since everyone wants it like him practicing Daily and being moody could be a part of it but people thinks you are careless and look very desperte.

Anchor Level 1-A

CONTENT AND ANALYSIS:

- The response introduces a confused central idea (*when you playing it becomes into competition with other feeling anger and miserble with others and even loved ones*) with no writing strategy.
- The response demonstrates no analysis of the author's use of a writing strategy, since no writing strategy is introduced.

COMMAND OF EVIDENCE:

- The response presents little evidence from the text, referencing the title (*the Goalie*) and brief phrases that have no meaningful connection to the task (*feeling anger and miserble* and *practicing Daily and being moody*).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits little organization of ideas and information with a single paragraph that discusses competition in general (*winning is one of the best ... since everyone wants it*), followed by an implied reference to the character in the text (*like him practicing Daily*), and concludes with a personal observation (*but people thinks you are careless and look very desperte*).
- The response lacks a formal style, using language that is basic (*The beginning of the Goalie was mainly about*) and imprecise (*when you playing it becomes into competition* and *about winning is one of the best*).

CONTROL OF CONVENTIONS:

- The response demonstrates emerging control of conventions with some errors (*begining; Goalie; playing it; comotation with other; miserble; wants it like him; it but; people thinks you; desperte*) that hinder comprehension.

There is this little boy called Gladiator that loves hockey. He is a very energetic boy tossing apples, tennis ball, and coins. He also plays golf and tennis as well as hockey.

Anchor Level 1–B

CONTENT AND ANALYSIS:

- The response introduces a confused and incomplete central idea (*There is this little boy called Gladiator that loves hockey*) with no writing strategy.
- The response demonstrates no analysis of a writing strategy.

COMMAND OF EVIDENCE:

- The response presents little evidence from the text with just the mention of *tossing apples, tennis balls, and coins* and that the boy *plays golf and tennis*, neither of which has any bearing on the task.

COHERENCE, ORGANIZATION, AND STYLE:

- The response is minimal, consisting of three sentences, making assessment of organization unreliable.
- The response is minimal, making assessment of language unreliable.

CONTROL OF CONVENTIONS:

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

In the story ~~the~~ "Goalie" by "Rudy Thayerger" it is talking about a kid that plays Hockey but he is all was ~~the~~ Sade.

In the story "Goalie" it says that the kid is all was Sade win he is not playing because he hates the equipment.

In the story it says that "When he isn't playing he hates the equipment. Another is that "It's heavy and awkward and bulky. It Smells."

The kid is good at hockey because he used to play it when he was six and watch it on the TV. In the story it says that "The back yard, six years old standing in a ragged net wearing a parka and a baseball glove holding an ordinary hockey stick sawed off at the top". He is good at hockey because ~~the~~ Scouts was talking about him and people. In the story it says that "You hear whispers about Scouts, rumours. Everyone adores him adores his skill."

That shows how the kid is good at hockey but is Sade all the time.

Part 3 – Practice Paper – B

The writer of Goalie use's structure in there writing to emphasize their writing. They also write certain ways so it does stuff to the reader. When they use short sentences back to back or use one long sentence it makes the reader feel a certain way to make them feel the book. I makes the reader engage more and it's more powerful when you can feel it.

Part 3 – Practice Paper – C

In this story the boy is struggling due to the sport he has spent his whole life working for ~~his~~ ^{causing} him extreme pain.

The central idea of this text is that a passion for something can promote determination to continue, despite pain ^{or} hardship.

This central idea can be supported by the literary device characterization.

The main character in this story works for his entire childhood to become ^{exceptionally} good at ~~the~~ hockey. As he ages, he begins to feel isolated, ~~and~~ ^{along with} getting injured, which pushes him to resent the sport. Despite this, the passion he ~~has~~ has for the game keeps him involved in it.

This is supported when the main character describes his love for the sport. ^{the narrator} When ~~he~~ says, "He tells you stories. This saw. That goal. Funny stories. He laughs." ^(line 14) This quote characterizes the son as

passionate for ~~the~~ hockey ~~and~~ regardless of his resentment during the season he keeps doing it; ~~and~~ ^{he} ultimately enjoys it and looks back fondly.

This characterization proves, even with hardship, passion and love for something can ^{continue to} ^{drive} people to pursue it. Another example of characterization in this story is when the father realizes how his son may feel at the end.

This is shown when the text states, "What choice do I have? What else have I ever wanted to do?" (line 72)

The boy spent his entire childhood and adolescence devoted to his passion for hockey; due to that he missed other opportunities and likely had few other hobbies. Though less positive, this perspective still characterizes the boy as passionate and hardworking.

The boy spent so much time and work on hockey that now he must be devoted to it or he ^{factore} will have ~~nothing~~ nothing else to do in life. This shows another way passion can ~~bring~~ create dedication ~~and~~ regardless of the pain someone goes through.

In this story the boy experienced severe pain and loss due to the sport he was passionate about; regardless of that he persevered and kept playing hockey. This supports the central

Part 3 – Practice Paper – C

Idea that passion promotes determination and ^{encourages} ~~promotes~~ people to persevere and continue doing what they're passionate about. Characterization was a literary device that developed the boy's personality and love for hockey. Without this device, ~~the~~ the reader would not understand why he kept playing even ^{though} ~~if~~ he was hurt. The literary device supports ^{verbally} the central idea by showing how the boy feels even if he doesn't say it.

The article about by Rudy Thauherger uses ethos to support the central idea, sometimes we do things we do not want to.

One reason supporting this claim is "That gathering the equipment is a ritual of hatred that every piece of equipment, to him a particular variety of pain (Thauherger). This is proven by him hating the sport, the pain, the equipment, but he still perceives through it all.

Sometimes we will have to do things we don't want to such as school work doctor's appointments but we will still need to perceive through it.

In the excerpted "Goalie" by Rudy Thauberger, the author uses conflict to show how parents and their teens see a game from two different perspectives. Parents always tend to think that everything is good because their kid at least tried, while the teen sees it from a more negative perspective because they know they can do better. Parents see how their teens mentally change over the years and they start to understand.

In the excerpted "Goalie" by Rudy Thauberger, the author uses conflict ~~to~~ to show how parents and their teens see a game from two different perspective. "He comes home overwhelmed by despair. His skill is an illusion, a lie, a magic trick. Nothing you can say reassures him." (Line 22-23). This piece of evidence shows how this parent is struggling to motivate their son to see what they see because he just wants to be perfect. "He begins to realize he is alone. You can't help him" (Line 43). This shows how this parent can't help their son anymore because the parent doesn't understand why their ~~teen~~ is thinking like this and they don't know what to say or do to help. "you try to see the game through his eyes, aware of everything, constantly alert. It's not enough to follow the puck" ~~(Line 48-49)~~ (Line 48-49). This shows that as much as the parent is trying to understand everything from their ~~teens~~ teen's eyes it still isn't enough for them. Over all these 3 text pieces have shown how parents try so hard to see their teen's perspective but they want understand everything.

In conclusion parents will never really understand the whole image. In the excerpt ~~the~~ "Goalie" by Rudy Thauberger the author uses conflict to show how

Part 3 – Practice Paper – E

Parents and their teens see games from different perspectives. ~~As~~ As shown above parents try positive reinforcement but the teen shuts it out because they know what they should've done. The parent tries to see ~~in~~ the game from their son's point-of-view and quickly says why he was overwhelmed before.

Practice Paper A – Score Level 2

Holistically, this response best fits the criteria for Level 2 because the response introduces a central idea. The response presents ideas inconsistently and inadequately in an attempt to support analysis and exhibits inconsistent organization of ideas and information, failing to create a coherent response. The response lacks a formal style, using language that is basic and imprecise while demonstrating emerging control of conventions with some errors that hinder comprehension.

Practice Paper B – Score Level 1

Holistically, this response best fits the criteria for Level 1 because the response introduces a confused and incomplete writing strategy with minimal analysis of the use of structure to develop the central idea, as no central idea is presented. The response presents no evidence from the text, other than identifying the title, exhibiting little organization of ideas other than an explanation of how structure is used in writing, and language that is basic. The response demonstrates emerging control of conventions with some errors that hinder comprehension.

Practice Paper C – Score Level 4

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

Practice Paper D – Score Level 2

Holistically, this response best fits the criteria for Level 2 because the response introduces a central idea and a writing strategy, demonstrating a superficial analysis of the central idea that is not connected to the writing strategy of ethos. The response presents ideas inadequately in an attempt to support analysis and exhibits inconsistent organization of ideas and information, failing to create a coherent response. The response lacks a formal style, using language that is basic and imprecise and demonstrates emerging control of conventions with some errors that hinder comprehension.

Practice Paper E – Score Level 3

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

**Map to the Learning Standards
 Regents Examination in English Language Arts
 June 2025**

Question	Type	Credit	Weight	Standard
1	MC	1	1	RL.2 (11-12)
2	MC	1	1	RL.6 (11-12)
3	MC	1	1	RL.4 (11-12)
4	MC	1	1	RL.3 (11-12)
5	MC	1	1	RL.2 (11-12)
6	MC	1	1	RL.6 (11-12)
7	MC	1	1	RL.5 (11-12)
8	MC	1	1	L.5 (11-12)
9	MC	1	1	RL.3 (11-12)
10	MC	1	1	L.5 (11-12)
11	MC	1	1	RL.4 (11-12)
12	MC	1	1	RL.6 (11-12)
13	MC	1	1	RL.3 (11-12)
14	MC	1	1	L.5 (11-12)
15	MC	1	1	L.4 (11-12)
16	MC	1	1	RI.4 (11-12)
17	MC	1	1	RI.2 (11-12)
18	MC	1	1	RI.3 (11-12)
19	MC	1	1	RI.3 (11-12)
20	MC	1	1	L.4 (11-12)
21	MC	1	1	RI.2 (11-12)
22	MC	1	1	RI.2 (11-12)
23	MC	1	1	RI.2 (11-12)
24	MC	1	1	RI.5 (11-12)
Part 2 Argument Essay	Essay	6	4	RI.1–6&10(11–12) W.1, 4&9(11–12) L.1–6(11–12)
Part 3 Expository Response	Response	4	2	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 2025 Regents Examination in English Language Arts* will be posted on the Department’s web site at: <https://www.nysed.gov/state-assessment/high-school-regents-examinations> on Tuesday, June 17, 2025. Conversion charts provided for previous administrations of the Regents Examination in English Language Arts must NOT be used to determine students’ final scores for this administration.

Online Submission of Teacher Evaluations of the Test to the Department

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

1. Go to <https://www.nysed.gov/state-assessment/teacher-feedback-state-assessments>.
2. Click Regents Examinations.
3. Complete the required demographic fields.
4. Select the test title from the Regents Examination dropdown list.
5. Complete each evaluation question and provide comments in the space provided.
6. Click the SUBMIT button at the bottom of the page to submit the completed form

Regents Examination in English Language Arts – June 2025

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

(Use for the June 2025 examination only.)

Weighted Raw Score*	Scale Score	Performance Level	Weighted Raw Score*	Scale Score	Performance Level
56	100	5	27	56	2
55	99	5	26	55	2
54	99	5	25	52	1
53	98	5	24	48	1
52	97	5	23	45	1
51	96	5	22	42	1
50	95	5	21	39	1
49	93	5	20	36	1
48	92	5	19	33	1
47	90	5	18	30	1
46	89	5	17	27	1
45	88	5	16	24	1
44	87	5	15	21	1
43	86	5	14	18	1
42	85	5	13	15	1
41	84	4	12	13	1
40	82	4	11	10	1
39	81	4	10	9	1
38	79	4	9	8	1
37	78	3	8	7	1
36	76	3	7	6	1
35	74	3	6	5	1
34	72	3	5	4	1
33	70	3	4	3	1
32	68	3	3	2	1
31	66	3	2	1	1
30	65	3	1	1	1
29	61	2	0	0	1
28	58	2			

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

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

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

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

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

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