The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

REGENTS EXAMINATION

IN

ENGLISH LANGUAGE ARTS

Wednesday, August 16, 2017 — 8:30 to 11:30 a.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

In this passage, Dora-Rouge, a Native American Indian elder, is traveling back to her homeland by canoe with a small group of women.

…As we traveled, we entered time and began to trouble it, to pester it apart or into some kind of change. On the short nights we sat by firelight and looked at the moon's long face on water. Dora-Rouge would lie on the beaver blankets and tell us what place we would pass on the next day. She'd look at the stars in the shortening night and say, "the Meeting
5   Place," or "God Island." True to her word, the next day we reached those places. …

    Now, looking back, I understand how easily we lost track of things. The time we'd been teasing apart, unraveled. And now it began to unravel us as we entered a kind of timelessness. Wednesday was the last day we called by name, and truly, we no longer needed time. We were lost from it, and lost in this way, I came alive. It was as if I'd slept
10   for years, and was now awake. The others felt it, too. Cell by cell, all of us were taken in by water and by land, swallowed a little at a time. What we'd thought of as our lives and being on earth was gone, and now the world was made up of pathways of its own invention. We were only one of the many dreams of earth. And I knew we were just a small dream.

    But there was a place inside the human that spoke with land, that entered dreaming,
15   in the way that people in the north found direction in their dreams. They dreamed charts of land and currents of water. They dreamed where food animals lived. These dreams they called hunger maps and when they followed those maps, they found their prey. It was the language animals and humans had in common. People found their cures in the same way. …

20   For my own part in this dreaming, as soon as I left time, when Thursday and Friday slipped away, plants began to cross my restless sleep in abundance. A tendril reached through darkness, a first sharp leaf came up from the rich ground of my sleeping, opened upward from the place in my body that knew absolute truth. It wasn't a seed that had been planted there, not a cultivated growing, but a wild one, one that had been there all along,
25   waiting. I saw vines creeping forward. Inside the thin lid of an eye, petals opened, and there was pollen at the center of each flower. Field, forest, swamp. I knew how they breathed at night, and that they were linked to us in that breath. It was the oldest bond of survival. I was devoted to woods the wind walked through, to mosses and lichens. Somewhere in my past, I had lost the knowing of this opening light of life, the taking up of minerals from
30   dark ground, the magnitude of thickets and brush. Now I found it once again. Sleep changed me. I remembered things I'd forgotten, how a hundred years ago, leaves reached toward sunlight, plants bent into currents of water. Something persistent nudged me and it had morning rain on its leaves.

    Maybe the roots of dreaming are in the soil of dailiness, or in the heart, or in another
35   place without words, but when they come together and grow, they are like the seeds of hydrogen and the seeds of oxygen that together create ocean, lake, and ice. In this way, the plants and I joined each other. They entangled me in their stems and vines and it was a beautiful entanglement. …

Some mornings as we packed our things, set out across water, the world was the color
of copper, a flood of sun arrived from the east, and a thick mist rose up from black earth.
Other mornings, heating water over the fire, we'd see the world covered with fog, and
the birdsongs sounded forlorn and far away. There were days when we traveled as many as
thirty miles. Others we traveled no more than ten. There were times when I resented the
work, and days I worked so hard even Agnes' liniment and aspirin would not relax
my aching shoulders and I would crave ice, even a single chip of it, cold and shining. On
other days I felt a deep contentment as I poled[1] inside shallow currents or glided across
a new wide lake.

We were in the hands of nature. In these places things turned about and were other
than what they seemed. In silence, I pulled through the water and saw how a river appeared
through rolling fog and emptied into the lake. One day, a full-tailed fox moved inside the
shadows of trees, then stepped into a cloud. New senses came to me. I was equal to the
other animals, hearing as they heard, moving as they moved, seeing as they saw.

One night we stayed on an island close to the decaying, moss-covered pieces of a boat.
Its remains looked like the ribs of a large animal. In the morning, sun was a dim light
reaching down through the branches of trees. Pollen floated across the dark water and
gathered, yellow and life-giving, along the place where water met land. …

One evening it seemed cooler. The air had a different feel, rarefied, clean, and thin.
Wolves in the distance were singing and their voices made a sound that seemed to lie upon
the land, like a cloud covering the world from one edge of the horizon to the other. We sat
around the fire and listened, the light on our faces, our eyes soft. Agnes warmed her hands
over the flames.

There was a shorter time of darkness every night, but how beautiful the brief nights, with
the stars and the wolves. …

Sometimes I felt there were eyes around us, peering through trees and fog. Maybe it
was the eyes of land and creatures regarding us, taking our measure. And listening to the
night, I knew there was another horizon, beyond the one we could see. And all of it was
storied land, land where deities[2] walked, where people traveled, desiring to be one with
infinite space.

We were full and powerful, wearing the face of the world, floating in silence.
Dora-Rouge said, "Yes, I believe we've always been lost," as we traveled through thick-
grown rushes, marsh, and water so shallow our paddles touched bottom.

The four of us became like one animal. We heard inside each other in a tribal way.
I understood this at once and was easy with it. With my grandmothers, there was no such
thing as loneliness. Before, my life had been without all its ears, eyes, without all its
knowings. Now we, the four of us, all had the same eyes, and when Dora-Rouge pointed
a bony finger and said, "This way," we instinctively followed that crooked finger.

I never felt lost. I felt newly found, opening, like the tiny eggs we found in a pond one
day, fertile and transparent. I bent over them. The life was already moving inside them,
like an eye or heartbeat. One day we passed alongside cliff walls that bore red, ancient
drawings of moose and bear. These were said to have been painted not by humans, but by
spirits. …

—Linda Hogan
excerpted from "Solar Storms," 1995
Scribner

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[1]poled — propelled a boat with a pole

[2]deities — gods

1 In lines 3 through 5, the narrator portrays Dora-Rouge as

  (1) compassionate   (3) knowledgeable
  (2) detached   (4) misguided

2 In line 13, the narrator compares people's lives to dreams in order to illustrate the idea of

  (1) resourcefulness   (3) vulnerability
  (2) individuality   (4) insignificance

3 Which phrase from the text best illustrates the meaning of "tendril" as used in line 21?

  (1) "I saw vines creeping forward" (line 25)
  (2) "there was pollen at the center" (lines 25 and 26)
  (3) "Field, forest, swamp" (line 26)
  (4) "woods the wind walked through" (line 28)

4 The imagery in lines 25 through 28 can best be described as

  (1) amusing   (3) confusing
  (2) threatening   (4) enlightening

5 The description in lines 48 through 52 creates a sense of

  (1) transformation   (3) division
  (2) isolation   (4) vindication

6 The phrase, "We were full and powerful, wearing the face of the world," (line 69) suggests that the group

  (1) believed they were something they were not
  (2) developed a kinship with the environment
  (3) became outwardly proud and aggressive
  (4) adopted a casual attitude toward nature

7 The language use in lines 77 through 81 serves to

  (1) link the past with the future
  (2) continue an ongoing struggle
  (3) present a cultural dilemma
  (4) clarify the need for cooperation

8 The passage is primarily developed through the use of

  (1) rhetorical questions
  (2) comparison and contrast
  (3) parallel structure
  (4) personal narrative

9 The passage as a whole supports the theme that with

  (1) approval of society comes cultural freedom
  (2) clarity of mind comes connection of spirit
  (3) support of others comes environmental change
  (4) passage of time comes acceptance of nature

10 Which quotation best supports a central idea of the passage?

  (1) "Maybe the roots of dreaming are in the soil of dailiness" (line 34)
  (2) "On other days I felt a deep contentment as I poled inside shallow currents or glided across a new wide lake" (lines 45 through 47)
  (3) "The air had a different feel, rarefied, clean, and thin" (line 57)
  (4) "And listening to the night, I knew there was another horizon, beyond the one we could see" (lines 65 and 66)

Reading Comprehension Passage B

I Am Vertical

    But I would rather be horizontal.
    I am not a tree with my root in the soil
    Sucking up minerals and motherly love
    So that each March I may gleam into leaf,
5   Nor am I the beauty of a garden bed
    Attracting my share of Ahs and spectacularly painted,
    Unknowing I must soon unpetal.
    Compared with me, a tree is immortal
    And a flower-head not tall, but more startling,
10   And I want the one's longevity and the other's daring.

    Tonight, in the infinitesimal[1] light of the stars,
    The trees and flowers have been strewing their cool odors.
    I walk among them, but none of them are noticing.
    Sometimes I think that when I am sleeping
15   I must most perfectly resemble them—
    Thoughts gone dim.
    It is more natural to me, lying down.
    Then the sky and I are in open conversation,
    And I shall be useful when I lie down finally:
20   Then the trees may touch me for once, and the flowers
                have time for me.

—Sylvia Plath
from *Uncollected Poems*, 1965
Turret Books

—————————————
[1]infinitesimal — very small

11 The word "unpetal" in line 7 suggests

  (1) inspiration   (3) isolation
  (2) invisibility   (4) impermanence

12 Lines 11 through 13 reveal the narrator's awareness of

  (1) the limited time people exist on earth
  (2) the unexpected changes that affect one's life
  (3) her anxiety over the shifting of seasons
  (4) her insignificance in the eyes of nature

13 In lines 14 through 16, the narrator suggests that

  (1) consciousness is a barrier to connecting with nature
  (2) nature's ability to impress surpasses human's imagination
  (3) the future depends on natural forces beyond human control
  (4) nature's cruelty causes one to feel helpless

14 Throughout the poem, the tone can best be described as

  (1) envious   (3) hostile
  (2) skeptical   (4) indignant

Reading Comprehension Passage C

Jian Lin was 14 years old in 1973, when the Chinese government under Mao Zedong recruited him for a student science team called "the earthquake watchers." After a series of earthquakes that had killed thousands in northern China, the country's seismologists[1] thought that if they augmented[2] their own research by having observers keep an eye out for anomalies like snakes bolting early from their winter dens and erratic[3] well-water levels, they might be able to do what no scientific body had managed before: issue an earthquake warning that would save thousands of lives.

In the winter of 1974, the earthquake watchers were picking up some suspicious signals near the city of Haicheng. Panicked chickens were squalling and trying to escape their pens; water levels were falling in wells. Seismologists had also begun noticing a telltale pattern of small quakes. "They were like popcorn kernels," Lin tells me, "popping up all over the general area." Then, suddenly, the popping stopped, just as it had before a catastrophic earthquake in 1966 that killed more than 8,000. "Like 'the calm before the storm,' " Lin says. "We have that exact same phrase in Chinese." On the morning of February 4, 1975, the seismology bureau issued a warning: Haicheng should expect a big earthquake, and people should move outdoors.

At 7:36 p.m., a magnitude 7.0 quake struck. The city was nearly leveled, but only about 2,000 people were killed. Without the warning, easily 150,000 would have died. "And so you finally had an earthquake forecast that did indeed save lives," Lin recalls. "People were excited. Or, you could say, uplifted. *Uplifted* is a great word for it." But uplift turned to heartbreak the very next year, when a 7.5 quake shattered the city of Tangshan without so much as a magnitude 4 to introduce it. When the quake hit the city of 1.6 million at 3:42 a.m., it killed nearly 250,000 people, most of whom were asleep. "If there was any moment in my life when I was scared of earthquakes, that was it," Lin says. "You think, what if it happened to you? And it could. I decided that if I could do anything—*anything*—to save lives lost to earthquakes, it would be worth the effort."

Lin is now a senior scientist of geophysics at Woods Hole Oceanographic Institution, in Massachusetts, where he spends his time studying not the scurrying of small animals and fluctuating electrical current between trees (another fabled warning sign), but seismometer readings, GPS coordinates, and global earthquake-notification reports. He and his longtime collaborator, Ross Stein of the U.S. Geological Survey, are champions of a theory that could enable scientists to forecast earthquakes with more precision and speed.

Some established geophysicists[4] insist that all earthquakes are random, yet everyone agrees that aftershocks are not. Instead, they follow certain empirical laws. Stein, Lin, and their collaborators hypothesized that many earthquakes classified as main shocks are actually aftershocks, and they went looking for the forces that cause faults to fail.

Their work was in some ways heretical[5]: For a long time, earthquakes were thought to release only the stress immediately around them; an earthquake that happened in one place would decrease the possibility of another happening nearby. But that didn't explain earthquake sequences like the one that rumbled through the desert and mountains east of Los Angeles in 1992. The series began on April 23 with a 6.2 near the town of Joshua Tree; two months later, on June 28, a 7.3 struck less than 15 miles away in the desert town of Landers. Three and a half hours after that, a 6.5 hit the town of Big Bear, in the mountains

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[1]seismologists — people who study earthquakes

[2]augmented — added to

[3]erratic — unpredictable

[4]geophysicists — people who study the physics of the earth and its environment, including seismology

[5]heretical — against the opinion of authorities

overlooking the Mojave. The Big Bear quake was timed like an aftershock, except it was too
45 far off the Landers earthquake's fault rupture. When Lin, Stein, and Geoffrey King of the
Paris Geophysical Institute got together to analyze it, they decided to ignore the distance
rule and treat it just as a different kind of aftershock. Their ensuing report, "Static Stress
Changes and the Triggering of Earthquakes," became one of the decade's most-cited
earthquake research papers.

50   Rocks can be subject to two kinds of stresses: the "clamping" stress that pushes them
together, and the "shear" stress they undergo as they slide past each other. Together, these
stresses are known as Coulomb stress, named for Charles-Augustin de Coulomb, an 18th-
century French physicist. Coulomb calculations had been used for years in engineering, to
find the failure points of various building materials, but they'd never been applied properly
55 to faults. It turned out, though, that faults in the ground behave much like rocks in the
laboratory: they come unglued when shear stress exceeds the friction and pressure
(the clamping stress) holding them together. When Stein, Lin, and King applied the
Coulomb model to the California sequence, they found that most of the earthquakes had
occurred in areas where the shifting of the ground had caused increased stress.

60   In 1997, Stein and two other geologists using the model found that there was a
12 percent chance that a magnitude 7 or greater would hit near Izmit, Turkey, within
30 years; two years later, on August 17, 1999, a magnitude 7.4 destroyed the city, which wasn't
designed to withstand such a tremor. A Turkish geologist named Aykut Barka quickly wrote
up a paper warning that Coulomb stress from the Izmit quake could trigger a similar
65 rupture near Düzce, a town roughly 60 miles east. His work persuaded authorities there to
close school buildings damaged during the Izmit shaking. On November 12, a segment of
the North Anatolian Fault gave way, in a magnitude 7.2. The empty school buildings
collapsed.

Lin and Stein both admit that Coulomb stress doesn't explain all earthquakes. Indeed,
70 some geophysicists, like Karen Felzer, of the U.S. Geological Survey, think their hypothesis
gives short shrift[6] to the impact that dynamic stress—the actual rattling of a quake in
motion—has on neighboring faults.

In the aftermath of the disastrous March 11 Tōhoku quake, both camps are looking at
its well-monitored aftershocks (including several within 100 miles of Tokyo) for answers.
75 Intriguingly, it was *preceded* by a flurry of earthquakes, one as large as magnitude 7.2,
that may have been foreshocks, although no one thought so at the time; the researchers are
trying to determine what those early quakes meant.

When I ask Lin whether California, where I live, is next, he laughs. "I understand that
the public now thinks that we've entered a global earthquake cluster. Even my own mother
80 in China thinks that. But there's no scientific evidence whatsoever to suggest that the
earthquake in New Zealand triggered the earthquake in Japan, or Japan will trigger one in
California." Still, Lin and his colleagues do wonder whether Tōhoku has pushed
neighboring faults closer to rupture. "I am particularly interested in how this earthquake
might have changed the potential of future earthquakes to the south, even closer to Tokyo,"
85 Lin tells me. "There, even a much smaller earthquake could be devastating."

—Judith Lewis Mernit
"Is San Francisco Next?"
The Atlantic, June 2011

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[6]short shrift — little consideration

15 As used in line 5, the word "anomalies" most nearly means

    (1) seasonal changes
    (2) odd occurrences
    (3) dangerous incidents
    (4) scheduled events

16 The first paragraph contributes to a central idea in the text by

    (1) contributing historical facts
    (2) contrasting early theories
    (3) comparing two philosophies
    (4) challenging cultural beliefs

17 The figurative language in lines 11 and 12 conveys a sense of

    (1) disbelief   (3) disappointment
    (2) apathy   (4) urgency

18 The contrast drawn between the Haicheng and Tangshan earthquakes (lines 8 through 26) contributes to a central idea that earthquakes are

    (1) preceded by reliable signs
    (2) controlled by observable factors
    (3) not always predictable
    (4) not often studied

19 The purpose of lines 27 through 30 is to emphasize that Jian Lin

    (1) relied on his past experience to identify earthquakes
    (2) modified his methods of observing earthquakes
    (3) changed his understanding about the causes of earthquakes
    (4) disagreed with his co-researcher on the measurement of earthquakes

20 The word "champions" as used in line 31 most nearly means

    (1) advisers   (3) adaptors
    (2) supporters   (4) survivors

21 Which statement reflects a long-held belief disproved by Lin, Stein, and King?

    (1) "many earthquakes classified as main shocks are actually aftershocks" (lines 35 and 36)
    (2) "an earthquake that happened in one place would decrease the possibility of another happening nearby" (lines 38 and 39)
    (3) "Rocks can be subject to two kinds of stresses" (line 50)
    (4) "faults in the ground behave much like rocks in the laboratory" (lines 55 and 56)

22 According to lines 50 through 59, seismologists realized that the California sequence of earthquakes happened because

    (1) shear stress forced rocks to fuse together
    (2) clamping stress caused rocks to move apart
    (3) shear stress was greater than clamping stress
    (4) clamping stress balanced the shear stress

23 Throughout the text, the author portrays Jian Lin as

    (1) satisfied   (3) cautious
    (2) superstitious   (4) dedicated

24 Jian Lin's research regarding earthquakes can best be described as

    (1) flawed by inconsistent methodology
    (2) concurrent with prior theories
    (3) challenged by conflicting findings
    (4) important to future studies

Part 2

Argument

Directions: Closely read each of the **four** texts provided on pages 10 through 16 and write a source-based argument on the topic below. You may use the margins to take notes as you read and scrap paper to plan your response. Write your argument beginning on page 1 of your essay booklet.

Topic: Should self-driving cars replace human drivers?

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

Texts:

Text 1 – How Google's Self-Driving Car Will Change Everything
Text 2 – Google's Driverless Cars Run Into Problem: Cars With Drivers
Text 3 – Autonomous Vehicles Will Replace Taxi Drivers, But That's Just the Beginning
Text 4 – Along for the Ride

Text 1

How Google's Self-Driving Car Will Change Everything

Imagine getting in your car, typing or speaking a location into your vehicle's interface, then letting it drive you to your destination while you read a book, surf the web or nap. Self-driving vehicles — the stuff of science fiction since the first roads were paved — are coming, and they're going to radically change what it's like to get from point A to
5   point B.

Basic Technology Already In Use

…The first big leap to fully autonomous[1] vehicles is due in 2017, when Google Inc. (GOOG) said it would have an integrated system ready to market. Every major automotive manufacturer is likely to follow by the early 2020s, though their systems could wind up being more sensor-based, and rely less on networking and access to map information. Google
10   probably wont [*sic*] manufacture cars. More likely, it'll license the software and systems.

A Drastic Change

As with the adoption of any new revolutionary technology, there will be problems for businesses that don't adjust fast enough. Futurists estimate that hundreds of billions of dollars (if not trillions) will be lost by automakers, suppliers, dealers, insurers, parking companies, and many other car-related enterprises. And think of the lost revenue for governments via
15   licensing fees, taxes and tolls, and by personal injury lawyers and health insurers.

Who needs a car made with heavier-gauge steel and eight airbags (not to mention a body shop) if accidents are so rare? Who needs a parking spot close to work if your car can drive you there, park itself miles away, only to pick you up later? Who needs to buy a flight from Boston to Cleveland when you can leave in the evening, sleep much of the way, and arrive
20   in the morning?

Indeed, Google's goal is to increase car utilization from 5-10% to 75% or more by facilitating sharing. That means fewer cars on the road. Fewer cars period, in fact. Who needs to own a car when you can just order a shared one and it'll drive up minutes later, ready to take you wherever you want? …

Changing Oil Demand

25   If you're in the business of finding, extracting, refining and marketing hydrocarbons,[2] such as Exxon Mobil Corp. (EOX), Chevron Corp. (CVX) or BP plc (BP), you could see your business fluctuate as use changes.

"These vehicles should practice very efficient eco-driving practices, which is typically about 20% better than the average driver," said [Robin] *Chase*[3] [*sic*] "On the other hand, if
30   these cars are owned by individuals, I see a huge rise in the number of trips, and vehicle miles traveled. People will send out their car to run errands they would never do if they had to be in the car and waste their own time. If the autonomous cars are shared vehicles and people pay for each trip, I think this will reduce demand, and thus (vehicle miles traveled)."

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[1]autonomous — self–directed

[2]hydrocarbons — organic compounds that are chief components of petroleum and natural gas

[3]Robin Chase — founder and CEO of Buzzcar

Safety Dividend

…"Over 90% of accidents today are caused by driver error," said Professor Robert W. Peterson of the Center for Insurance Law and Regulation at Santa Clara University School of Law. "There is every reason to believe that self-driving cars will reduce frequency and severity of accidents, so insurance costs should fall, perhaps dramatically."

"Cars can still get flooded, damaged or stolen," notes Michael Barry, the v.p. [vice president] of media relations at the Insurance Information Institute. "But this technology will have a dramatic impact on underwriting.[4] A lot of traditional underwriting criteria will be upended."

Barry said it's too early to quantify exactly how self-driving vehicles will affect rates, but added that injured parties in a crash involving a self-driving car may choose to sue the vehicle's manufacturer, or the software company that designed the autonomous capability. …

Risks, Hurdles and the Unknown

There are regulatory and legislative obstacles to widespread use of self-driving cars, and substantial concerns about privacy (who will have access to any driving information these vehicles store?). There's also the question of security, as hackers could theoretically take control of these vehicles, and are not known for their restraint or civic-mindedness.

The Bottom Line

However it plays out, these vehicles are coming — and fast. Their full adoption will take decades, but their convenience, cost, safety and other factors will make them ubiquitous[5] and indispensable. Such as with any technological revolution, the companies that plan ahead, adjust the fastest and imagine the biggest will survive and thrive. And companies invested in old technology and practices will need to evolve or risk dying.

—Joseph A. Dallegro
excerpted and adapted from "How Google's Self-Driving Car Will Change Everything"
www.investopedia.com, 2015

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[4]underwriting — risk determination

[5]ubiquitous — everywhere

Text 2

Google's Driverless Cars Run Into Problem: Cars With Drivers

Google, a leader in efforts to create driverless cars, has run into an odd safety conundrum:[1] humans.

Last month, as one of Google's self-driving cars approached a crosswalk, it did what it was supposed to do when it slowed to allow a pedestrian to cross, prompting its "safety driver" to apply the brakes. The pedestrian was fine, but not so much Google's car, which was hit from behind by a human-driven sedan.

Google's fleet of autonomous test cars is programmed to follow the letter of the law. But it can be tough to get around if you are a stickler for the rules. One Google car, in a test in 2009, couldn't get through a four-way stop because its sensors kept waiting for other (human) drivers to stop completely and let it go. The human drivers kept inching forward, looking for the advantage — paralyzing Google's robot.

It is not just a Google issue. Researchers in the fledgling[2] field of autonomous vehicles say that one of the biggest challenges facing automated cars is blending them into a world in which humans don't behave by the book. "The real problem is that the car is too safe," said Donald Norman, director of the Design Lab at the University of California, San Diego, who studies autonomous vehicles. …

Traffic wrecks and deaths could well plummet in a world without any drivers, as some researchers predict. But wide use of self-driving cars is still many years away, and testers are still sorting out hypothetical risks — like hackers — and real world challenges, like what happens when an autonomous car breaks down on the highway.

For now, there is the nearer-term problem of blending robots and humans. Already, cars from several automakers have technology that can warn or even take over for a driver, whether through advanced cruise control or brakes that apply themselves. Uber is working on the self-driving car technology, and Google expanded its tests in July to Austin, Tex[as].

Google cars regularly take quick, evasive maneuvers or exercise caution in ways that are at once the most cautious approach, but also out of step with the other vehicles on the road. …

Since 2009, Google cars have been in 16 crashes, mostly fender-benders, and in every single case, the company says, a human was at fault. This includes the rear-ender crash on Aug. 20, and reported Tuesday by Google. The Google car slowed for a pedestrian, then the Google employee manually applied the brakes. The car was hit from behind, sending the employee to the emergency room for mild whiplash.

Google's report on the incident adds another twist: While the safety driver did the right thing by applying the brakes, if the autonomous car had been left alone, it might have braked less hard and traveled closer to the crosswalk, giving the car behind a little more room to stop. Would that have prevented the collision? Google says it's impossible to say.

There was a single case in which Google says the company was responsible for a crash. It happened in August 2011, when one of its Google cars collided with another moving vehicle. But, remarkably, the Google car was being piloted at the time by an employee. Another human at fault. …

On a recent outing with New York Times journalists, the Google driverless car took two evasive maneuvers that simultaneously displayed how the car errs on the cautious side, but also how jarring that experience can be. In one maneuver, it swerved sharply in a residential

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[1]conundrum — difficult problem

[2]fledgling — new and inexperienced

neighborhood to avoid a car that was poorly parked, so much so that the Google sensors couldn't tell if it might pull into traffic.

45   More jarring for human passengers was a maneuver that the Google car took as it approached a red light in moderate traffic. The laser system mounted on top of the driverless car sensed that a vehicle coming the other direction was approaching the red light at higher-than-safe speeds. The Google car immediately jerked to the right in case it had to avoid a collision. In the end, the oncoming car was just doing what human drivers so often do: not
50   approach a red light cautiously enough, though the driver did stop well in time.

Courtney Hohne, a spokeswoman for the Google project, said current testing was devoted to "smoothing out" the relationship between the car's software and humans. For instance, at four-way stops, the program lets the car inch forward, as the rest of us might, asserting its turn while looking for signs that it is being allowed to go.

55   The way humans often deal with these situations is that "they make eye contact. On the fly, they make agreements about who has the right of way," said John Lee, a professor of industrial and systems engineering and expert in driver safety and automation at the University of Wisconsin.

"Where are the eyes in an autonomous vehicle?" he added. …

—Matt Richtel and Conor Dougherty
excerpted and adapted from
"Google's Driverless Cars Run Into Problem: Cars With Drivers"
www.nytimes.com, Sept. 1, 2015

Text 3

Autonomous Vehicles Will Replace Taxi Drivers, But That's Just the Beginning

5

…According to the Bureau of Labor Statistics [BLS] there are about 178,000 people employed as taxi drivers or chauffeurs in the United States. But once driverless technology advances to the point that vehicles can be fully autonomous — without the need for any human behind the wheel in case of emergencies — professional drivers will become a thing of the past. Bus drivers, whether they're for schools, cities, or long-distance travel, would be made obsolete. Once cars drive themselves, food deliveries will be a matter of restaurants filling a car with orders and sending it off, eliminating the need for a delivery driver. Each of these professions employ more people and are better paid than taxi drivers, as shown in the table below.

Occupation	Average annual wage	Number of jobs	Total annual wages
Taxi drivers & chauffeurs	$25,690	178,260	$4,579,499,400
Bus drivers – transit & intercity	$39,410	158,050	$6,228,750,500
Driver / sales workers (delivering food, newspapers)	$27,720	405,810	$11,249,053,200
Bus drivers – school or special client	$29,910	499,440	$14,938,250,400
Postal service mail carriers	$51,790	307,490	$15,924,907,100
Light truck or delivery services drivers (UPS, FedEx)	$33,870	797,010	$26,994,728,700
Heavy and tractor-trailer truck drivers	$41,930	1,625,290	$68,148,409,700
TOTAL	**$35,760.00**	**3,971,350**	**$148,063,599,000.00**

Source: Bureau of Labor Statistics

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15

Some of these may be a bit surprising, like postal carriers. But once fully autonomous vehicles are commonplace it would make sense for the Postal Service to make use of the technology to deliver mail, especially in areas where curbside mailboxes are standard and it would be rather simple for a mechanical arm to deposit and retrieve mail directly. Drivers of delivery trucks for companies like UPS and FedEx may also face extinction, if they're not replaced by Amazon's delivery drones first — or perhaps they'll develop a combined system where self-driving trucks bring packages from the warehouse to their destination, and a drone delivers them the last few yards from curbside to doorstep.

Despite their importance for the economy, each of these professions pale [*sic*] in comparison to heavy and tractor-trailer truck drivers. This field employs the most by far — nine times as many people work as truckers than as taxi drivers, and it's the most common job in a whopping 29 states — and is also better paid than most, with an average salary of about $42,000. When considering the total amount of wages paid to each of the seven occupations in the table above, truck drivers make up nearly half, while taxi drivers & chauffeurs only account for 3%. The development of self-driving tractor-trailers won't be far behind automated taxi cabs, with companies like Daimler already testing out partially-automated trucks in Nevada.

While there may be other driving-focused jobs not included in these BLS statistics, there are certainly many more industries that will be impacted by the replacement of humans with self-driving vehicles. If this technology leads to a sharp decline in car ownership like many predict, insurance companies will have far fewer customers and may not need as many employees to service them. The same goes for mechanics and auto part manufacturers, who could face a massive drop in demand. Fewer human truckers on the road means fewer motel stays and rest stop visits, and cheaper trucking could take business away from freight trains or even oil pipelines. Vehicles programmed to obey traffic laws won't need nearly as much policing, which also means fewer traffic tickets and less revenue for municipalities. The full scale of these economic shifts will be impossible to understand until they're upon us, but the one thing we can know for sure is that they'll touch almost every aspect of society. …

—Sam Tracy
excerpted and adapted from "Autonomous Vehicles Will Replace Taxi Drivers, But That's Just the Beginning"
www.huffingtonpost.com, June 11, 2015

Along for the Ride

…Automotive designers have a good incentive to get human drivers out from behind the wheel: public safety. In 2012, according to the most recent figures from the National Highway Traffic Safety Administration (NHTSA), 33,561 people were killed in car crashes in the United States, and an estimated 2.36 million were injured. According to NHTSA, a number
5 of major crash studies have found that human error caused more than 90 percent of those crashes. In a perfect world, technology would take driver error out of the equation. …

But before society can reap those benefits, experts caution there are important problems to solve. Namely, since people interact with technology in unexpected ways, how will each individual driver engage with an automated car?

10 For some people, automation might lead to complacency,[1] says Nicholas Ward, PhD, a human factors psychologist in the department of mechanical and industrial engineering at Montana State University. Drivers who put too much trust in automation may become overly reliant on it, overestimating what the system can do for them. …

Information overload may be another concern, says Neville Stanton, PhD, a psychologist
15 at the University of Southampton in the United Kingdom, who studies human performance in technological systems. While automated systems are designed to take pressures off the driver, he's found that they may add complexity in some cases. In an automated system, drivers may feel compelled to monitor the behavior of the system as well as keep an eye on the driving environment. That extra pressure might increase stress and error. …

20 Given a nearly infinite combination of driver personalities, road conditions and vehicle technologies, the answer is anything but straightforward. In a study using a driving simulator, for example, Stanton found that adaptive cruise control — in which a car maintains a safe following distance from the vehicle ahead of it — can reduce a driver's mental workload and stress levels. However, that technology also caused a reduction in drivers' situational
25 awareness. And while a lower mental workload may be a good thing in tricky traffic jams, it could cause problems if drivers totally tune out.

Indeed, driver disengagement is a serious concern for automated-car designers. Users in such vehicles are expected to tune out. After all, the appeal of such cars is that they can transport us to and fro without our having to do the hard work. But that presents a problem
30 for our busy brains. …

Detached from the activity of driving, most people soon begin to experience "passive fatigue," says Gerald Matthews, PhD, a psychologist at the Applied Cognition and Training in Immersive Virtual Environments Lab at the University of Central Florida. That cognitive muddling can be a big problem, Matthews says, if the driver has to take back control of the
35 vehicle (when leaving a highway "platoon" of automated cars to re-enter city streets, for instance — or, in a worst-case scenario, if automated systems fail). …

Like it or not, though, carmakers are pressing forward with automated systems, and psychologists can play a role in making them as safe as possible. One important issue, says Pradhan,[2] is how drivers of different ages, personalities, experience levels and cognitive
40 abilities will deal with such systems. "There is no average driver. The field is so new, we're still asking a lot of fundamental questions — and there are very few people looking at driver characteristics," he says. "Automation has to be designed for everybody." …

—Kirsten Weir
excerpted from "Along for the Ride"
www.apa.org, January 2015

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[1]complacency — a feeling of security, often while unaware of potential dangers

[2]Anuj K. Pradhan, PhD — a research scientist who studies driver behavior and injury prevention at the University of Michigan Transportation Research Institute

Part 3

Text-Analysis Response

Your Task: Closely read the text provided on pages 18 and 19 and write a well-developed, text-based response of two to three paragraphs. In your response, identify a central idea in the text and analyze how the author's use of *one* writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Use strong and thorough evidence from the text to support your analysis. Do *not* simply summarize the text. You may use the margins to take notes as you read and scrap paper to plan your response. Write your response in the spaces provided on pages 7 through 9 of your essay booklet.

Guidelines:

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

The following excerpt is taken from a novel set in France during the World War II era.

Sixteen paces to the water fountain, sixteen back. Forty-two to the stairwell, forty-two back. Marie-Laure draws maps in her head, unreels a hundred yards of imaginary twine, and then turns and reels it back in. Botany smells like glue and blotter paper and pressed flowers. Paleontology smells like rock dust, bone dust. Biology smells like formalin and old
5 fruit; it is loaded with heavy cool jars in which float things she has only had described for her: the pale coiled ropes of rattlesnakes, the severed hands of gorillas. Entomology smells like mothballs and oil: a preservative that, Dr. Geffard explains, is called naphthalene. Offices smell of carbon paper, or cigar smoke, or brandy, or perfume. Or all four.

She follows cables and pipes, railings and ropes, hedges and sidewalks. She startles
10 people. She never knows if the lights are on.

The children she meets brim with questions: Does it hurt? Do you shut your eyes to sleep? How do you know what time it is?

It doesn't hurt, she explains. And there is no darkness, not the kind they imagine. Everything is composed of webs and lattices and upheavals of sound and texture. She walks
15 a circle around the Grand Gallery, navigating between squeaking floorboards; she hears feet tramp up and down museum staircases, a toddler squeal, the groan of a weary grandmother lowering herself onto a bench.

Color—that's another thing people don't expect. In her imagination, in her dreams, everything has color. The museum buildings are beige, chestnut, hazel. Its scientists are
20 lilac and lemon yellow and fox brown. Piano chords loll in the speaker of the wireless in the guard station, projecting rich blacks and complicated blues down the hall toward the key pound.[1] Church bells send arcs of bronze careening off the windows. Bees are silver; pigeons are ginger and auburn and occasionally golden. The huge cypress trees she and her father pass on their morning walk are shimmering kaleidoscopes, each needle a polygon
25 of light.

She has no memories of her mother but imagines her as white, a soundless brilliance. Her father radiates a thousand colors, opal, strawberry red, deep russet, wild green; a smell like oil and metal, the feel of a lock tumbler sliding home, the sound of his key rings chiming as he walks. He is an olive green when he talks to a department head, an escalating series
30 of oranges when he speaks to Mademoiselle Fleury from the greenhouses, a bright red when he tries to cook. He glows sapphire when he sits over his workbench in the evenings, humming almost inaudibly as he works, the tip of his cigarette gleaming a prismatic blue.

She gets lost. Secretaries or botanists, and once the director's assistant, bring her back to the key pound. She is curious; she wants to know the difference between an alga and
35 a lichen, a *Diplodon charruanus* and a *Diplodon delodontus*. Famous men take her by the elbow and escort her through the gardens or guide her up stairwells. "I have a daughter too," they'll say. Or "I found her among the hummingbirds."

"*Toutes mes excuses*,"[2] her father says. He lights a cigarette; he plucks key after key out of her pockets. "What," he whispers, "am I going to do with you?"
40 On her ninth birthday, when she wakes, she finds two gifts. The first is a wooden box with no opening she can detect. She turns it this way and that. It takes her a little while to realize one side is spring-loaded; she presses it and the box flips open. Inside waits a single cube of creamy Camembert that she pops directly into in [*sic*] her mouth.

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[1]key pound — the office of her father, the museum locksmith

[2]toutes mes excuses — my apologies

"Too easy!" her father says, laughing.

45   The second gift is heavy, wrapped in paper and twine. Inside is a massive spiral-bound book. In Braille.

"They said it's for boys. Or very adventurous girls." She can hear him smiling.

She slides her fingertips across the embossed[3] title page. *Around. The. World. In. Eighty. Days.* "Papa, it's too expensive."

50   "That's for me to worry about."

That morning Marie-Laure crawls beneath the counter of the key pound and lies on her stomach and sets all ten fingertips in a line on a page. The French feels old-fashioned, the dots printed much closer together than she is used to. But after a week, it becomes easy. She finds the ribbon she uses as a bookmark, opens the book, and the museum falls away.

55   Mysterious Mr. Fogg lives his life like a machine. Jean Passepartout becomes his obedient valet. When, after two months, she reaches the novel's last line, she flips back to the first page and starts again. At night she runs her fingertips over her father's model: the bell tower, the display windows. She imagines Jules Verne's characters walking along the streets, chatting in shops; a half-inch-tall baker slides speck-sized loaves in and out of
60   his ovens; three minuscule burglars hatch plans as they drive slowly past the jeweler's; little grumbling cars throng the rue[4] de Mirbel, wipers sliding back and forth. Behind a fourth-floor window on the rue des Patriarches, a miniature version of her father sits at a miniature workbench in their miniature apartment, just as he does in real life, sanding away at some infinitesimal[5] piece of wood; across the room is a miniature girl, skinny, quick-witted,
65   an open book in her lap; inside her chest pulses something huge, something full of longing, something unafraid.

—Anthony Doerr
excerpted from *All the Light We Cannot See*, 2014
Scribner

_____

[3]embossed — a stamped, molded or carved design

[4]rue — street

[5]infinitesimal — very small

FOR TEACHERS ONLY

ELA ENGLISH LANGUAGE ARTS

SCORING KEY AND RATING GUIDE

Mechanics of Rating

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Check this web site at http://www.p12.nysed.gov/assessment/ and select the link "Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents Examination period.

The following procedures are to be used for rating papers in the Regents Examination in English Language Arts. 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*.

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. The scoring key for this exam is provided below. **If the student's responses for the multiple-choice questions are being hand scored prior to being scanned, the scorer must be careful not to make any marks on the answer sheet except to record the scores in the designated score boxes. Marks elsewhere on the answer sheet will interfere with the accuracy of the scanning.**

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

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

Rating of Essay and Response Questions

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

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

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

Practice Scoring Individually
- Raters score a set of five practice papers individually. Raters should score the five papers independently without looking at the scores provided after the five papers.
- Trainer records scores and leads discussion until raters feel comfortable enough to move on to actual scoring. (Practice papers for Parts 2 and 3 only contain scores, not commentaries.)

(2) When actual rating begins, each rater should record his or her individual rating for a student's essay and response on the rating sheets provided in the *Information Booklet*, *not* directly on the student's essay or response or answer sheet. Do *not* correct the student's work by making insertions or changes of any kind.

(3) Both the 6-credit essay and the 4-credit response must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point. **Teachers may *not* score their own students' answer papers**. The scoring coordinator will be responsible for coordinating the movement of papers, calculating a final score for each student's essay or response, and recording that information on the student's answer paper.

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

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

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

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

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

When considering the future of cars and safety on the road, automation of cars is a viable option. With the development of driverless cars gradually being introduced to reality, the question of their safety and reliability raises debate. Automated cars have numerous problems and flaws, but the benefits are significant and helpful, and they can be used to replace drivers in society today.

While driverless cars have numerous advantages, the problems and deficiencies must be considered and understood. Large companies such as Google are developing software and pathing systems for use in automated cars. Despite relative innovation and progress, issues surface due to human behavior on the road. Researchers explain a significant challenge is assimilating automated cars into a society where "humans don't behave by the book" (Text 2, line 14). Humans are prone to error and individualism; maintaining an absolute medium of law-abiding and rule-considerate drivers is near impossible. Incidents have occurred in which automated cars were unable to adapt to a human's misjudgment. In one such incident, during a pedestrian crossing, a driverless car slowed down to brake and this resulted in a crash when it was hit by the human driven car behind it (Text 2, lines 5-6). In another situation a driverless car "couldn't get through a four-way stop because its sensors kept waiting for other (human) drivers to stop completely and let it go" (Text 2, lines 9-10). Due to the automated cars being engineered to follow rules so strictly, it is difficult for them to compensate for more

unique and unwritten scenarios. As John Lee, an industrial and systems engineering professor who specializes in driver safety explains, humans "make eye contact" and "agreements about who has the right of way" – but "where are the eyes in an autonomous vehicle?" (Text 2, lines 55-59). Such failure to adjust to human behaviors is a flaw that cannot be overlooked for the danger it poses to others on the road.

Despite automated cars having numerous flaws, this technology should be implemented into society to replace human drivers. Although automated cars are prone to glitches and may cause accidents, Google claims there have only been 16 crashes since 2009 and in "every single case ... a human was at fault" (Text 2 lines 27-28). Indeed, driverless cars have been in accidents, but only as a result of external factors. In fact, according to insurance law Professor Robert W. Peterson, "There is every reason to believe that self-driving cars will reduce frequency and severity of accidents" as "9.0% of accidents today are caused by driver error" (Text 1, lines 34-37). Thus, as long as automated cars maintain their effectiveness of avoiding accidents, the number of crashes would be drastically lower than if drivers were still on the road. With 33,561 people killed in crashes in 2012 according to the National Highway Traffic Safety administration (Text 4, line 3), and only the 16 driverless crashes since 2009 as previously mentioned, the comparison is significant. Ideally, automated cars would remove human error from the road, meaning the

only reason for accidents would be the malfunctions of the cars algorithim and computerized system. Computers are not flawless; however, humans tend to be more flawed.

Not only are safety features a benefit, but the efficiency of the driverless car is another aspect that may better society. With accidents rarer, heavy steel and airbags are unnecessary. Automation and programming eradicate the need to go searching for a parking spot, and flights can be drastically cut back if cars can drive you from city to city (Text 1, lines 16-20). This efficiency leads to yet further benefits such as having time to pursue other activities, such as reading, while "driving" and experiencing a reduced stress level (Text 4, lines 23-24). When heavily stressed, humans tend to make mistakes. This factor is taken out of the equation with the driverless car, and as a result, far fewer accidents are bound to occur. Automated cars also have potential to better the environment. Robin Chase, CEO and founder of Buzzcar, says, "These vehicles should practice very efficient eco-practices, which is typically about 20% better than the average driver" (Text 1, lines 28-29). If used en masse, and shared, need for fuel and charging of cars would be decreased as less would be used and automated cars can calculate how to take the best path and save energy and time.

Automated cars contain many advantages and disadvantages. However, the advantages far outweigh the disadvantages. It is hard to argue

against the reduced accidents, and
overall benefits to one's personal well-being
as well as to the environment. These driverless
cars should definitely be implemented into our
society and should become the "norm" of the
future.

Anchor Level 6–A

The essay introduces a precise and insightful claim, as directed by the task (*When considering the future of cars and safety on the road, automation of cars is a viable option* and *Automated cars have numerous problems and flaws, but the benefits are significant and helpful, and they can be used to replace drivers*). The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*Indeed, driverless cars have been in accidents, but only as a result of external factors* and *If used en masse, and shared, need for fuel and charging of cars would be decreased … and automated cars can … save energy*) and to distinguish the claim from alternate or opposing claims (*While driverless cars have numerous advantages, the problems and deficiencies must be considered and understood*). The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*With 33,561 people killed in crashes in 2012 … and only the 16 driverless crashes since 2009 … the comparison is significant* and *Automation and programming eradicate the need to go searching for a parking spot, and flights can be drastically cut back*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 2, lines 55–59*) and (*Text 1, lines 28–29*)]. The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, with an opening paragraph that introduces the claim by favoring the use of automated cars and references the counterclaim, followed by one paragraph that addresses *issues* that *surface due to human behavior on the road* and two that rebut the *flaws* by emphasizing the benefits of the *safety features* and *efficiency of the driverless car*, ending with a reiteration of the claim. The essay establishes and maintains a formal style, using sophisticated language and structure (*Due to the automated cars being engineered to follow rules so strictly, it is difficult for them to compensate for more unique and unwritten scenarios*). The essay demonstrates control of conventions with essentially no errors, even with sophisticated language.

As the world's technology rapidly progresses, ~~forward~~ more and more innovations are introduced as well as the dilemmas that accompany them. With the rapid development of autonomous or self-driven cars many questions arise ~~that~~ examing the benefits and detriments of ~~the~~ the replacement of human drivers by autonomous cars. While self-driven cars do offer some benefits, they should not replace human drivers as this may lead to many psychological and subsequently safety issues as well as overall problems in ~~functioning~~ daily life.

Some people argue that self-driven cars would improve society. ~~It~~ is calculated that over 90% of accidents are a result of the human drivers' error(Text 1, line 34), ← (and many believe that the use of autonomous cars would cut that number drastically (Text 1, line 36)).

It is also believed that ~~if~~ a growth of self-driven cars may lead to a decrease in the number of cars used and thus ~~may~~ lead to more "efficient eco-driving practices" ~~really~~ "about 20% better than the average driver" (Text 1, line 28-39). Many arguments that support the replacement of human drivers by self-driven cars are based upon the ideas of a reduced number of ~~car~~ accidents as well as the use of less cars and ~~soo~~ thus ~~reace~~ the ~~decrease~~ increase in positive ~~practi~~ driving habits for the environment.

While ~~the~~ autonomous cars do seem to offer ~~poss~~ benefits, the psychological effects, and subsequent safety ~~problems~~, hazards, are ~~too~~ great to overlook. The total dependence of passengers on the functioning of a self-driven car may lead to "complacency" (Text 4, line 10), giving drivers a sense of security when, in actuality, they may face danger. ~~Are~~ Drivers becoming "overy reliant" (Text 4, line 13) ~~may~~ on the self-driven car may

pose safety problems in the chance of "overestimating" what the machine can do (Text 4, line 13). This is furthered by the idea that a driver's awareness of situations around them may seriously decrease when using technology such as adaptive cruise control (Text 4, lines 22-25). This "tuning out", which many psychologists fully expect to be a result of self-driven cars, proves to be a significant risk if a driver was faced with a situation where they had to "take back control" of the car (Text 4, lines 34-35). In a situation where the driver would have to take over if exiting the highway and entering city streets or a failure of the automated system this "cognitive muddling" would prove hazardous (Text 4, lines 33-36). Another possible result is indeed the opposite- The automated car may induce stress in some drivers, compelling them to ~~not~~ monitor the functioning of the car (Text 4, line 18). This ~~stress to~~ complexity may induce significant stress and subsequent error (Text 4, lines 18-19). While the prospects of self-driven cars are exciting, the [possible] psychological effects they may have on the drivers' and their safety must ~~seriously~~ be taken into serious consideration.

    Along with the potentially hazardous psychological effects autonomous cars may have on the drivers, there are many broader issues as well. The dramatic economic effects of the replacement of human drivers by self-driven cars is tremendous. Nearly 4 million jobs are created by the use of human drivers; (Text 3, graphic)

the replacement of these drivers by machines would not only result in mass unemployment, but also would drastically shift money being put back into the economy by these workers. The total annual wages of such workers is $148,063,599,000 (Text 3, graphic), and self-driven cars jeopardize that economic security of workers and use in the economy. Many other professions are expected to be hurt as well, including insurance companies, mechanics, auto part manufacturers, less policing, and decreased uses of motels and rest stops (Text 3, lines 27-33). Aside from the economic factors, issues of privacy and security are faced as well. A significant question of security ~~also~~ must be considered as, hypothetically, hackers could seize control of peoples' cars (Text 1, lines 47-48), posing a threat to everyone's safety. Furthermore, the fact that autonomous cars simply do not have a means of communicating to eachother as humans do is also a problem. When faced with challenging situations humans are able to communicate with eachother in many means, such as eye contact ~~and gestures~~, yet autonomous cars do not have eyes for communicating in this manner (Text 2, lines 55-59).

As the futuristic idea of autonomous cars rapidly morphs into a present reality, many questions of safety must be examined. While the possible decline in human caused accidents may be a benefit, the many risks of psychological unawareness, economic detriments, security risk of hackers, and inability of cars to communicate show that human drivers ~~should not~~ be replaced ~~with~~ by self-driven cars.
there are still too many problems for to

Anchor Level 6–B

The essay introduces a precise and insightful claim, as directed by the task (*While self-driven cars do offer some benefits, they should not replace human drivers as this may lead to many psychological and subsequently safety issues as well as overall problems in daily life*). The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*the replacement of these drivers by machines would not only result in mass unemployment, but also would drastically shift money being put back into the economy by these workers*) and to distinguish the claim from alternate or opposing claims (*Many arguments that support the replacement of human drivers by self-driven cars are based upon the ideas of a reduced number of accidents as well as the use of less cars and thus the increase in positive driving habits for the environment. While autonomous cars do seem to offer benefits, the psychological effects, and subsequent safety hazards, are too great to overlook*). The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*Drivers becoming "overly reliant" ... on the self-driven car may pose safety problems ... This is furthered by the idea that a driver's awareness of situations around them may seriously decrease when using technology* and *A significant question of security must be considered as, hypothetically, hackers could seize control of peoples' cars ... posing a threat to everyone's safety*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 3, graphic*) and (*Text 1, lines 47–48*)]. The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, with an opening paragraph that introduces the topic and establishes the claim, a second paragraph that addresses the counterclaim, three paragraphs that provide comprehensive evidence in support of the claim, and a summative conclusion that cautions *as the futuristic idea of autonomous cars rapidly morphs into a present reality, many questions of safety must be examined ... there are still too many problems for human drivers to be replaced by self-driven cars.* The essay establishes and maintains a formal style, using fluent and precise language and sound structure [*The total dependence of passengers on the functioning of a self-driven car may lead to "complacency"* (*Text 4, line 10*), *giving drivers a sense of security when, in actuality, they may face danger*] that is, at times, inexact (*a growth of self-driven cars* and *in many means*) and lacking in parallel structure (*companies, mechanics ... manufacturers, less policing, and decreased uses*). The essay demonstrates control of conventions, exhibiting occasional errors only when using sophisticated language (*autonomous or self-driven cars many; psychological and subsequently safety issues; a driver's awareness of situations around them; drivers;* (*Text 3, graphic*) *the; with challenger situations*).

As technology advances, innovations are introduced to society on a regular basis. One of these innovations, which humans may see in the near future, is a self-driving car. Although this idea may seem promising, many disadvantages come along with it. Self-driving cars should not replace human drivers, despite how beneficial they sound.

A primary reason to oppose self-driving cars is that many people would lose their jobs. ~~~~ At present, autonomous cars usually have a person in the driver's seat in case of a problem. However, once the cars can function safely without human intervention, professional drivers will no longer be needed. Heavy and tractor-trailer drivers have "the most common job in a whopping 29 states" (Text 3, lines 20-21). In addition to the 1,625,290 heavy and tractor-trailer truck drivers who would lose their jobs, other workers such as taxi drivers, bus drivers, and mail carriers might face unemployment (Text 3, graphic).

Another concern about self-driving cars is ~~~~ ~~~~ the risk of confusion that can occur between drivers and robots. This is not a good idea, "blending [self-driving cars] into a world in which humans don't behave by the book" (Text 2, lines 13-14). One example of this is when a Google car "sensed that a vehicle coming the other direction was approaching the red light at higher-than-safe speeds" (Text 2, lines 47-48). In response, the Google car immediately veered to the side in anticipation of a crash; however, the driver of the other car stopped in plenty of time. Although

challenging driving situations may occur on a regular basis, "The way humans often deal with these situations is that 'they make eye contact'" (Text 2, line 55). This interaction is not possible between a self-driving car and a human.

A third issue with self-driven cars is privacy. Just as home computers and other technology can be hacked, the same applies for the software on a self-driving car. For example, "who will have access to any driving information these vehicles store?" (Text 1, lines 46-47). If the vehicle stores a person's payment information or a record of places the person usually goes, a hacker might have access to the personal and financial information of someone who rides in a self-driving car.

Supporters of self-driving cars argue that self-driving cars are safer. They explain that "'Over 90% of accidents today are caused by driver error'" (Text 1, line 34). However, that does not prove that self-driving cars will be safer. Humans make errors, but technology can malfunction. Therefore, errors and accidents can still occur, whether they are caused by a human or by a computer.

The idea of a self-driving car is exciting, but the truth is that technology is never 100% reliable. Self-driving cars, once they become part of everyday life, could bring about a loss of jobs, confusion between humans and robots, and concerns

about privacy. Although the immediate thought is that self-driving cars are more safe than human drivers, the reality is that this world is not ideal or perfect. These two worlds – realistic and idealistic – will never mesh. Too many disadvantages are at stake here, with little to no benefits.

Anchor Level 5–A

The essay introduces a precise and thoughtful claim, as directed by the task (*Although this idea may seem promising, many disadvantages come along with it. Self-driving cars should not replace human drivers, despite how beneficial they sound*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*If the vehicle stores a person's payment information … a hacker might have access to the personal and financial information of someone who rides in a self-driving car* and *Humans make errors, but technology can malfunction. Therefore, errors and accidents can still occur, whether they are caused by a human or by a computer*) and to distinguish the claim from alternate or opposing claims (*Supporters of self-driving cars argue that self-driving cars are safer. They explain that " 'Over 90% of accidents today are caused by driver error' "*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*In addition to the 1,625,290 heavy and tractor-trailer truck drivers who would lose their jobs, other workers such as taxi drivers, bus drivers, and mail carriers might face unemployment* and *Just as home computers and other technology can be hacked, the same applies for the software on a self-driving car*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 3, lines 20–21*) and (*Text 1, line 34*)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, opening with a paragraph that introduces the claim, followed by three paragraphs of support and one that presents and refutes a counterclaim, concluding with a summative paragraph reaffirming the claim (*Self-driving cars, once they become part of everyday life, could bring about a loss of jobs, confusion between humans and robots, and concerns about privacy* and *too many disadvantages are at stake here, with little to no benefits*). The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*However, once the cars can function safely without human intervention, professional drivers will no longer be needed*). The essay demonstrates control of conventions with essentially no errors, even with sophisticated language.

For many, the adoption of self-driving cars seems to be an inevitable step in the process of technological progression. From an economic viewpoint, it may seem that producing such vehicles would eliminate ~~inefficiency~~ inefficiency, and, therefore, unnecessary costs — not to mention unnecessary accidents. By diving deeper into the matter, however, these arguments can be proved superficial. In reality, accidents will still occur, and the integration of driverless cars will only serve to eliminate people's jobs — a problem already occurring. For these reasons, implementing self-driving cars into today's world would not be wise and should not take place.

As is predicted by professionals using statistical data to evaluate the effect self-driving cars would have on the economy, such vehicles would in fact cause over billions of dollars to be "lost by automakers, suppliers, dealers... and many other car-related enterprises" (Text 1, lines 13-14).

Other industries would also be indirectly affected, too, as utilizing these automobiles in the public workplace would reduce the number of individuals required to drive company cars. So, while on first glace glance driverless cars appear to be beneficial to the workforce, on the whole the workers being replaced by these machines outweigh the advantages. As a result, even bus drivers and postal service mail carriers (Text 3, graphic) would be negatively affected on a societal and economic level.

Furthermore, security — or lack there-of — also proves a problem. All machines are found to malfunction sometime, and "hypothetical risks — like hackers" (Text 2, line 19) also provide evidence that self-driving cars would not be as safe and fool-proof as meets the eye. Moreover, when human drivers are factored into the equation (since the transition to driverless cars would have to be gradual), even more accidents are possible (Text 2, lines 27-28).

All things considered, what at first seems like an innovative step to future progress socially, technologically, and economically, in fact is not as ideal~~istic~~ as the companies manufacturing these ~~self-driving~~ self-driving cars would have people believe. ~~Realist~~ Realistically, ~~the~~ long-term effects would involve accidents, fueled ~~An~~ unemployment, and an~~d~~ overall negative ~~An An~~ effect on today's world. ~~Because self-driving~~ ~~Albeit~~ ~~self-driving cars~~ Because of this, self-driving cars should not be ~~used to replace~~ used to replace existing drivers.

Anchor Level 5–B

The essay introduces a precise and thoughtful claim, as directed by the task (*In reality, accidents will still occur, and the integration of driverless cars will only serve to eliminate people's jobs — a problem already occurring. For these reasons, implementing self-driving cars into today's world would not be wise and should not take place*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim [*Other industries would also be indirectly affected, too, as utilizing these automobiles in the public workplace would reduce the number of individuals required to drive company cars* and *Moreover, when human drivers are factored into the equation (since the transition to driverless cars would have to be gradual), even more accidents are possible*] and to distinguish the claim from alternate or opposing claims (*it may seem that producing such vehicles would eliminate inefficiency ... By diving deeper into the matter, however, these arguments can be proved superficial*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*As is predicted by professionals using statistical data ... such vehicles would in fact cause over billions of dollars to be "lost by automakers, suppliers, dealers.... and many other car-related enterprises"* and *even bus drivers and postal service mail carriers ... would be negatively affected*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 1, lines 13–14*) and (*Text 3, graphic*)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, beginning with an introductory paragraph that introduces both a claim and counterclaim, establishing a focus on economic, safety, and security issues relating to autonomous cars, followed by two body paragraphs that support the claim and refute a counterclaim, and concluding with a reiteration of the claim (*All things considered, what at first seems like an innovative step to future progress socially, technologically, and economically, ... is not as ideal as the companies manufacturing these self-driving cars would have people believe* and *self-driving cars should not be used to replace existing drivers*). The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*For many, the adoption of self-driving cars seems to be an inevitable step in the process of technological progression*). The essay demonstrates control of conventions, exhibiting occasional errors (*there-of* and *the long-term effects would involve ... an overall negative effect*) only when using sophisticated language.

In the human race, people have always looked for ways to improve the standard and ease of living. People have found what they need in new ~~techn~~ technology. From the invention of the compass, to the development of electromagnetic imaging, technology has aided the human race since the begining of time. The Google Car is just another development in technology and is no different from the wheel. Autonomous drivers should replace human drivers.

The benifits of autonomous driving over human drivers far outweighs the costs. If cars were driven autonomously, the total number of road accidents would decrease drastically and consequently the number of humans injured or killed in the accidents would also decrease. If "over 90% of accidents today are caused by driver error," (Text 1, line 34) and the use of automated driving systems would ~~eliminate~~ eliminate the human factor, then is it not safe to say that the total number of driving accidents would go down by 90%?

The implementation of this technology ~~could~~ also could have immeasurable environmental benifits. "If this technology leads to a sharp decline in car ownership like many predict," (Text 3, lines 29-30) then there will be fewer cars on the road. Text 1 states that "Google's goal is to increase car utilization from 5-10% to 25% or more by facilitating sharing" (lines 21-22). This, along with the "very efficient eco-driving practices" (Text 1, line 28) of the autonomous car, will reduce emissions from vehicals and road maintanence, lessening the negative impact transportation has on the ~~enviro~~ environment.

One of the biggest claims against the idea of automated driving systems is that many people could lose their jobs as a result. According to the chart in Text 3, close to 4 million people could potentially lose their jobs as a result of the implementation of auto-drivers. However new jobs can and will be created. This technology is opening up an

entire new field and market. Even if new jobs could not be created immediately, are the countless lives that could be saved not worth the cost of a few ~~potentially and~~ temporarily unemployed people?

Another major counter argument is the issue of integrating the system safely and seemlessly. ~~There are many~~ Until autonomous vehicles are fully implemented, there is the challenge of "blending them into a world in which humans don't behave by the book." (Text 2, lines 13-14). Some accidents and impediments have occurred in test-driving these vehicles because the autonomous car is "too safe" and does not know how to function when rules are not followed exactly. There are also many "hypothetical risks – like hackers – and real world challenges, like what happens when an autonomous car ~~breaks~~ breaks down on the highway." (Text 2, lines 19-20), but this is true with the start of any technology. For example when the invention of the railroad and train were first starting to be perfected, there was a major issue of consistancy in rail construction; this caused many accidents and problems. Today research is being done on trains that go hundreds of miles an hour. The hypothetical problems of a technology should not hinder its development, research, or perfection.

It is human nature to resist any sort of change. As the old saying goes "If it ain't broke, don't fix it." The data though shows that there is room for improvement in the field of transportation. The benifits in regard to safety and the environment prove that the implementation of the Google car is a step that Americans should take. This step would take the nation into yet a new era of improvement and ingenuity.

Anchor Level 5–C

The essay introduces a precise and thoughtful claim, as directed by the task (*In the human race, people have always looked for ways to improve the standard and ease of living ... The Google Car is just another developement in technology and is no different from the wheel. Autonomous drivers should replace human drivers*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*If "over 90% of accidents today are caused by driver error, ... and the use of automated driving systems would eliminate the human factor, then is it not safe to say that the total number of driving accidents would go down by 90%?*) and to distinguish the claim from alternate or opposing claims (*One of the biggest claims against ... automated driving systems is that many people could lose their jobs ... However new jobs can and will be created*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*"If this technology leads to a sharp decline in car ownership like many predict," ... then there will be fewer cars on the road* and *According to the chart in Text 3, close to 4 million people could potentially lose their jobs as a result of the implementation of auto-drivers*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*Text 1 states ... (lines 21–22*) and (*Text 2, lines 13–14*)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, with an introduction that establishes the claim, three body paragraphs of support including one that addresses and then refutes the counterclaim and concludes with a summative paragraph (*The benifits in regard to safety and the environment prove that the implementation of the Google car is a step that Americans should take*). The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*This step would take the nation into yet a new era of improvement and ingenuity*). The essay demonstrates partial control of conventions, exhibiting occasional errors [*developement; begining; The benifits ... outweighs; error," (Text 1, line 34) and; The data though shows*] that do not hinder comprehension.

The world would be a much better place if self-driving cars were to replace humen drivers. It is said that by the early 2020s, fully-autonomous cars could be ready for market but there is a debate as to if we should use them or not. Some believe that mixing humans with automated cars on a road could cause major issues. Others believe that the self-driving car would make everything much more efficient. Although some say that self-driving cars have no place in society for reasons such that it will be tough blending robots and humen on the road, overall, the automated cars are a necessity because there will be much fewer accidents.

One may argue that the world isn't ready for self-driving cars. Reaserchers say that the biggest challenge towards incoorporating the cars into society is "blending them into a world in which humans don't behave by the book" (Text 2, lines 13-14). The cars are taught to follow all of the rules of driving but humen don't necessarily go by these rules, which could create issues. Another issue with the possible emergance of self-driving cars is the toll it could take on the economy. It's estimated that "hundreds of billions of dollars will be lost by auto-makers" and other car manufacturers" (Text 1, lines 12-13). There is also a theory that self-driving cars would take over the taxi industry, but about 178,000 people are emploed as taxi drivers in the United States" (Text 3, lines

1-2). Clearly, both the top companies and the ~~\[scribbled\]~~
workers could be negatively affected by self-
driving cars. ~~Overall~~ There is ^clearly^ no debate that automated
cars won't fit into society.

    Overall, the positives of the emergence of
self-driving cars outnumber the negatives.
The National Highway Traffic Safety Administration
says that "human error caused more than
90% of crashes" (text 4, lines 5-6). With automated
cars, this problem would almost certainly be eliminated
since there would be no human drivers. A goal
of Google's is to "increase car utilization from
5-10% to 75% or more by facilitating sharing,"
meaning less cars on the road (text 1, lines 21-22). Google
believes that automated cars would allow for
people to share rides since they could just get
picked up. With less cars on the road, there would
be less traffic. Another positive of self-driving
cars is that "insurance costs should fall" (text 1,
line 37). This is because of ~~the~~ the more safe roads
created by the car. Clearly, ~~\[scribbled\]~~ automated
cars would bring positive, drastic change to
society.

    As new technology emerges, so are self-driving
cars and they're coming soon. With the hope to
have them in the next few years, people
will simply have to adjust to them.
Everything will be more convenient since people
can now do whatever while they're being
driven around. Overall, ~~the~~ the emergence of
self-driving cars shows great change in America.

Anchor Level 4–A

The essay introduces a precise claim, as directed by the task (*The world would be a much better place if self-driving cars were to replace humen drivers*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims (*Although some say that self-driving cars have no place in society for reasons such that it will be tough blending robots and humen on the road, overall, the automated cars are a necessity because there will be much fewer accidents*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*Reaserchers say that the biggest challenge towards incoorporating the cars into society is "blending them into a world in which humans don't behave by the book"* and *A goal of Google's is to "increase car utalization from 5–10% to 75% or more by facilitating sharing," meaning less cars on the road ... Google believes that automated cars would allow for people to share rides*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 2, 13–14*) and (*text 1, line 37*)]. The essay exhibits acceptable organization of ideas and information to create a coherent essay, with an opening paragraph that introduces the claim and acknowledges the counterclaim, one body paragraph that discusses the counterclaim, a second body paragraph that focuses on support for the claim, and a conclusion that reaffirms the claim (*Overall, the emergence of self-driving cars shows great change in America*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*With automated cars, this problem would almost certainly be eliminated since there would be no humen drivers*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*humen, driving but humen don't, auto-makers" and other car manufacturers", out number*) that do not hinder comprehension.

By 2020, self driving cars will be on the market for average people to buy and use. This is a growing technology that is trying to modernize today's world. But these risks outway the reward. Therefore, self driving car should not be replace human drivers because human error will still exist, hundreds of American's will be without a job, and traditional buisnesses will lose millions and billions of dollars.

One of the problems with having self driving vehicles is that human communication while driving won't exist and there will still be some drivers without self driving vehicles. Text 2 states, "...wide use of self driving cars is still many years away..." (text2 line 18). This means human error will still exist and many drivers will not be aware of the self driving car and not follow the rules exactly and cause the accident. Another downfall of the self driving vehicles are that millions of jobs will be lost. Text 3 supports the facts that over 3,971,350 jobs have use of the car as their main job (text 3 table). Postal workers, taxi drivers, Bus drivers, tractor-trailers drivers and many many more depend on the vehicle for their job. If the automobile was self driving then all of these people would be replaced with cars and would be out of a job. Lastly, many buisnesses who do not adjust quickly enough will lose millions even billions of dollars. Text 1 says, "...trillons) will be lost by automakers, suppliers, dealers, insurers, parking companies, and many other car related enterprisers" (text 1 lines 13-14). This would not be a positive influence on our already poor economy which is already in poor condition. Simply wanting to have self driving cars is not the answer that we need.

Some claim that, "the use of addaptive cruis control... can reduce a driver's mental workload and stress level" (text 4 lines 22-23). But this is not the case. The actuall fact is that drivers may become overly cautous and very tuned into the road and whats happening because they feel out of central with the self driving cars. Text 4 also suggests, "... most people soon begin to experience "passive fatigue" (text 4 lines 31-32). This fatigue ewould case more harm then good and that is not worth the risk of just not having to drive yourself places.

In conclusion, the use of self driving cars to replace humans is an aberd idea that will ultimately cause more harm then what is worth. Maybe in the future the risk will be lower but right now, the generations of people are not ready for such a derastic change.

Anchor Level 4–B

The essay introduces a precise claim, as directed by the task (*self driving cars should not replace human drivers because human error will still exist, hundreds of American's will be without a job, and traditional buisnesses will lose millions and billions of dollars*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims (*But this is not the case. The actuall fact is that drivers may become overly cautous and very tuned into the road and whats happening because they feel out of control with the self driving cars*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis [*Text 2 states, "…wide use of self driving cars is still many years away …"* (*text 2 line 18*). *This means human error will still exist and many drivers will not be aware of the self driving car* and *many busnesses who do not adjust quick enough will lose millons even billions of dollars. Text 1 says, "... trillons) will be lost by automakers, supplrers, dealers, insurers, parking companies, and many other car related enterprises"*]. The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*text 3 table*) and (*text 4 lines 31–32*)]. The essay exhibits acceptable organization of ideas and information to create a coherent essay, with an opening paragraph that introduces the claim, two body paragraphs that provide evidence to support the claim and to address the counterclaim, and a concluding paragraph that reiterates the claim (*In conclusion, the use of self driving cars to replace humans is an abserd idea that will ultimately cause more harm than what its worth*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*This is a growing technology that is trying to modernize today's world*). The essay demonstrates partial control of conventions exhibiting occasional errors (*outway, Anoter downfall ... are, experience "passive fatigue" ", good and that*) that do not hinder comprehension.

Self-driving cars should start replacing manned vehicles because of the efficiency they provide and the progress they have potential for. Driverless cars do have set backs to them. They make the passenger become overly reliant on them (Doc 4, line 13) and they throw off other drivers (Doc 2) but as the software improves these issues will undoubtedly dissapear.

Driverless cars would improve efficiency in many different areas. There is about $148 billion spent annualy to pay drivers of all different kinds (Doc 3). With self-driving cars, those $148 billion could be used to maintain the roads driven on, with some cash to spare. The more autonomous cars on the road, the safer these cars will be. In text 2, it explains how the only real accidents that self-driving cars ran into were caused by human error. So to have more of them on the road would be more efficient and safer. Also, phantom traffic jams (a traffic jam with no evident cause) would dissapear. This is because the speed would be regulated by a computer and traffic would have a smoother flow. The efficiency provided by an automated car would be unmatched by what a humans capabilities are.

Another reason why automated cars should replace driven vehicles is because they have the potential to grow into really helpful tools. In document 3, there are many jobs listed that could be taken over. Engineers and car designers will always be able to come up with new ways to use the automation, and the safety and accuracy of the technology will just keep improving. Towards the end of text 2, it says how the relationship between the car automation and humans was being smoothed out. Although the technology may not be there yet, once more self-driving cars are put onto the road they will quickly improve.

As more autonomous cars come on to the road, displacing driven cars, the more effient, safe, and progressive travelling will become. Car crashes will plummet, and transportation efficiency will increese.

Anchor Level 4–C

The essay introduces a precise claim, as directed by the task (*Self-driving cars should start replacing manned vehicles because of the efficiency they provide and the progress they have potential for*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*This is because the speed would be regulated by a computer and traffic would have a smoother flow*) and to distinguish the claim from alternate or opposing claims (*They make the passenger become overly reliant on them ... and they throw off other drivers ... but as the software improves, these issues will undoubtedly dissapear*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*There is about $148 billion spent annualy to pay drivers of all different kinds* and *In text 2, it explains how the only real accidents that self-driving cars ran into were caused by human error*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Doc. 3*) and *Towards the end of text 2*]. The essay exhibits some organization of ideas and information to create a mostly coherent essay, with an introduction that states the claim and addresses one of the counterclaims, one body paragraph that provides evidence to support the benefits of driverless vehicles, a second body paragraph that introduces the idea that *automated cars ... have the potential to grow into really helpful tools* but continues on to discuss how *there are many jobs listed that could be taken over* and *how the relationship between the car automation and humans was being smoothed out*, and a summative conclusion that reiterates the main point. The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Car crashes will plummet, and transportation efficiency will increese*). The essay demonstrates partial control of conventions, exhibiting occasional errors [*drivers* (*Doc 2*) *but, dissapear, annualy, humans capabilities, the road they will*] that do not hinder comprehension.

Although it's a safer method of driving, I do not believe Google should be making self-driving cars. Self-driving cars would increase unemployment rates, ~~and Google~~ and not understand the imperfect world us humans do. ~~and~~

"There will be problems for businesses that don't adjust fast enough. [...] hundreds of billions of dollars (if not trillions) will be lost by automakers, suppliers, dealers, insurers, parking companies, licencing fees, taxes, ~~&~~ tolls, and by personal injury lawyers and health insurers." (Text 1). These cars would hurt buisnesses to a more greater extant than we know and understand. According to text 3, not only will people lose a lot of money, millions of people will become unemployed. People such as truck drivers, taxi drivers, ~~also~~ delivery people, bus drivers, postal service drivers, and more. Self-driving cars would put all of these people and more into unemployment, which is not good for our economy. They also don't understand how humans work in an imperfect world.

Due to programs, Self-driving cars are meant to be error free. The issue with that is we live in a world of error. People speed, run through red lights, make illegal U-turns, and more. The programing in the car does not really understand that. Text 2 mentions that a lot of the google self-driving car accidents were due to humans. Some of the accidents were because of the sudden stopping of the google ~~drivers~~ cars. These cars are just ~~a~~ to perfect to ~~be~~ survive in this world.

There are benefits to ~~this~~ the self-driving cars. You would be able to sleep or play on your ~~moble~~ mobile

device on long car trips. It would help disabled people to drive with out taking the time to find a driver. However I still believe self-driving cars are not a good idea. They are to perfect for our world.

Anchor Level 3–A

The essay introduces a reasonable claim, as directed by the task (*I do not believe Google should be making self-driving cars*). The essay demonstrates some analysis of the texts (*Self-driving cars would increase unemployment rates, and not understand the imperfect world us humans do*), but insufficiently distinguishes the claim from alternate or opposing claims, only mentioning some benefits during *long car trips* and for *disabled people* but dismissing them (*However I still believe self-driving cars are not a good idea*). The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis, supplying information about *problems for businesses that don't adjust fast enough*, projected *unemployment* rates, and problems with *programing* the cars. The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material, identifying three texts but failing to supply line numbers [(*Text 1*) and (*text 3*)]. The essay exhibits some organization of ideas and information to create a mostly coherent essay, stating the claim in the first paragraph, devoting a second paragraph to both business problems and unemployment, offering a poorly supported observation (*These cars are just to perfect to survive in this world*) and concluding with the identification of a few benefits and restatement of the claim. The essay implies, but does not directly connect human driving habits to the argument being made. The essay establishes but fails to maintain a formal style, using primarily basic language (*us humans do, which is not good, to* for "too") and structure (*People such as truck drivers, taxi drivers, delivery people, bus drivers, postal service drivers, and more*). The essay demonstrates partial control, exhibiting occasional errors (*licencing; more greater extant; more. Self-driving; cars ... It; However I*) that do not hinder comprehension.

Today, more than any other period in history, technology is in our lives. television, medicine, phones. The same goes for cars. Google is trying to make a car that will run completely on its own without any human interaction. This action taken by Google is positive and negative. The research in the articles show that the good effects outweighs the bad effects.

As stated in Text 1 "Over 90% of accidents today are caused by driver error" With the new autonomous cars into society the percentage of car related accidents would drop this would allow for fewer death accidents and safer traveling. Another use for autonomous cars is the easy access of these cars — the amount of money saved by people riding in these cars. As shown in Text III graphic with the use of autonomous technology the need for taxi drivers, truck drivers and chauffers would drop. Money spent for these workers would slowly be put back into the pockets of the people riding in these types of autonomous cars. Along with being cheaper, these cars would deminish the amount of cars on the road and eradicating traffic jams and pollution due to an access of cars.

Although many positive effects have come from the technology to make autonomous cars. Some people criticize autonomous cars (Text II).

Text 1, line 49 "These vehicles are coming fast" So be prepared for more of these types of autonomous cars.

Anchor Level 3–B

The essay introduces a reasonable claim, as directed by the task (*This action taken by Google is positive and negative. The research in the articles show that the good effects outweighs the bad effects*). The essay demonstrates some analysis of the texts (*With the new autonomous cars into society the percentage of car related accidents would drop*), but insufficiently distinguishes the claim from alternate or opposing claims (*Although many positive effects have come from the technology to make autonomous cars some people criticize autonomous cars*). The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*Along with being cheaper, these cars would deminish the amount of cars on the road and eradicating traffic jams and pollution due to an access of cars*). The essay demonstrates inconsistent citation of sources to avoid plagiarism, sometimes failing to use line numbers after the text, when dealing with direct quotes and paraphrased material (*Text 1; Text 11; Text 1, line 49*). The essay exhibits some organization of ideas and information to create a mostly coherent essay by introducing a claim, followed by one body paragraph that supports the claim, then a brief paragraph that acknowledges the counterclaim, and concluding with a single sentence of advice (*So be prepared for more of these types of autonomous cars*). The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*this would allow for fewer death accidents and safer traveling; be put back into the pockets of the people; access* for "excess"). The essay demonstrates emerging control of conventions, exhibiting occasional errors (*research ... show; drop this would; cars: is; cars – the; chauffers; deminish ... eradicating; cars some*) that hinder comprehension.

As the "future" approchs with all sorts of new technology, we ask ourselves "What about us?" All the automation being developed is putting citizens out of jobs. So when asked "Should self driving cars replace humans?" The answer should be no.

The reason why some may say no the self driving cars replacing human drivers is because in text 2 the author says "biggest challenges facing automated cars is blending them in to a world in which humans dont behave by the book" (Text 2, lines 13-14) ~~not every~~ which basically says that humans dont drive like they should, they speed, try and show off, text and drive. So for a smart self driving car if "senses danger" all around causing evasive manuvers.

In text 3 their is a chart the states an or most jobs that would become automated and leave humans unemployed. If all those jobs were taken over by automated cars, that would leave almost 4 million people unemployed. It's hard enough to find a job nowadays, taking those jobs from humans would be catastrophic. Homeless rates would increase and so would crime rates.

Another problem not discussed in the passages is human obesity. Although driving does not take much, I imagine human obesity rates going up because you don't have to park your car like what text 1 said when "who needs a parking spot close to work if your car can drive you there, park itself miles away, only to pick you up later?" There's no walking involved. Its a text that you own.

Some may disagree and say Its a great idea and that less accidents will happen. Although that is true, their wouldn't be accidents if people drove the way they are supposed to. Not speeding or texting. The objective of driving is to get from point "A" to Point "B" as safe as possible but some do not see this.

Anchor Level 3–C

The essay introduces a reasonable claim, as directed by the task (*So when asked "Should self driving cars replace humans?" The answer should be no*). The essay demonstrates some analysis of the texts (*humans dont drive like they should* and *taking those jobs from humans would be catastrophic*), but insufficiently distinguishes the claim from alternate or opposing claims (*Some may disagree and say its a great idea and that less accidents will happen*). The essay presents ideas briefly, making use of some specific and relevant evidence from Text 2 (*"biggest challenges facing automated cars is blending them in to a world in which humans dont behave by the book"*) and from Text 3 (*that would leave almost 4 million people unemployed*) to support analysis. The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 2, lines 13–14*) and *what text 1 said …*]. The essay exhibits some organization of ideas and information to create a mostly coherent essay, with an introductory paragraph establishing the claim, three body paragraphs which move from discussing human driving skills to the loss of jobs, then to the problems of obesity connected to self-driving cars, and finally to the recognition of an alternate claim. The essay establishes but fails to maintain a formal style, using primarily basic language and structure, that is sometimes imprecise and ambiguous (*their is a chart the states all or most jobs that would become automated and leeve humans unemployed* and *Although driving does not take much*). The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*approchs; So when; humans?"; the auther says "biggest challenges; in to; dont; speed. try; manuvers; involved, its*) that make comprehension difficult.

Should self-driving cars replace human drivers?

I don't think self-driving cars should replace human drivers. Self-driving cars will get rid of jobs and they can also monifunction. On the other hand relaxing in a car without anyone or yourself driving would be nice.

One problem with a self-driving car is hackers in text 1 (lines 45-49). These hackers could take control over these vehicles. This could end up with a lot of car accedents. There is definitly a high risk of hackers because of this tecnology age. Once something is found out there is no stopping it. In text 3 it shows all of the jobs drivers have. IF they replace all of them with self-driven cars/trucks 3,971,356 people would lose their jobs in the US. In text 2 (lines 6-11) says "One google car in a test in 2009 couldn't get through a 4-way stop because its sensors kept waiting for other drivers to stop completly and let it go". This could be a big problem because not everyone stops at a stopp sign.

Self-driving cars is probally going to be the future, but not mine. I want to be incontrol of what I'm doing 24/7. in a car.

Anchor Level 2–A

The essay introduces a reasonable claim (*I don't think self-driving cars should replace human drivers*), as directed by the task. The essay demonstrates some analysis of the texts (*These hackers could take control over these vehicles* and *3,971,350 people would lose their jobs in the US*), but insufficiently distinguishes the claim from alternate or opposing claims, only making one reference to a positive aspect of self-driving cars (*On the other hand relaxing in a car without anyone or yourself driving would be nice*). The essay presents ideas inconsistently, in an attempt to support analysis, making use of some evidence that may be irrelevant (*I want to be incontrol of what I'm doing 24/7, in a car*). The essay demonstrates inconsistent use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material [*in text 1* (*lines 45–49*) and *In text 3*], including line references that extend beyond the cited material. The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay by first stating a claim and identifying both a negative and a positive aspect of self-driving cars, next supplying a paragraph that addresses *hackers*, self-driving cars' effect on jobs, and unconnected references to a *4-way stop*, and concluding with a paragraph devoted to personal opinion. The essay lacks a formal style, using some language that is inappropriate or imprecise (*hackers in text 1, something is found out, 24/7*). The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*jobs and; mountfunction; accedents; definitly; cars/trucks 3,971,350; In text 2* (*lines 6–11*) *says "One; senors; completly; stopp; cars is probally*) that make comprehension difficult.

yes i argee that we should have self-driving cars and They should replace human drivers I Think That would be oc good idea Because are world is going into the furture and if we have sert-driving car ~~in~~ ~~~~ ~~~~ ~~~~ ~~~~ ~~~~ ~~~~ ~~~~ ~~~~ ~~~~ it will be less accidents.

And also over 900¹⁰ of accidents are caused by driver error. That will eliso mean fewer cars will be on the road. People will be Obie to share a Car. The car will take and where ever they need to go. But self Driveing cars There regulatory and Legislative obstacles to widespread use of self driveing cars and substantial concerns about Privacy.

Public transportation Drivers will become obsolete Because technology is getting more advance. and even Postal service driver such as UPS FedEx may also face extinction. if they're not replaced by Amazon's delivery drones or perhaps they'll develop a combined System where self-driving trucks bring Packages from the warehouse to their destination, and a drone delivers them the last few yards from curbside to doorstep.

Anchor Level 2–B

The essay introduces a claim (*Yes i argee that we should have self-driving cars and They should replace human drivers*). The essay demonstrates unclear analysis of the texts (*I Think That would be a good idea Because are world is going into the furture* and *And also over 90 % of accidents are caused by driver error. That will also mean fewer cars will be on the road*), failing to distinguish the claim from alternate or opposing claims although an unsupported quote from Text 1 contains some negative information. The essay presents ideas inconsistently, in an attempt to support analysis, making use of some evidence from Text 1 (*over 90% of accidents are caused by driver error* and *"There regulatory and Legislative abstacles to widespread use of self driveing cars and substantial concerns about Privacy"*) and from Text 3 (*Public transportation Drivers will become obsolete ... and even Postal service driver such as UPS Fed Ex may also face extinction*) that is contradictory. The essay does not make use of citations. The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay by first introducing a claim about self-driving cars, then stating some general supportive information about such cars (*People will be able to share a car. The car will take them where ever they need to go*), followed by an unsupported quote from Text 1, and concluding with a quote from Text 3, both of which go against the claim. Because of the amount of quoted material, original student writing is somewhat compromised. The essay lacks a formal style, using some language that is inappropriate and imprecise (*are world* and *if we have self-driving car it will be less accidents*). The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*Yes, i argee, cars and, furture and, cars "There regulatory and Legislative, abstacles, obsolete Because*) that make comprehension difficult.

Yes, Self driving Car ~~cou~~ ~~Sou~~ Should replace Human drivers because there are alot of obstacles to the use of Human drivers ~~you'll be and you're brand you go~~ there's, also Concerns about privacy. you will never know who is driving you around. ~~You would Could when you~~ there's also question about your Security. However these Self driving Cars are Coming and they are Coming Soon. the Companies that plan ahead will be the biggest And will Survive But their other Companies that will invest in the old technology will need to envolve or they will risk in killing their Company. Although Self driving Car Sounds pretty good their are some bad things about it. you Can never know. who is Controlling your Car. in Since 2009 Google Cars Have been in 16 Car accienat.

Anchor Level 2–C

The essay introduces a claim (*Yes, Self driving car should replace Human drivers because there are alot of obstacles to the use of Human drivers*). The essay demonstrates unclear analysis of the texts (*you will never know who is driving you around* and *you can never know who is controlling your car*), failing to distinguish the claim from alternate or opposing claims beyond making a vague statement (*Although self driving car sounds pretty good their are some bad things about it*). The essay presents little evidence from the texts (*Companies that plan ahead ... will survive, Companies that will invest in the old technology will need to envolve, in Since 2009 Google Cars Have been in 16 car accienat*). The essay does not make use of citations. The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay by providing one paragraph that contains a claim, followed by references to privacy and security, including some evidence from Text 1 and Text 2, and ending abruptly. The essay lacks a formal style, using some language that is imprecise (*alot, will risk in killing, pretty good, their* for "there"*, in Since*). The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*Self driving car; drivers there's; However these; Coming and they; soon. the; Survive But; good their; accienat*) that make comprehension difficult.

The amount of drivers in the world are so far up their is Billions of people handling personal cars, trucks, suvs, and heavy equipment. Most young teens and younger adult/rookie or inexperience drivers are not safe on the road. The way the driving education works in a weird way. first you get your permit test when you turn 16 years of age then you get your 5 hour driving course then you take your road test with a brownie. Some people shouldn't be behind the wheel the don't know how to handle a car. I grew up driving everything you can think of from trucks cars to tractors four wheelers gokarts dirtbikes boat plow trucks. I have experience behind the wheel I have drove for 11 years prior to, most people, who get behind the wheel for the first time after their permit test which is honestly scarey with no prior experience of being behind the wheel. People need to practice driving on private land before getting their permit. People should have to pass more tests then they do know to be able to drive and you should be able to to drive after 9Pm because that is just stupid. Self driving cars are Junk and can malfunction.

Anchor Level 1–A

The essay does not introduce a claim, only referring to *self driving cars* in the final sentence. The essay does not demonstrate analysis of the texts. The essay presents no evidence from the texts beyond the statement that *self driving cars are Junk and can malfuncation.* The essay does not make use of citations. The essay exhibits inconsistent organization of ideas and information, first addressing the fact that *Billions of people* are *handling personal cars, truck, suvs, and heavy equipment* and stating that *most young teens and younger adult/rookie or inexperience drivers are not safe on the road*, then explaining the steps taken to get a license and finding fault with people who *don't know how to handle a car*, touting the benefit of practicing *driving on private land*, and concluding with negative statements about the law restricting driving *after 9PM* and about *self driving cars.* The essay lacks a formal style, using some language that is inappropriate (*stupid* and *junk*) or imprecise (*amount of Drivers, so far up, the don't, know* for "now"). The essay demonstrates emerging control of conventions, exhibiting occasional errors that hinder comprehension (*up their is Billions; way. first; age then; wheel the; wheel I have drove; malfunction*). The essay is a personal response, making little to no reference to the texts, and can be scored no higher than a 1.

~~Daniel~~ Google should make Flying cars because It would be bensifical for the upcoming generations.

Anchor Level 1–B

The essay introduces a claim about *flying cars*, but does not address self-driving cars (*Google should make flying cars because It would be beneifial for the upcoming generations*). The essay does not demonstrate analysis of the texts. The essay presents no evidence from the texts and does not make use of citations. The essay exhibits little organization of ideas and information. The single sentence makes it minimal, making assessment of language unreliable. The essay is minimal, making assessment of conventions unreliable.

Cars are viewed as an essential to Society. The development of self-driving cars can effect society terribly. ~~Some ways~~ The ~~fo~~ following evidence which will help explain this thesis is "How Google's Self-Driving Car Will Change Everything", "Google's Driverless Cars Run into Problem. Cars with Drivers", and "Autonomous Vehicles Will Replace Taxi Drivers, But That's Just the Beginning. The following themes are people losing jobs, ~~bussiness~~ bussiness starting to fail, and more accidents.

   The idea of self-driving cars replacing humans have been thrown around for years. If self-driving cars replaced human drivers, a ~~~~ numerous amount of individuals will be out of a job. There are 3,971,350 individuals in the United States with jobs dealing with cars (text3). If all these individuals lose their jobs to autonomous vechiles, it will slowly ruin ~~the ones~~ corrupt ~~the~~ ~~businesses~~ businesses. The self-driving cars will create a ~~~~ great loss of money.

   Various people believe autonomous vechiles will make society better. The use of these cars will cause hundreds of billions of dollars to be lost.

It is going to a a effect enterprises: like dealers, automakers, insurers, parking companies a and suppliers (text 1). These enterprises is what keeps society booming and stable. Without these businesses the economy will deminish. Not only will autonomous vechiles effect businesses it will also cause more accidents and serious harm the safety of humans.

Humans are percieved to also be at fault for car accidents. The autonomous vechiles are considered to be too safe. The cars do not know have to be capatable with human drivers. In two of the test, the cars have proven to be too safe. One of the cars were trying to aviod a poorly parked car and swered into the street (text 2). The self-driving car trying to aviod a poorly parked car could of hit another car.

The evidence proved how self-driving cars will effect society and the economy great. The techonocy can cause serious problems in the future. Self-driving cars should remain an idea.

Many drivers ~~think~~ think that mostly increase car utilization. For instance mostly of drivers encourage the term of replacing self drivers to human drivers. A lot of human drivers want to be replace by self drivers.

Self-driving cars were once thoughts of the future; now they are a very real possibility. Google Inc. says it has an integrated system ready to market in 2017. This will be a drastic change, and can also face some big risks and hurdles.

Autonomous cars should replace human drivers, though many would probably disagree. The major reason ~~I believe~~ self-driving cars should be implemented is that they will reduce the amount and severity of crashes. Google cars have been in 16 crashes since 2009. "In every single case, the company says, a human was at fault." (Text 1, Line 27-28). Human errors cause most crashes, therefore eliminating human drivers will cause injuries or deaths due to ~~dri~~ car crashes to plummet. Google will allow you to "just order a shared [car] and 'it'll drive up minutes later" (Text 1, Line 23). This means Google cars will also be environmentally friendly, since there will be much less fossil fuels being plundered.

There are ~~also~~ also many reasons ~~that~~ to argue against autonomous cars. First of all many argue that it is a violation of privacy. Who knows what driving information can be accessed by Google employees? There is also the possibility that hackers could take

over the cars. These are both very real problems, but are highly unlikely. The main concern ~~for~~ is for professions that employ someone driving a car. ~~Many~~ All of these drivers will lose their jobs and ~~will be~~ ~~then~~ will be unable to support themselves. An estimated 3,970,000 jobs will be lost (Text 3, Graphic 1). Still, the pros outweigh the cons. The amount of injuries and deaths that will be prevented are a good enough reason to implement these cars, nevermind the new jobs that will open up to complement the technology.

Within the past decade, we have developed technology that has changed the way the world functions. Some of these changes have been positive, some negative. Overall, technology has made a significant impact in our society. With the introduction of self-driving cars, we could be subjected to an entirely different type of advancement. Some may argue that these cars are dangerous, but the pros outweigh the cons. Self-driving cars have the ability to make the roads a safer place and eliminate 90% of fatal accidents (Text 1, line 34).

Since 2009, Google has been testing the autonomous vehicle. The first real launch of the cars will be around 2017 (Text 1), and could spark a revolution that carries into the 2020's. (Text 1, lines 8-10). The major concerns for the adaptation of autonomous cars are the businesses that won't adjust fast enough (Text 1, line 12). According to Text 1, there are predictions that "hundreds of billions (if not trillions)" of dollars will be lost by major automotive companies (Text 1, lines 12-13). This includes automakers, suppliers, dealers, insurers, parking companies, licensing fees, taxes and tolls, lawyers, and health insurers (Text 1, lines 12-15).

However, " 90% of accidents today are caused by driver error" (Text 1, line 34), and although self-driving cars could affect businesses, they could make for safer travel. As stated in Text 2, line 14, "the real problem is that the car is too safe." Since 2009, Google cars have only been in 16 accidents, and every single one was caused by a driver error (Text 2, lines 27-28). If self-driving cars were the only cars on the road, there would be a significant decrease in accidents. According to the NHTSA, 33,561 people were killed in car crashes in the US in 2012, and over 2 million were injured (Text 4, lines 2-4). The intragration of self driving cars could greatly impact the amount of accidents and save millions of people.

Although many people agree that self-driving cars are a positive and safe alternate way to travel, there are many issues that come up regarding their safety. Just like computers, developers are concerned about the security of the cars. Hackers could tap into the car and do anything with them that could cause destruction (Text 1, lines 47-48). According to Text 3, graphic, the intragration of these vehicles could eliminate millions of jobs. Taxi and bus drivers, post and UPS men, and delivery service could

became obsolete. The idea of the self-driving car may also instill anxiety and stress in some (Text 4, lines 17-19, or "passive fatigue" in others (Text 4, line 31). Even though there are some negative aspects regarding the self-driving vehicles, they are a positive change to our world.

Autonomous vehicles have the possibility to alter our world and make roads a safer place. Technology has rapidly increased in the past 10 years, and these vehicles are the next step. They have the ability to save millions of people from injury or death, and they will significantly impact the world.

I do not agree on self-driving cars, because I belive it is a safety hazard to the humans that been driving cars for centory and centories.

One of the biggest problems for the self-driver is "securty" someone could possibly hack, take aer and do what they want, time is getting up and Technology is increasing in better ways; anything could happen. Animation cars would crush our economy because of " $ $ $ " money it would decrease alot of value; Put humans out of stake Jobs such as mechanics and car insurances, because of those cars. It will effect our society because us humans also use our senses we are visual/we make "eye to eye contact" and agree when its safe to go the google car is to Safa it will alow cars to go alway giving them the right away. These cars shouldnt be included because it would interfer with human life dramaticly.

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

Practice Paper B – Score Level 1
Holistically, this essay best fits the criteria for Level 1.

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

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

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

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 the conventions with infrequent errors	-demonstrate partial control of conventions with occasional errors that do not hinder comprehension	-demonstrate emerging control of conventions with some errors that hinder comprehension	-demonstrate a lack of control of conventions with frequent errors that make comprehension difficult -are minimal, making assessment of conventions unreliable

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

In the passage, the words the author uses to describe how Marie-Laure portrays people and things that she can not see are appropriate, sometimes precise, and often beautiful. Words such as "radiance" and "brilliance" are two of many words utilized to show how Marie-Laure imagines the outside world. The young girl's response to and coping with her blindness in a positive way is the central idea of the text, and this idea is supported by the author's diction (choice of words).

The diction employed throughout the story shows readers how imaginative and detail-oriented Marie-Laure is. In the beginning of the passage, the blind young girl shows how she deals with everyday objects, people, and situations. The author says, "Marie-Laure draws maps in her head, unreels a hundred yards of imaginary twine, and then turns and reels it back in." The author uses the words "imaginary" and "unreel" to show how the girl handles traveling through her surroundings in a precise and recognizable approach. Further into the story, the author states that the "huge cypress trees she and her father pass on their morning walk are shimmering kaleidoscopes, each needle a polygon of light." The words "shimmering" and "kaleidoscope" are used to show that even though she is blind, light has a positive meaning to her. Continuing, the author states, "She has no memories of her mother but imagines her as white, a soundless brilliance." A strong phrase that is used is "soundless brilliance." Although she is blind, and her mother is no longer with her, she uses beautiful words to describe

her parent. At the middle of the story, a figure in the story states, "'I found her among the hummingbirds.'" The author chooses to create a positive, fanciful description of where the girl had gone. Then the father is described as radiating "a thousand colors, opal, strawberry red, deep russet, wild green; a smell like oil and metal." The words used to describe the father cover a broad spectrum of colors and an appropriate smell for a locksmith. Although Marie-Laure is blind and has lost a parent, the words connected to her situation are positive and thus reflect her positive attitude.

Anchor Level 4–A

The response introduces a well-reasoned central idea and a writing strategy that clearly establish the criteria for analysis [*The young girl's response to and coping with her blindness in a positive way is the central idea of the text, and this idea is supported by the author's diction* (*choice of words*)]. The response demonstrates a thoughtful analysis of the author's use of *diction* to develop the central idea (*The author uses the words "imaginary" and "unreel" to show how the girl handles traveling through her surroundings in a precise and recognizable approach* and *The words "shimmering" and "kaleidoscope" are used to show that even though she is blind, light has a positive meaning to her*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*Further into the story, the author states that the "huge cypress trees she and her father pass on their morning walk are shimmering kaleidoscopes, each needle a polygon of light"* and *Then the father is described as radiating "a thousand colors, opal, strawberry red, deep russet, wild green; a smell like oil and metal."*). The response exhibits logical organization of ideas and information to create a cohesive and coherent response by first introducing a central idea and a writing strategy, then discussing how *the diction employed throughout the story shows readers how imaginative and detail-oriented Marie-Laure is*, and concluding with a reiteration of the claim (*Although Marie-Laure is blind and has lost a parent, the words connected to her situation are positive and thus reflect her positive attitude*). The response establishes and maintains a formal style, using precise language and sound structure (*In the passage, the words the author uses to describe how Marie-Laure portrays people and things that she can not see are appropriate, sometimes precise, and often beautiful*). The response demonstrates control of conventions with essentially no errors.

In life - for every single person living on earth -, there are ~~disastrous~~ losses that we face. whether they are trivial or devastating, they are losses all the same. But, what to make of losing something you never truly had? could it still be considered loss? Marie-Laure, a 9-year old girl, has been dealt a bad hand. She is blind - has been blind since birth. Vision is not a something that she's ever experienced, and it could be to her, a devastating loss. However, using this bad hand she's been dealt, she turns it into something amazing and beautiful. The central idea of this text is that we can turn a negative thing into something quite amazing, and the author employs ~~vivid~~ ^(characterization) ~~vivid~~ imagery to further develop the central idea.

Perpetual Darkness? Can we even begin to fathom what that feels like? well, for Marie-Laure, it's all she's known all her life. ~~She's blind~~ She cannot see the sunrise or sunset, look at pictures in an illustrated children's novel, or ever seen her father's smile. However, Marie-Laure, despite her setbacks, makes a positive out of her situation. Her vivid Imagination, and determined character make that possible. Despite her situation, she accepts no pity, "There is no darkness...[only] webs and lattices and upheavals of sound and texture." (Lines 13-14) She's a strong little girl. Instead of wallowing in self-pity, she makes the most of what she has, and takes advantage of the good things that have come out of her situation. Her memory is astounding "sixteen paces to the water fountain, sixteen back. Forty-two to the stairwell forty-two back. Marie-Laure draws maps in her head... she follows cables and pipes... she startles people" (Lines 1-2; 9-10) It's amazing to see just how she copes with ~~reading~~ her situation.

Determined beyond belief, she makes it her mission to know exactly where she is, and to not stumble upon people. She is so precocious and self-aware; she counts the steps she takes! She's independent and does not like to rely on others. The fact that she is blind has also strengthened her character for the better. What her eyes cannot see, her heart does, and it's just ~~absolutely~~ amazing. She is not in darkness after all, but eternal light! She lives in a world of color! "In her imagination, in her dreams, everything has color... bees are silver... The huge cypress trees she and her father pass are shimmering kaleidoscopes" (lines 18-19; 22-24). What an amazing and beautiful world she lives in. What she cannot physically see, ~~what imagine~~ she makes up with her vivid and active imagination. It almost seems like this blindness is more of a gift than a curse for her. She gets to experience the world in a way that no other person can, and her strong, vibrant, and creative character allowed that.

~~In life we~~ In life, we have all dealt with some type of loss. How we react to it however ~~a~~ ~~people react~~ speaks to who we are. Marie-Laure instead of being broken by her "plight" ~~she~~ made it an opportunity for her to evolve and to grow. With her creative ways of coping with the ~~word~~ world, it seems her blindness is more a gain than a loss. She was smart, brave intelligent. She startled people. People did not startle her. With such characterization by the author, Marie-Laure's resiliency, bravery, and hope shines through, and helps convey the central idea of the text.

Anchor Level 4–B

The response introduces a well-reasoned central idea and a writing strategy that clearly establish the criteria for analysis (*Vision is not something that she's ever experienced, and it could be, to her, a devastating loss. However, using this bad hand she's been dealt, she turns it into something amazing and beautiful. The Central Idea of this text is that we can turn a negative thing into something quite amazing, and the author employs characterization to further develop the central Idea*). The response demonstrates a thoughtful analysis of the author's use of *characterization* to develop the central idea (*Instead of wallowing in self-pity, she makes the most of what she has, and takes advantage of the good things that have come out of her situation* and *It almost seems like this blindness is more of a gift than a curse for her. She gets to experience the world in a way that no other person can, and her strong, vibrant, and creative character allowed that*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*Despite her situation, she accepts no pity, "There is no darkness [only] webs, and lattices, and upheavals of sound and texture"* and *She lives in a world of color! "In her imagination, in her dreams, everything has color ... bees are silver ... The huge cypress trees ... are shimmering kaleidoscopes ... what she cannot physically see, she makes up with her vivid and active Imagination*). The response exhibits logical organization of ideas and information to create a cohesive and coherent response, with an opening that introduces the central idea and writing strategy, a body paragraph that discusses Marie-Laure's determination, *resiliency*, independence, and creativity, and a summative conclusion (*Marie-Laure, instead of being broken by her "plight," made it an opportunity for her to evolve, and to grow*). The response establishes and maintains a formal style, using precise language and structure (*Perpetual Darkness? Can we even begin to fathom what that feels like? Well, for Marie-Laure, it's all she's known all her life*), which is at times inexact (*makes a positive out of*). The response demonstrates partial control of conventions with occasional errors (*In life, - For every single person living on earth-, there; Central Idea; She cannot ... ever seen; is astounding, "sixteen; she is, and to not*) that do not hinder comprehension.

The story centers around a blind girl who, through losing her sense of sight, compensates for it by heightening the strength of her imagination and other senses. The vivid, colorful things that she dreams of, such as the image of "huge cypress trees" that "are shimmering kaleidoscopes" with "each needle [being] a polygon of light", the character, Marie-Laure, is able to construct her own vision of the world without letting her blindness cripple her. The author intends to express to the audience that there are no limitations to what a human can do. A person with a disability such as Marie-Laure's can function just as well as anyone, and can even go beyond seeing and feeling what people normally can. For their lose of a sense, these people add a sort of creativity that cannot be mimicked and is entirely unique and individual to themselves.

The author uses imagery to convey the point of the story. He answers questions such as, "How does Marie-Laure feel being blind?" and "How exactly is she able to live in the world without sight?"

It is soon explained that the things Marie doesn't visually see are compensated for in the sense where "Everything is composed of webs and lattices and upheavals of sound and texture." The author chose to use examples to create a visual in the reader's mind, where Marie has color in her imagination where "museum buildings are beige, chestnut, hazel" and "its scientists are lilac and lemon yellow and fox brown." She describes bees as "silver and that "pigeons are ginger and auburn and occasionally gold." The reader gets a

_____clear____sense____~~strategy~~____of____the____girl's____experiences____through_____
____the____use____of____imagery.____

Anchor Level 3–A

The response introduces a clear central idea (*The author intends to express to the audience that there are no limitations to what a human can do*) and a writing strategy (*The author uses imagery to convey the point of the story*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of *imagery* to develop the central idea (*It is soon explained that the things Marie doesn't visually see are compensated for in the sense where "Everything is composed of webs and lattices and upheavals of sound and texture."*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*Marie has color in her imagination where "museum buildings are beige, chestnut, hazel" and "its scientists are lilac and lemon yellow and fox brown."*). The response exhibits acceptable organization of ideas and information to create a coherent response, with an opening paragraph that offers background to the passage and leads to the stating of the central idea, followed by two paragraphs that introduce the writing strategy, give examples from the text, and then explains how the examples relate to the central idea (*The author chose to use examples to create a visual in the reader's mind* and *The reader gets a clear sense of the girl's experiences through the use of imagery*). The response establishes and maintains a formal style, using appropriate language and structure (*these people add a sort of creativity that cannot be mimicked and is entirely unique and individual to themselves*). The response demonstrates control of conventions with infrequent errors (*anyone, and* and *lose*).

The central idea of the text is understanding what life looks like through the eyes of a young blind girl. In the beginning of the text, it describes how the main character Marie-Laure has to count the number of paces as she walks in order to realize where she's going (paragraph 1). In the text it describes how most people thinks that all blind people only see darkness but that's not the case with Marie-Laurie.

The author's use of point of view helps develop this central idea because the author gave you an idea of what Marie-Laure experiences throughout her early life. He writes in the third person but allows the reader to see life from Marie-Laure's point of view. In the text it says, "color! That's another thing people don't expect. In her imagination, in her dreams, everything has color. The museum buildings are beige, chestnut, hazel ... Scientists are lilac and lemon yellow and fox brown... Bees are silver;". So Marie-Laure pictures how she thinks everything would look using her imagination. The author portrays how the way she sees things may not necessarily be the same way that we do, but that's just the way things are.

Another way the author uses point of view to help develop this central idea is when Marie-Laure's father gives her a book in Braile for her ninth birthday. In the text it say

" She imagines Jules Verne's characters walking along the streets, chatting in shops; a half-inch-tall baker slides speck-sized loaves in and out of his ovens; three minuscule burglars hatch plans as they drive slowly past the jewelers'; little grumbling cars throng the rue de Mirbel, wipers sliding back and forth." By writing this into the text the author shows how Marie-Laure allows the book to come alive in her mind. So, by understanding Marie-Laure's way of interpreting the world around her, the reader is able to begin to understand what life looks like through the eyes of a young blind girl such as Marie-Laure.

Anchor Level 3–B

The response introduces a clear central idea (*The central idea of the text is understanding what life looks like through the eyes of a young blind girl*) and a writing strategy (*The auther's use of point of view help develop this central idea*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of *point of view* to develop the central idea (*He writes in the third person but allows the reader to see life from Marie-Laure's point of view* and *By writing this into the text the auther shows how Marie-Laure allows the book to come alive in her mind*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*So Marie-Laure pictures how she thinks everything would look using her imagination* and *Another way the auther uses point of view to help develop this central idea is when Marie-Laure's father gives her a book in Braile for her nineth birthday*). The response exhibits acceptable organization of ideas and information to create a coherent response, first establishing the central idea in the opening paragraph, then identifying and discussing point of view in the second paragraph, and concluding with a summative statement (*So, by understanding Marie-Laure's way of interpreting the world around her, the reader is able to begin to understand what life looks like through the eyes of a young blind girl such as Marie-Laure*). The response establishes and maintains a formal style, using appropriate language and structure (*In the beginning of the text, it describes how the main character Marie-Laure has to count the number of paces as she walks in order to realize where she's going*). The response demonstrates partial control of conventions with occasional errors (*people thinks, darkness but thats, auther's use ... help, nineth, text the auther*) that do not hinder comprehension.

In the excerpt presented we can identify the struggle of a girl who is blind. Throughout the text we see how she embraces her differences and lives life like everyone else. The central idea of this passage is to accept your disadvantages and always find the perks in negative situations. Through the use of sensory details we can feel the way Marie-Laure does with her blindness.

Due to the fact one of Marie's senses were unable to function all of her other senses increased and became stronger. The use of sensory details helps us identify how she embraces her limitations and how she uses it to live life like everyone else despite the fact she's blind. According to the passage, "Everything is composed of webs and latices and upheavals of sound and texture. She walks a circle around the Grand Gallery, navigating between squeaking floor boards; she hears feet tramp up and down museum staircases, a toddler squeal, the groan of a weary grandmother lowering herself on a bench (Lines 14-17)." Although she may not have included sight whatsoever we were able to picture everythings she's describing just through the use of sound and touch and can see how she can get around without seeing. Although blind people cannot read when she recieves the brail book

from her father it didn't take much time for her to understand the patterns. As stated in the passage "the French feels old-fashioned, the dots printed much closer together than she's used to." This use of sensory details show how she's used to feeling it, we get a sense of the struggle she faces. She was able to menover the book and embrace the fact she's blind.

A In conclusion, this central idea, backed up by the literary element of sensory details showed how, although blind, Marie was a loving daughter and good student. She is someone I admire.

Anchor Level 3–C

The response introduces a clear central idea (*The central idea … is to accept your disadvantages and always find the perks in negative situations*) and a writing strategy (*The use of sensory details helps us identify how she embraces her limitations*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of *sensory details* to develop the central idea (*we were able to picture everythings she's describing just through the use of sound and touch and can see how she can get around without seeing*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*According to the passage, "Everything is composed of … sound and texture. She walks a circle … between squeaking floor boards; she hears feet tramp up and down"* and *As stated in the passage "the French feels old-fashioned, the dots printed much closer together"*). The response exhibits inconsistent organization of ideas and information, with one paragraph that introduces a central idea, and a second paragraph that discusses the writing strategy. The concluding paragraph, however, introduces inappropriate details (*loving daughter and good student*) and ends with a personal response (*She is someone I admire*), failing to create a coherent response. The response lacks a formal style, shifting from third person to second person (*to accept your disadvantages*) and using imprecise language (*always find the perks in negative situations* and *how she's used to feeling it*). The response demonstrates partial control of conventions with occasional errors (*limitations … she uses it, Although … whatsoever we, recieves, brail, menover*) that do not hinder comprehension.

The central idea of the text provided is that even though this girl is blind she can still see colors in different ways. She also has a strong sense of adventure and wanting to visit far away places from her home in France.

The central idea is supported by the authors use of ~~the~~ the literary element of conflict. The author uses conflicts in the way that even if the girl in the story is blind she still loves to read as shown by her continuously reading the Braille book her father gave her for her ninth Birthday. Another conflict the author writes is that even though people think all the girl would see is darkness she actually dreams in color and gives various things certain colors to show her thoughts about them. Such as when the text says "she has no memories of her mother but imagines her as white, a soundless brilliance." Showing that she knows her mother is dead.

The author uses conflict as a literary element to show the conflicts in the thoughts of the people about those who are blind. This conflict helps illuminate the central idea of this girl loves "seeing" the world around her and wanting to go on an adventure like in her favorite book "Around The World In 80 Days."

Anchor Level 2–A

The response introduces a central idea (*The central idea of the text provided is that even though this girl is blind she can still see colors in different ways*) and a writing strategy (*The central idea is supported by the authers use of the literary element of conflict*). The response demonstrates a superficial analysis of the author's use of *conflict* to develop the central idea (*even though people think all the girl would see is darkness she acctually dreams in color and gives various things certain colors to show her thoughts about them*). The response presents ideas inconsistently, inadequately, and inaccurately in an attempt to support analysis (*"she has no memories of her mother but imagines her as white, a soundless brilliance." Showing that she knows her mother is dead*), making use of some evidence that may be irrelevant (*show the conflicts in the thoughts of the people about those who are blind*). The response exhibits inconsistent organization of ideas and information, with an opening paragraph that presents both a direct and a separate implied central idea, followed by two paragraphs that provide examples of conflict but do not explain their relationship to the central idea and concludes with a brief summary that moves away from the initial central ideas and contains some inaccuracies (*this girl … wanting to go on an adventure*), failing to create a coherent response. The response lacks a formal style, using language that is basic and sometimes imprecise (*in the way that even if the girl in the story, Another conflict the auther writes is, gives various things*). The response demonstrates partial control of conventions with occasional errors (*blind she; acctually; them. Such; brilliance." Showing*) that do not hinder comprehension.

In this text, a little girl cannot see. But, that doesn't stop her from enjoying her life. No matter what life may throw at you, you can always overcome it. She has certian books she can read, and she also has the sence of touch. She feels everything. She also draws maps in her mind to help her around where she lives. Everyone goes through complications in life. Whether you are blind or not.

This little girl also has imagination to help her. She gives everyone certian colors for their personalities. But her father might as well be a rainbow. Life may give you challenges some temporary and some prominate, ~~but~~ but you can always find a way to over come them. It could be with friend, family, or even a diary. But not everything in life has to be a~~s~~ huge wall in your way. Whatever life throws at you, little or big, you can overcome it.

Symbolism was used through out this story. Some of them where color, and a book. The colors represented the emotions of everyone around the main character. She set a specific color to everyone who

was expressing something to her. Her father was a "bright red when he tries and cooks". Then an "olive green when talking to buisness partners". The book represented her way of seeing. The book had bumps only blind people can read. This was her way to enjoy some kind of reading/seeing.

Anchor Level 2–B

The response introduces a central idea (*No matter what life may throw at you, you can always overcome it*) and a writing strategy (*Symbolism was used through out this story*). The response demonstrates a superficial analysis of the author's use of *symbolism* to develop the central idea, identifying two symbols (*Some of them where color, and a book*) but not connecting them directly to the central idea. The response presents ideas inadequately in an attempt to support analysis, briefly making use of some evidence about Marie-Laure (*a little girl cannot see, certian books she can read, has the sence of touch, has imagination, set a specific color to everyone*), supplying two inexact quotes to support how *colors represented the emotions of everyone* and making only general statements about a book (*The book had bumps only blind people can read*). Much of the text is devoted to irrelevant encouragement of the reader to overcome *challenges*. The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, first introducing a central idea, inserting it between information about the *little girl*, then in a second paragraph beginning with reference to Marie-Laure's imagination but ending with a string of platitudes directed to the reader. The final paragraph addresses *symbolism,* identifying *color, and a book* as symbols. The response lacks a formal style, using language that is basic (*But not everything in life has to be a huge wall in your way* and *where* for "were") and making frequent shifts from third to second person to address the reader. The response demonstrates emerging control of conventions with some errors (*doesnt; certian; sence; life. Whether; challenges some; perminate; But not; through out; color, and a book; tries and cooks; buisness; reprisented*) that hinder comprehension.

when facing the problem of ~~that~~ blindness, it may be difficult to overcome certian situations. This is a problem many people face. Blindness can be very difficult to those who are blind. They ~~could be~~ are not able to do ~~certian~~ many of thing's as other people can do. People who are blind may be depressed, may have trouble ~~s~~ sleeping at night, or may have trouble staying awake during the day. These are some of the problems that blind people face.

The authors use of irony is portrayed in the text. The author used irony to make the text more interesting. The use of irony in this text portrays the central idea by describing ~~all there a~~ 4 out of ~~two~~ 5 senses but not talking about sight. ~~First a~~ The author's use of irony ~~is naked~~ is when the girl begin's to ~~speak~~ talk about color. She say's that people don expect her to see colors. According to her ~~"in~~" in her dreams, everything has color". This is ironic because if she is blind then, she couldnt possibly know all the different colors

Anchor Level 2–C

The response introduces a writing strategy (*The author's use of irony is portrayed in the text*) but only implies a central idea (*The use of irony in this text portrays the central idea by describing 4 out of the 5 senses but not talking about sight*). The response demonstrates a superficial analysis of the author's use of *irony* to develop the central idea (*This is ironic because if she is blind then she couldnt possibly know all the different color's*). The response presents little evidence from the text, making general statements about the girl's reaction to color and supplying only one supporting reference to the text (*According to her "in her dreams, everything has color"*). The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, producing two distinct and separate approaches. The first paragraph consists of general observations and statements about blindness but makes no other connection to the text. The second paragraph is devoted to the *author's use of irony* but only references *the girl* and her experience with color. The response lacks a formal style, using language that is basic and imprecise (*to do many of thing's* and *The author's use of irony is when the girl begin's to talk about color, she say's that people don expect her to see color's*). The response demonstrates emerging control of conventions with some errors (*certian, difficult to those, problem's, begin's, people don, blind then, couldnt*) that hinder comprehension.

The central idea of The text written by This auThor is CharacterizaTion. The auThor uses ~~The~~ Characterazation to develop This central idea by ~~describing~~ everyThing They see, ~~smell~~ smell, Touch, Taste, and hear. On lines 4-5 The character describe what biology smells like. This ~~even shows~~ To how The character feels about biology. Then on lines 5-6 she describes The Things see in The room.

Anchor Level 1–A

The response introduces a confused central idea (*The central idea of the Text written by This author is characterazation*). The response demonstrates a minimal analysis of the author's use of *characterazation* to develop the central idea (*The author uses characterazation to develop This central idea by describing everything They see, smell, touch, taste, and hear*). The response presents little evidence from the text by stating *what biology smells like, how The character feels about biology* and *The Things see in The room* but offering no specifics. The references to sight (*They see* and *Things see*) somewhat contradict Marie-Laure's blindness. The response exhibits little organization of ideas and information, first having identified characterization as the central idea, then stating that *characterazation* is used to *develop This central idea*, and concluding with unelaborated upon statements about biology. The response lacks a formal style, using language that is basic (*Then on lines 5–6 she describes The Things see in The room*). The response demonstrates partial control of conventions with occasional errors (*characterazation, On lines 4–5, The character describe, Things see*) that do not hinder comprehension.

The Central idea of this text is, if you give something the person that you gived they need to give you back exact that you give to them. The author's use one writing strategy and is point of view. Point of view is when you have your own opinion and how you See the argument. The evidence that I have that the writing strategy is when he said " she has no memories of her mother but imagines her as white, a soundless brilliance". this mean that she doesn't remember her mother only her color, and this is the opinion or her Father.

Anchor Level 1–B

The response introduces a confused central idea (*The Central idea of this text is if you give something the person that you gived they need to give you back exact that you give to them*) and writing strategy (*Point of view is when you have your own opinion and how you See the argument*). The response demonstrates a minimal analysis of the author's use of *point of view* to develop the central idea (*this mean that she doesn't remember her mother only her color*). The response presents little evidence from the text, supplying only one quote (*The evidence that I have that the writing strategy is when he said "she has no memories of her mother but imagines her as white, a soundless brilliance"*), and inaccurately identifying *the opinion of her Father*. The response exhibits little organization of ideas and information, first introducing a confused central idea and writing strategy, then offering a definition of the writing strategy, and finally attempting to support the writing strategy with an example from the text. The central idea is not supported. The response uses language that is predominantly incoherent (*they need to give you back exact that you give to them*) or inappropriate (*The author's use one writing strategy and is point of view*). The response demonstrates a lack of control of conventions with frequent errors that make comprehension difficult (*something the person, gived they, back exact, author's use one, and is, this mean*).

The Central Idea of this short story is that ~~xxxx~~ ~~xxxxxxx~~ Marie-Laure is blind, and this story is about her life as a blind women. Marie gets asked questions by everyone weither its "does it hurt?, how do you sleep? How do you know what time it is?" Throughout the story Maria describes what it is like for her. Sense she is blind she can not see but what she can is colors when she looks at different things. "In her imagination in her dreams everything is a color." "Bees are silver, Church Bells are Bronze. Piano Keys project rich Black and complicated Blues." Marie instead of getting frusterated She traces her stepps, and counts in her head and imagines what everything looks like.

One literary element used in this short story would be imgry because the author goes ~~xx~~ into a lot of detailed as he tryes to explain everything in Maries view. The author uses different colors to describe everything. When she wants to read a book she uses brail. "On her ninth birthday ~~xxxxxxxxxx~~ When she wakes, she finds two gifts the first is an wooden box ~~x~~ with an opening she can not detect. The second is heavy wrapped in paper and twine. Inside a massive spiral bound book, in Braille. She can hear him smiling." What her family does to help her they buy her things than can help her out. The author uses a lot of detail to describe ~~xxx~~ everything about Marie.

When life gives you a challenge there is always a way to adapt. Marie-Laure was given one of lifes hardest challenges of blindness. Instead of giving up on life and saying she can't do it, she takes the challenge head on and adapts to life. This characterizes Marie-Laure as a strong willed individual.

Marie could've just said well I can't see so I'm going to stay inside, but no she adapts. "She follows cables and pipes, railings and ropes, hedges and side walks (lines 19-20)" Marie uses her surrondings to help her get around instead of giving up. "Inside is a massive spiral-bound book in Braille (lines 45-46)" Marie learns braille and helps develop her imagination that way instead of complaining about not being able to read. These examples charaterize her as extremely strong for exepting the challenge and overcoming it. Confronted with an extreme challenge like this one many people would give up or feel sorry for themselves but Marie-Laure presses on and works around the challenge.

Marie-Laure can't experience the extravigant beauty we take for granted in our every day life, So she creates her own. "In her imagination, in her dreams, everything has color (lines 19-20)" Marie creates her own beauty in her imagination because she can't expirence it live. This ~~word~~ characterize her as not only strong but also extremely creative.

Her imagination is her motivation and creative machine. "At night she runs her fingertips over her fathers model; The bell tower, the display window. She imagines Jules Verne's character walking down the Street (lines 57-58)" She feels her fathers work and it inspires her imagination back to the book she read. This shows how she can't really be characterized as strong and creative. She takes her inspiration and she lets it drive her on to keep overcoming the everday challenges she faces.

A central idea employed in the passage is that Marie-Laure's imagination and perception of the world and things around her are full of lively, colors, and actions. The author uses imagery to describe all the active thoughts in Marie-Laure's mind.

Objects, people and animals are represented in brilliant colors. In lines 19-25, the author describes Marie's imaginative perception. "Museum buildings are beige, chestnut, hazel. Its scientists are lilac and lemon yellow and fox brown. Piano chords loll in the speaker of the wireless in the guard station, projecting rich blacks and complicated blues down the hall toward the key pound." Futhermore, Marie's family members are colored as well. "She has no memory of her mother but imagines her as white, a soundless brilliance. Her father radiates a thousand ~~~ colors..." (Lines 26-27) Since Marie creates more memories with her father, all the moments have thousands of colors. Since Marie doesn't have vision, she assigns each moment and person with colors. Her lack of normality gives her a unique perception of things.

The author uses imagery to let readers visualize thoughts in Marie's mind. Images with colored scenary are created in our mind when the author describes Maurie's father. "He

glows sapphire when he sits over his workbench in the evenings, humming almost inaudibly as he works, the tip of his cigarette gleaming a prismatic blue." (Lines 31-32) "She imagines Jules Verne's characters walking along the streets, chatting in shops; a half-inch-tall baker slides speck-sized loaves in and out of his ovens." (Lines 58-60) Even the characters in the book Marie reads by putting her fingertips on a line become lively. Marie's imagination is so extraordinary that her disability drives her into developing a different but vibrant happiness.

Too easy!" her father says laughing. The second gift is heavy, wrapped in paper and twine, inside is a massive spiral–bound book, in braille. They said its for boys, or very adventorus girls". She can hear him Smiling. She slid he finger tips alon the Embossed title page. Around. The. World. In. Eighty. days. "papa, it's too expensive." "Thats for me to worry about." That morning Marie-laure crawls beneath the counter of the key pound and lies on her Stomach and sets all ten fingertips in a line on the page.

The central idea for this text is literary ~~technique~~ element. This text uses literary ~~technique~~ element because a anything is possible if you put your mind to it.

In the Text lines ~~above~~ it states that she wants to learn and know the difference of an alga and a lichen. This shows that what every she wanted to know or learn she did it with no problem. ~~...~~ In the text lines 20-23 ~~alga~~ she ~~...~~ ~~...~~ completed a piano chorse.

Practice Paper A – Score Level 2

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

Practice Paper B – Score Level 3

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

Practice Paper C – Score Level 4

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

Practice Paper D – Score Level 0

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

Practice Paper E – Score Level 1

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

Map to the Learning Standards
Regents Examination in English Language Arts
August 2017

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

The *Chart for Determining the Final Examination Score for the August 2017 Regents Examination in English Language Arts* will be posted on the Department's web site at http://www.p12.nysed.gov/assessment/ on the day of the examination. Conversion charts provided for previous administrations of the Regents Examination in English Language Arts must NOT be used to determine students' final scores for this administration.

Online Submission of Teacher Evaluations of the Test to the Department

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

1. Go to http://www.forms2.nysed.gov/emsc/osa/exameval/reexameval.cfm.

2. Select the test title.

3. Complete the required demographic fields.

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

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

Regents Examination in English Language Arts – August 2017

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

(Use for the August 2017 examination only.)

Weighted Raw Score*	Scale Score	Performance Level	Weighted Raw Score*	Scale Score	Performance Level
56	100	5	27	52	1
55	99	5	26	48	1
54	99	5	25	45	1
53	99	5	24	41	1
52	99	5	23	38	1
51	98	5	22	34	1
50	98	5	21	31	1
49	97	5	20	27	1
48	96	5	19	24	1
47	94	5	18	21	1
46	92	5	17	17	1
45	91	5	16	14	1
44	89	5	15	12	1
43	88	5	14	10	1
42	87	5	13	8	1
41	85	5	12	8	1
40	84	4	11	7	1
39	82	4	10	6	1
38	80	4	9	5	1
37	79	4	8	4	1
36	76	3	7	4	1
35	74	3	6	3	1
34	72	3	5	2	1
33	69	3	4	2	1
32	67	3	3	1	1
31	65	3	2	1	1
30	61	2	1	1	1
29	58	2	0	0	1
28	55	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: http://www.p12.nysed.gov/assessment/hsgen/.