

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

REGENTS EXAMINATION

IN

ENGLISH LANGUAGE ARTS

Tuesday, August 16, 2022 — 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

A White Heron

In this excerpt from a short story, nine-year-old Sylvia has grown to appreciate nature while living with her grandmother in a forest in Maine.

The woods were already filled with shadows one June evening, just before eight o'clock, though a bright sunset still glimmered faintly among the trunks of the trees. A little girl was driving home her cow, a plodding, dilatory, provoking creature in her behavior, but a valued companion for all that. They were going away from whatever light there was, and striking
5 deep into the woods, but their feet were familiar with the path, and it was no matter whether their eyes could see it or not. ...

Suddenly this little woods-girl is horror-stricken to hear a clear whistle not very far away. Not a bird's-whistle, which would have a sort of friendliness, but a boy's whistle, determined, and somewhat aggressive. Sylvia left the cow to whatever sad fate might await
10 her, and stepped discreetly aside into the brushes, but she was just too late. The enemy had discovered her, and called out in a very cheerful and persuasive tone, "Halloa, little girl, how far is it to the road?" and trembling Sylvia answered almost inaudibly, "A good ways." ...

"I have been hunting for some birds," the stranger said kindly, "and I have lost my way, and need a friend very much. Don't be afraid," he added gallantly. "Speak up and tell me
15 what your name is, and whether you think I can spend the night at your house, and go out gunning early in the morning."

Sylvia was more alarmed than before. Would not her grandmother consider her much to blame? But who could have foreseen such an accident as this? It did not seem to be her fault, and she hung her head as if the stem of it were broken, but managed to answer
20 "Sylvy," with much effort when her companion again asked her name.

Mrs. Tilley was standing in the doorway when the trio came into view. The cow gave a loud moo by way of explanation. ...

The young man stood his gun beside the door, and dropped a lumpy game-bag beside it; then he bade Mrs. Tilley good-evening, and repeated his wayfarer's story, and asked if he
25 could have a night's lodging.

"Put me anywhere you like," he said. "I must be off early in the morning, before day; but I am very hungry, indeed. You can give me some milk at any rate, that's plain."

"Dear sakes, yes," responded the hostess, whose long slumbering hospitality seemed to be easily awakened. "You might fare better if you went out to the main road a mile or so,
30 but you're welcome to what we've got. I'll milk right off, and you make yourself at home. You can sleep on husks or feathers," she proffered¹ graciously. "I raised them all myself. There's good pasturing for geese just below here towards the ma'sh.² Now step round and

¹proffered — offered

²ma'sh — marsh

set a plate for the gentleman, Sylvy!” And Sylvia promptly stepped. She was glad to have something to do, and she was hungry herself. . . .

35 Soon it would be berry-time, and Sylvia was a great help at picking. The cow was a good milker, though a plaguy³ thing to keep track of, the hostess gossiped frankly, adding presently that she had buried four children, so Sylvia’s mother, and a son (who might be dead) in California were all the children she had left. “Dan, my boy, was a great hand to go
40 gunning,” she explained sadly. “I never wanted for pa’ttridges or gray squer’ls while he was to home. He’s been a great wand’rer, I expect, and he’s no hand to write letters. There, I don’t blame him, I’d ha’ seen the world myself if it had been so I could.”

 “Sylvy takes after him,” the grandmother continued affectionately, after a minute’s pause. “There ain’t a foot o’ ground she don’t know her way over, and the wild creaturs counts her one o’ themselves. Squer’ls she’ll tame to come an’ feed right out o’ her hands,
45 and all sorts o’ birds. Last winter she got the jaybirds to bangeing⁴ here, and I believe she’d ’a’ scanted herself of her own meals to have plenty to throw out amongst ’em, if I had n’t kep’ watch. Anything but crows, I tell her, I’m willin’ to help support—though Dan he had a tamed one o’ them that did seem to have reason same as folks. It was round here a good spell after he went away. Dan an’ his father they did n’t hitch,—but he never held
50 up his head ag’in after Dan had dared him an’ gone off.”

The guest did not notice this hint of family sorrows in his eager interest in something else.

 “So Sylvy knows all about birds, does she?” he exclaimed, as he looked round at the little girl who sat, very demure⁵ but increasingly sleepy, in the moonlight. “I am making a
55 collection of birds myself. I have been at it ever since I was a boy.” (Mrs. Tilley smiled.) “There are two or three very rare ones I have been hunting for these five years. I mean to get them on my own ground if they can be found.”

 “Do you cage ’em up?” asked Mrs. Tilley doubtfully, in response to this enthusiastic announcement.

60 “Oh no, they’re stuffed and preserved, dozens and dozens of them,” said the ornithologist,⁶ “and I have shot or snared every one myself. I caught a glimpse of a white heron a few miles from here on Saturday, and I have followed it in this direction. They have never been found in this district at all. The little white heron, it is,” and he turned again to look at Sylvia with the hope of discovering that the rare bird was one of her acquaintances.

65 But Sylvia was watching a hop-toad in the narrow footpath. . . .

 Sylvia’s heart gave a wild beat; she knew that strange white bird, and had once stolen softly near where it stood in some bright green swamp grass, away over at the other side of the woods. There was an open place where the sunshine always seemed strangely yellow and hot, where tall, nodding rushes grew, and her grandmother had warned her that she
70 might sink in the soft black mud underneath and never be heard of more. Not far beyond were the salt marshes just this side the sea itself, which Sylvia wondered and dreamed much about, but never had seen, whose great voice could sometimes be heard above the noise of the woods on stormy nights.

 “I can’t think of anything I should like so much as to find that heron’s nest,” the
75 handsome stranger was saying. “I would give ten dollars to anybody who could show it to

³plaguy — bothersome

⁴bangeing — loitering

⁵demure — reserved

⁶ornithologist — a person who studies birds

me,” he added desperately, “and I mean to spend my whole vacation hunting for it if need be. Perhaps it was only migrating, or had been chased out of its own region by some bird of prey.”

80 Mrs. Tilley gave amazed attention to all this, but Sylvia still watched the toad, not divining,⁷ as she might have done at some calmer time, that the creature wished to get to its hole under the door-step, and was much hindered by the unusual spectators at that hour of the evening. No amount of thought, that night, could decide how many wished-for treasures the ten dollars, so lightly spoken of, would buy. ...

85 No, she must keep silence! What is it that suddenly forbids her and makes her dumb? Has she been nine years growing and now, when the great world for the first time puts out a hand to her, must she thrust it aside for a bird’s sake? The murmur of the pine’s green branches is in her ears, she remembers how the white heron came flying through the golden air and how they watched the sea and the morning together, and Sylvia cannot speak; she cannot tell the heron’s secret and give its life away. ...

—Sarah Orne Jewett
excerpted from “A White Heron”
A White Heron and Other Stories, 1886
Houghton, Mifflin and Company

⁷divining — understanding

- 1 The word “dilatatory” as used in line 3 most nearly means
- (1) competitive
 - (2) pleasing
 - (3) dawdling
 - (4) intelligent
- 2 The stranger’s statement “I have been hunting for some birds” (line 13) foreshadows Sylvia’s
- (1) emotional growth
 - (2) inner struggle
 - (3) act of betrayal
 - (4) change of heart
- 3 The statement “You can give me some milk at any rate, that’s plain” (line 27) suggests that the young man is
- (1) nervous
 - (2) assertive
 - (3) judgmental
 - (4) careful
- 4 The figurative language in lines 28 and 29 reveals that
- (1) lodging in the town was inconvenient
 - (2) Mrs. Tilley and Sylvia were not fond of visitors
 - (3) life on the farm was monotonous
 - (4) Mrs. Tilley and Sylvia did not have guests often
- 5 The grandmother characterizes Sylvia in lines 42 through 47 as having a
- (1) fear of loneliness
 - (2) need for security
 - (3) kinship with nature
 - (4) disregard for authority
- 6 The details in lines 51 and 52 show that the guest is
- (1) misunderstood by his hosts
 - (2) amused by Mrs. Tilley’s stories
 - (3) sensitive to Sylvia’s feelings
 - (4) preoccupied with his own ideas
- 7 Lines 58 through 61 serve to
- (1) provide the solution
 - (2) highlight the setting
 - (3) reinforce a deception
 - (4) emphasize a conflict
- 8 Lines 86 through 89 reveal a central idea by depicting Sylvia’s
- (1) certainty about her own beliefs
 - (2) gratitude for her personal freedom
 - (3) concern about her poor decisions
 - (4) sense of her own helplessness
- 9 Which statement best demonstrates a difference between the young man’s and Sylvia’s values?
- (1) “I have lost my way, and need a friend very much” (lines 13 and 14)
 - (2) “I must be off early in the morning, before day” (line 26)
 - (3) “I have followed it [the white heron] in this direction” (line 62)
 - (4) “I would give ten dollars to anybody who could show it to me” (lines 75 and 76)

Reading Comprehension Passage B

Brand New Ancients

In the old days
the myths were the stories we used to explain ourselves.
But how can we explain the way we hate ourselves,
the things we've made ourselves into,
5 the way we break ourselves in two,
the way we overcomplicate ourselves?

But we are still mythical.
We are still permanently trapped somewhere between the
heroic and the pitiful.
10 We are still godly;
that's what makes us so monstrous.
But it feels like we've forgotten we're much more than the
sum of all
the things that belong to us.

15 The empty skies rise
over the benches where the old men sit—
they are desolate
and friendless
and the young men spit;
20 inside they're delicate, but outside they're reckless and
I reckon
that these are our heroes,
these are our legends.

That face on the street you walk past without looking at,
25 or that face on the street that walks past you without
looking back

or the man in the supermarket trying to keep his kids out of
his trolley,¹
or the woman by the postbox fighting with her broolly,²
30 every single person has a purpose in them burning.
Look again, and allow yourself to see *them*.

Millions of characters,
each with their own epic narratives
singing *it's hard to be an angel*
35 *until you've been a demon*.

¹trolley — grocery cart

²broolly — umbrella

The sky is so perfect it looks like a painting
but the air is so thick that we feel like we're fainting.

Still

- 40 the myths in this city have always said the same thing—
about how all we need is a place to belong;
how all we need is to know what's right from what's wrong and
how we all need is to struggle to find out for ourselves
which side we are on.

- 45 We all need to love
and be loved
and keep going. ...

—Kae Tempest
excerpted from *Brand New Ancients*, 2013
Bloomsbury

10 In the first stanza, the narrator refers to myths to explain humans'

- (1) need to analyze themselves
- (2) tendency to ignore their problems
- (3) inclination to overindulge themselves
- (4) desire to organize their lives

11 The statement "We are still godly;/that's what makes us so monstrous" (lines 10 and 11) suggests

- (1) human reluctance to learn from the past
- (2) the contradictions within human nature
- (3) human attachment to material possessions
- (4) the limitations of human imagination

12 As used in line 30, the word "burning" most nearly means

- (1) presenting a danger
- (2) difficult to ignore
- (3) necessary to control
- (4) lasting a short time

13 Which lines best reflect a central idea of the poem?

- (1) "how can we explain the way we hate ourselves" (line 3)
- (2) "The empty skies rise/over the benches where the old men sit" (lines 15 and 16)
- (3) "Millions of characters,/each with their own epic narratives" (lines 32 and 33)
- (4) "the air is so thick that we feel like we're fainting" (line 37)

14 Throughout the poem, the narrator develops a central idea primarily through the use of

- (1) understatement
- (2) historical anecdotes
- (3) contrasting images
- (4) personification

Reading Comprehension Passage C

Inside Google’s Moonshot Factory

A snake-robot designer, a balloon scientist, a liquid-crystals technologist, an extradimensional physicist, a psychology geek, an electronic-materials wrangler, and a journalist walk into a room. The journalist turns to the assembled crowd and asks: Should we build houses on the ocean?

5 The setting is X, the so-called moonshot factory at Alphabet, the parent company of Google. And the scene is not the beginning of some elaborate joke. The people in this room have a particular talent: They dream up far-out answers to crucial problems. The dearth¹ of housing in crowded and productive coastal cities is a crucial problem. Oceanic residences are, well, far-out. At the group’s invitation, I was proposing my own moonshot idea, despite
10 deep fear that the group would mock it.

Like a think-tank² panel with the instincts of an improv troupe,³ the group sprang into an interrogative frenzy. “What are the specific economic benefits of increasing housing supply?” the liquid-crystals guy asked. “Isn’t the real problem that transportation infrastructure is so expensive?” the balloon scientist said. “How sure are we that living in
15 densely built cities makes us happier?” the extradimensional physicist wondered. Over the course of an hour, the conversation turned to the ergonomics of Tokyo’s high-speed trains and then to Americans’ cultural preference for suburbs. Members of the team discussed commonsense solutions to urban density, such as more money for transit, and eccentric ideas, such as acoustic technology to make apartments soundproof and self-driving housing
20 units that could park on top of one another in a city center. At one point, teleportation enjoyed a brief hearing. . . .

These ideas might sound too random to contain a unifying principle. But they do. Each X idea adheres to a simple three-part formula. First, it must address a huge problem; second, it must propose a radical solution; third, it must employ a relatively feasible
25 technology. In other words, any idea can be a moonshot—unless it’s frivolous, small-bore,⁴ or impossible.

The purpose of X is not to solve Google’s problems; thousands of people are already doing that. Nor is its mission philanthropic.⁵ Instead X exists, ultimately, to create world-changing companies that could eventually become the *next* Google. The enterprise
30 considers more than 100 ideas each year, in areas ranging from clean energy to artificial intelligence. But only a tiny percentage become “projects,” with full-time staff working on them. It’s too soon to know whether many (or any) of these shots will reach the moon: X was formed in 2010, and its projects take years; critics note a shortage of revenue to date. But several projects—most notably Waymo, its self-driving-car company, recently valued at \$70
35 billion by one Wall Street firm—look like they may. . . .

Creativity is an old practice but a new science. It was only in 1950 that J. P. Guilford, a renowned psychologist at the University of Southern California, introduced the discipline of creativity research in a major speech to the American Psychological Association. “I

¹dearth — lack

²think-tank — a group of experts who study a problem

³improv troupe — a theatrical group that makes up their scenes in the moment

⁴small-bore — trivial

⁵philanthropic — charitable

40 discuss the subject of creativity with considerable hesitation,” he began, “for it represents
an area in which psychologists generally, whether they be angels or not, have feared to
tread.” It was an auspicious⁶ time to investigate the subject of human ingenuity, particularly
on the West Coast. In the next decade, the apricot farmland south of San Francisco took its
first big steps toward becoming Silicon Valley.⁷

45 Yet in the past 60 years, something strange has happened. As the academic study of
creativity has bloomed, several key indicators of the country’s creative power have turned
downward, some steeply. Entrepreneurship may have grown as a status symbol, but
America’s start-up rate has been falling for decades. The label *innovation* may have spread
like ragweed to cover every minuscule⁸ tweak of a soda can or a toothpaste flavor, but the
50 rate of productivity growth has been mostly declining since the 1970s. Even Silicon Valley
itself, an economic powerhouse, has come under fierce criticism for devoting its
considerable talents to trivial problems, like making juice or hailing a freelancer to pick up
your laundry.

Breakthrough technology results from two distinct activities that generally require
different environments—*invention* and *innovation*. Invention is typically the work of
55 scientists and researchers in laboratories, like the transistor,⁹ developed at Bell Laboratories
in the 1940s. Innovation is an invention put to commercial use, like the transistor radio, sold
by Texas Instruments in the 1950s. Seldom do the two activities occur successfully under
the same roof. They tend to thrive in opposite conditions; while competition and consumer
choice encourage innovation, invention has historically prospered in labs that are insulated
60 from the pressure to generate profit.

The United States’ worst deficit today is not of incremental innovation but of
breakthrough invention. Research-and-development spending has declined by two-thirds
as a share of the federal budget since the 1960s. The great corporate research labs of the
mid-20th century, such as Bell Labs and Xerox Palo Alto Research Center (PARC), have
65 shrunk and reined in their ambitions. America’s withdrawal from moonshots started with
the decline in federal investment in basic science. Allowing well-funded and diverse teams
to try to solve big problems is what gave us the nuclear age, the transistor, the computer,
and the internet. Today, the U.S. is neglecting to plant the seeds of this kind of ambitious
research, while complaining about the harvest.

70 No one at X would claim that it is on the verge of unleashing the next platform
technology, like electricity or the internet—an invention that could lift an entire economy.
Nor is the company’s specialty the kind of basic science that typically thrives at research
universities. But what X is attempting is nonetheless audacious.¹⁰ It is investing in both
invention and innovation. Its founders hope to demystify and routinize the entire process
75 of making a technological breakthrough—to nurture each moonshot, from question to idea
to discovery to product—and, in so doing, to write an operator’s manual for radical
creativity. ...

“There is still a huge misconception today that big leaps in technology come from
companies racing to make money, but they do not,” says Jon Gertner, the author of *The Idea*
80 *Factory*, a history of Bell Labs. “Companies are really good at combining existing

⁶auspicious — favorable

⁷Silicon Valley — home to many start-up and global technology companies

⁸minuscule — very small

⁹transistor — a miniature electronic component

¹⁰audacious — bold

breakthroughs in ways that consumers like. But the breakthroughs come from patient and curious scientists, not the rush to market.” In this regard, X’s methodical approach to invention, while it might invite sneering from judgmental critics and profit-hungry investors, is one of its most admirable qualities. Its pace and its patience are of another era. ...

85 Insisting on quick products and profits is the modern attitude of innovation that X continues to quietly resist. For better and worse, it is imbued¹¹ with an appreciation for the long gestation period of new technology.

90 Technology is a tall tree, John Fernald [an economist] told me. But planting the seeds of invention and harvesting the fruit of commercial innovation are entirely distinct skills, often mastered by different organizations and separated by many years. “I don’t think of X as a planter or a harvester, actually,” Fernald said. “I think of X as building taller ladders. They reach where others cannot.” Several weeks later, I repeated the line to several X employees. “That’s perfect,” they said. “That’s so perfect.” Nobody knows for sure what, if anything, the employees at X are going to find up on those ladders. But they’re reaching. At
95 least someone is.

—Derek Thompson
excerpted and adapted from “Inside Google’s Moonshot Factory”
The Atlantic, November 2017

¹¹imbued — filled

- | | |
|---|---|
| <p>15 The first paragraph reveals the group’s</p> <ul style="list-style-type: none">(1) varied backgrounds (3) social skills(2) potential conflicts (4) ethical differences <p>16 X is probably referred to as a “moonshot factory” (line 5) to emphasize the idea that</p> <ul style="list-style-type: none">(1) men will one day return to the Moon(2) people will look beyond Earth for shelter(3) inventions require an international effort(4) solutions require unconventional thinking <p>17 Each idea presented by the X panel (lines 22 through 26) must be</p> <ul style="list-style-type: none">(1) within guidelines(2) without complications(3) politically acceptable(4) consumer oriented | <p>18 The function of lines 27 through 29 is to</p> <ul style="list-style-type: none">(1) clarify the reason for Google developing X(2) justify the number of Google employees(3) highlight the influence of Google’s popularity(4) explain the necessity of Google’s expansion <p>19 Based on information in lines 29 through 35, a perceived problem associated with X is its</p> <ul style="list-style-type: none">(1) inability to sustain employee motivation(2) failure to produce an immediate profit(3) unwillingness to create new policies(4) reluctance to accept criticism <p>20 The “study of creativity” (lines 44 through 49) has</p> <ul style="list-style-type: none">(1) led to an increase in technology companies(2) led to changes in academic priorities(3) encouraged competition among researchers of creativity(4) had minimal impact on the growth of creativity |
|---|---|

- 21 The phrase “write an operator’s manual for radical creativity” (lines 76 and 77) reveals that X wants their company to
- (1) create fundamental divisions within other companies
 - (2) gain wealth by publishing their books
 - (3) prevent others from stealing their ideas
 - (4) model an innovative process for other companies
- 22 Lines 81 through 84 contribute to a central idea that most innovations at X result from
- (1) accidental discovery
 - (2) consumer demands
 - (3) systematic inquiry
 - (4) financial support
- 23 The figurative language in lines 91 and 92 emphasizes X’s
- (1) ambitious goal
 - (2) economic value
 - (3) cooperative atmosphere
 - (4) technical capability
- 24 Which quotation reflects a central idea of the text?
- (1) “But only a tiny percentage become ‘projects,’ with full-time staff working on them” (lines 31 and 32)
 - (2) “No one at X would claim that it is on the verge of unleashing the next platform technology, like electricity or the internet” (lines 70 and 71)
 - (3) “ ‘Companies are really good at combining existing breakthroughs in ways that consumers like’ ” (lines 80 and 81)
 - (4) “Insisting on quick products and profits is the modern attitude of innovation that X continues to quietly resist” (lines 85 and 86)
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Part 2

Argument

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

Topic: Should U.S. Congressional lawmakers have term limits?

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 U.S. Congressional lawmakers should have term limits. 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 U.S. Congressional lawmakers should have term limits
- 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 – Why No Term Limits for Congress? The Constitution

Text 2 – Darrell Berkheimer: How Term Limits Would Improve Congress

Text 3 – Why Term Limits?

Text 4 – Five Reasons to Oppose Congressional Term Limits

Text 1

Why No Term Limits for Congress¹? The Constitution

Whenever Congress makes people really mad (which seems to be most of the time lately) the call goes up for our national lawmakers to face term limits. I mean the president is limited to two terms, so term limits for members of Congress seem reasonable. There’s just one thing in the way: the U.S. Constitution.

Historical Precedence for Term Limits

5 ...At the federal level, the Articles of Confederation,² adopted in 1781, set term limits for delegates to the Continental Congress – the equivalent of the modern Congress – mandating that “no person shall be capable of being a delegate for more than three years in any term of six years.”

10 There have been [recent] congressional term limits. In fact, U.S. Senators and Representatives from 23 states faced term limits from 1990 to 1995, when the U.S. Supreme Court declared the practice unconstitutional with its decision in the case of *U.S. Term Limits, Inc. v. Thornton*.

15 In a 5-4 majority opinion written by Justice John Paul Stevens [1995], the Supreme Court ruled that the states could not impose congressional term limits because the Constitution simply did not grant them the power to do so.

20 In his majority opinion, Justice Stevens noted that allowing the states to impose term limits would result in “a patchwork of state qualifications” for members of the U.S. Congress, a situation he suggested would be inconsistent with “the uniformity and national character that the framers sought to ensure.” In a concurring³ opinion, Justice Anthony Kennedy wrote that state-specific term limits would jeopardize the “relationship between the people of the Nation and their National Government.” ...

So, the only way to impose term limits on Congress is to amend the Constitution, which is exactly what two current members of Congress are trying to do, according to *About U.S. Politics* expert Tom Murse. ...

The Pros and Cons of Congressional Term Limits

25 Even political scientists remain divided on the question of term limits for Congress. Some argue that the legislative process would benefit from “fresh blood” and ideas, while others view the wisdom gained from long experience as essential to the continuity⁴ of government.

The Pros of Term Limits

30 **Limits Corruption:** The power and influence gained by being a member of Congress for a long period of time tempt lawmakers to base their votes and policies on their own self-interest, instead of those of the people. Term limits would help prevent corruption and reduce the influence of special interests.⁵

Congress – It’s Not a Job: Being a member of Congress should not become the officeholder’s career. People who choose to serve in Congress should do so for noble reasons and a true desire to serve the people, not just to have a perpetual well-paying job.

¹Congress — the U.S. House of Representatives and Senate

²Articles of Confederation — the original 1781 constitution, which was replaced by the U.S. Constitution in 1789

³concurring — agreeing

⁴continuity — stability

⁵special interests — groups or individuals seeking to influence government policy

35 **Bring in Some Fresh Ideas:** Any organization – even Congress – thrives when fresh new ideas are offered and encouraged. The same people holding the same seat for years leads to stagnation.⁶ Basically, if you always do what you’ve always done, you’ll always get what you’ve always got. New people are more likely to think outside the box.

40 **Reduce Fundraising Pressure:** Both lawmakers and voters dislike the role money plays in the democratic system. Constantly facing reelection, members of Congress feel pressured to devote more time to raising campaign funds than to serving the people. While imposing term limits might not have much of an effect on the overall amount of money in politics, it would at least limit the amount of time elected officials will have to donate to fundraising.

The Cons of Term Limits

45 **It’s Undemocratic:** Term limits would actually limit the right of the people to choose their elected representatives. As evidenced by the number of incumbent⁷ lawmakers reelected in every midterm election, many Americans truly like their representative and want them to serve for as long as possible. The mere fact that a person has already served should not deny the voters a chance to return them to office.

50 **Experience is Valuable:** The longer you do a job, the better you get at it. Lawmakers who have earned the trust of the people and proven themselves to be honest and effective leaders should not have their service cut short by term limits. New members of Congress face a steep learning curve. Term limits would reduce the chances of new members growing into the job and becoming better at it.

55 **Throwing Out the Baby With the Bathwater:** Yes, term limits would help eliminate some of the corrupt, power-hungry and incompetent lawmakers, but it would also get rid of all the honest and effective ones.

60 **Getting to Know Each Other:** One of the keys to being a successful legislator is working well with fellow members. Trusts and friendships among members across party lines are essential to progress on controversial legislation. Such politically bipartisan friendships take time to develop. Term limits would reduce the chances for legislators to get to know each other and use those relationships to the advantage of both parties and, of course, the people.

—Robert Longley
excerpted and adapted from “Why No Term Limits
for Congress? The Constitution”
www.thoughtco.com, July 3, 2017

⁶stagnation — lack of progression

⁷incumbent — currently in office

Text 2

Darrell Berkheimer: How Term Limits Would Improve Congress

The ancient Greek and Roman democracies provided us with many lessons to learn — and sometimes re-learn. One we definitely failed to learn is the importance of governmental term limits, and for the very reason the Greeks and Romans enacted term limits: to control corruption. ...

5 Many of our U.S. founders were educated in the classics and were familiar with the Greek and Roman practice of office rotation to limit corruption. Colonial debates reveal a desire to profit from the example of the ancient democracies, and several colonies experimented with term limits.

10 Both Benjamin Franklin and Thomas Jefferson announced their favor of term limits. And a limit of three years for serving in Continental Congress was established by the Articles of Confederation, adopted in 1781. But term limits were omitted when the Constitution was adopted in 1789.

15 As the states were ratifying¹ the Constitution (1787–88), several leading statesmen regarded the lack of mandatory limits to tenure² as a dangerous defect, especially for the presidency and the Senate. Richard Henry Lee of Virginia viewed the absence of legal limits to tenure as “most highly and dangerously oligarchic.”³

20 Concern about the development of professional politicians serving unlimited terms did not become an issue until the 20th century — because rotation in office was a popular 19th-century concept. Both citizens and office holders viewed rotating out of office as the normal thing to do after a couple terms.

That practice and attitude did not begin to decline until after the Civil War. The subsequent adoption of the primary system and civil service reforms also ushered in the idea of professionalism in office. By the turn of the 20th century, continuing incumbency was accepted.

25 But now we can point to the extreme as the latest figures show we have had 110 Congress members who served 36 or more years. And seven served for more than 50 years (one for 59 years) before they either died or retired. ...

In addition, statistics from the past 30 years show that incumbents in both the U.S. House and Senate have been re-elected 80 and 90 percent of the time.

30 Such little turnover and lengthy service raises the question: To get re-elected, are incumbents serving their home state and political party to the detriment of the needs of our nation? ...

Enactment of term limits will destroy the current seniority system and force an infusion of fresh, and perhaps more conscientious, representatives into our Congress. ...

¹ratifying — officially approve

²tenure — period in office

³oligarchic — characteristic of a government run by a few persons

35 We need to remind them that we elect them to Congress to vote for the benefit of the entire nation — not just the corporations and pressure groups that finance their election campaigns — and not only the constituents⁴ in their home state. ...

—Darrell Berkheimer
excerpted from “Darrell Berkheimer: How Term Limits Would Improve Congress”
www.theunion.com, September 15, 2017

⁴constituents — voters

Text 3

Why Term Limits?

Early in the 1990s a grassroots¹ movement to limit the terms of elected officials in various public offices blossomed nationwide. Term-limit ballot initiatives passed in 19 states, usually by landslide margins. The U.S. Supreme Court threw out all state-imposed term limits on federal positions in 1995, but those for state and local offices were affirmed.

The Citizen-Legislator

5 ...It was Benjamin Franklin who summed up the best case for term limits more than two centuries ago: “In free governments, the rulers are the servants, and the people their superiors.... For the former to return among the latter does not degrade, but promote them.”

10 In other words, when politicians know they must return to ordinary society and live under the laws passed while they were in government, at least some of them will think more carefully about the long-term effects of the programs they support. Their end-all will not be re-election, because that option will not be available. ...

15 Opponents charge that limits are inherently² antidemocratic, that people should be free to elect to office whomever they want and that voters inherently have the power to limit terms simply by voting incumbents out. But judging by the huge support that term limits have usually won at the ballot box—and still enjoy in most local polls—large numbers of citizens feel that a political system without limits is a stacked deck.³ Any system that allows incumbents to amass so much power and attention in office that challengers can rarely win is surely in need of a corrective.

Anti-Term-Limit Arguments

20 Term-limit advocates properly point out that we already fix all sorts of restrictions on who can and cannot hold office, no matter how popular they may be—from age and residency requirements to two four-year terms for the president. Indeed, it isn’t widely understood that term limits is an old concept. With regard to municipal offices, it dates back at least to 1851, when the Indiana state constitution imposed them for almost every elected county office. ...

25 Without long-term legislators, according to another anti-term-limit argument, “inexperienced” legislators won’t be able to control the permanent bureaucracy. That’s a red herring.⁴ Legislators ultimately control the purse and the power to control the bureaucrats any time they want to, and we must not overlook the unholy alliances built up between bureaucracies and long-term legislators. Surely, the “experience” of living as a private citizen under the rules and taxes one voted for as a legislator is just as valuable and instructive, if not more so, than the experience of cooking up those rules and taxes in the first place.

30 Term limits have been approved almost everywhere they’ve been on the ballot because concerned citizens see them as a positive structural reform, a necessary step to change the incentives of legislators so they would think more about the good of their states and country and less about their next campaign. Those citizens want to ensure a regular supply of fresh

¹grassroots — the basic local level of political activity

²inherently — in essence

³stacked deck — unfair advantage

⁴red herring — something intended to mislead

blood and new ideas in legislative bodies. They want to open the system to more people from a variety of professions. They want to make public officials less responsive to organized, well-heeled lobbies⁵ and more interested in serving the welfare of society at large. ...

—Lawrence W. Reed
excerpted from “Why Term Limits?”
<https://fee.org>, May 1, 2001

⁵well-heeled lobbies — wealthy groups or individuals seeking to influence government policy

Text 4

Five Reasons to Oppose Congressional Term Limits

5 Congressional term limits have long been argued to be an easy mechanism for improving the effectiveness of Congress and government at large. More specifically, advocates suggest term limits would allow members to spend less time dialing for dollars and more time on policymaking, allow them to make unpopular but necessary decisions without fear of retaliation at the ballot box, and avoid the corruptive influence of special interests that many assume is an inevitable result of spending too much time in Washington, D.C. ...

Much of the term-limit reasoning makes sense. However, it ignores the very real downsides that would result. Despite widespread support, instituting term limits would have numerous negative consequences for Congress.

10 Limiting the number of terms members can serve would:

1. Take power away from voters: Perhaps the most obvious consequence of establishing congressional term limits is that it would severely curtail¹ the choices of voters. A fundamental principle in our system of government is that voters get to choose their representatives. Voter choices are restricted when a candidate is barred from being on the ballot.

2. Severely decrease congressional capacity: Policymaking is a profession in and of itself. Our system tasks lawmakers with creating solutions to pressing societal problems, often with no simple answers and huge likelihoods for unintended consequences. Crafting legislative proposals is a learned skill; as in other professions, experience matters. In fact, as expert analysis has shown with the recently passed Senate tax bill, policy crafted by even the most experienced of lawmakers is likely to have ambiguous² provisions and loopholes that undermine the intended effects of the legislation. The public is not best served if inexperienced members are making policy choices with widespread, lasting effects.

25 Being on the job allows members an opportunity to learn and navigate the labyrinth³ of rules, precedents⁴ and procedures unique to each chamber. Term limits would result in large swaths of lawmakers forfeiting their hard-earned experience while simultaneously requiring that freshman members make up for the training and legislative acumen⁵ that was just forced out of the door.

30 Plus, even with term limits, freshman members would still likely defer to more experienced lawmakers—even those with just one or two terms of service—who are further along the congressional learning curve or who have amassed some level of institutional clout. Much as we see today, this deference⁶ would effectively consolidate power in members that have experience in the art of making laws. In other words, a new, though less-experienced, Washington “establishment” would still wield a disproportionate degree of power over policymaking. ...

¹curtail — limit

²ambiguous — unclear

³labyrinth — a puzzle

⁴precedents — accepted or established practices

⁵acumen — insight or good judgment

⁶deference — respect

3. Limit incentives for gaining policy expertise: Members who know their time in Congress is limited will face less pressure to develop expertise on specific issues simply because, in most cases, the knowledge accrued⁷ won't be nearly as valuable in a few short years. ...

40 Thus, term limits would impose a tremendous brain drain on the institution. Fewer experienced policymakers in Congress results in increased influence of special interests that are ready and willing to fill the issue-specific information voids. Additionally, a decrease in the number of seasoned⁸ lawmakers would result in greater deference to the executive branch and its agencies that administer the laws on a daily basis, given their greater expertise
45 and longer tenure.

4. Automatically kick out effective lawmakers: No matter how knowledgeable or effectual⁹ a member may be in the arduous¹⁰ tasks of writing and advancing legislation, term limits would ensure that his or her talents will run up against a strict time horizon. In what
50 other profession do we force the best employees into retirement with no consideration as to their abilities or effectiveness on the job? Doesn't it make more sense to capitalize on their skills, talents and experience, rather than forcing them to the sidelines where they will do their constituents, the public and the institution far less good? Kicking out popular and competent lawmakers simply because their time runs out ultimately results in a bad return on the investment of time spent learning and mastering the ins and outs of policymaking in
55 Congress.

5. Do little to minimize corruptive behavior or slow the revolving door: Because term limits have never existed on the federal level, political scientists have studied states' and foreign governments' experiences with term limits to project what effects the measure would have on Congress. These studies regularly find that many of the corruptive, 'swampy,'
60 influences advocates contend would be curtailed by instituting term limits are, in fact, exacerbated¹¹ by their implementation. ...

On the surface, the case for term limits is strong given their potential to curtail the forces of corruption that so many assume dictate the ways of Washington. But, precisely because the creation of successful public policies by even the most experienced of officials is so difficult
65 and uncertain, we should not mandate that our most effective and seasoned lawmakers be forced out of the institution. Instead, as constituents, we should rely on the most effective mechanism available to remove unresponsive, ineffectual members of Congress: elections.

—Casey Burgat
excerpted from “Five Reasons to Oppose
Congressional Term Limits”
www.brookings.edu, January 18, 2018

⁷accrued — accumulated

⁸seasoned — experienced

⁹effectual — effective

¹⁰arduous — difficult

¹¹exacerbated — worsened

Part 3

Text-Analysis Response

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

Guidelines:

Be sure to:

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

Text

Blue Winds Dancing

In the following excerpt, an American Indian college student leaves school to return to his home on a Chippewa Reservation in the early 1900s.

There is a moon out tonight. Moon and stars and clouds tipped with moonlight. And there is a fall wind blowing in my heart. Ever since this evening, when against a fading sky I saw geese wedge southward. They were going home . . . Now I try to study, but against the pages I see them again, driving southward. Going home.

5 Across the valley there are heavy mountains holding up the night sky, and beyond the mountains there is home. Home, and peace, and the beat of drums, and blue winds dancing over snow fields. The Indian lodge will fill with my people, and our gods will come and sit among them. I should be there then. I should be at home.

10 But home is beyond the mountains, and I am here. Here where fall hides in the valleys, and winter never comes down from the mountains. Here where all the trees grow in rows; the palms stand stiffly by the roadsides, and in the groves the orange trees line in military rows, and endlessly bear fruit. Beautiful, yes; there is always beauty in order, in rows of growing things! But it is the beauty of captivity. A pine fighting for existence on a windy knoll¹ is much more beautiful. . . .

15 That land which is my home! Beautiful, calm—where there is no hurry to get anywhere, no driving to keep up in a race that knows no ending and no goal. No classes where men talk and talk, and then stop now and then to hear their own words come back to them from the students. No constant peering into the maelstrom² of one’s mind; no worries about grades and honors; no hysterical preparing for life until that life is half over; no anxiety
20 about one’s place in the thing they call Society.

I hear again the ring of axes in deep woods, the crunch of snow beneath my feet. I feel again the smooth velvet of ghost-birch bark. I hear the rhythm of the drums. . . . I am tired. I am weary of trying to keep up this bluff of being civilized. Being civilized means trying to do everything you don’t want to, never doing anything you want to. It means dancing
25 to the strings of custom and tradition; it means living in houses and never knowing or caring who is next door. These civilized white men want us to be like them—always dissatisfied, getting a hill and wanting a mountain. . . .

I am tired. I want to walk again among the ghost-birches. I want to see the leaves turn in autumn, the smoke rise from the lodgehouses, and to feel the blue winds. I want to hear
30 the drums; I want to hear the drums and feel the blue whispering winds.

There is a train wailing into the night. The trains go across the mountains. It would be easy to catch a freight. They will say he has gone back to the blanket; I don’t care. The dance at Christmas. . . .

I find a fellow headed for Albuquerque, and talk road-talk with him. “It is hard to ride
35 fruit cars. Bums break in. Better to wait for a cattle car going back to the Middle West, and ride that.” We catch the next east-bound [train] and walk the tops until we find a cattle car. Inside, we crouch near the forward wall, huddle, and try to sleep. I feel peaceful and content at last. I am going home. The cattle car rocks. I sleep.

¹knoll — small hill

²maelstrom — turmoil

40 Morning and the desert. Noon and the Salton Sea [California], lying more lifeless than
a mirage under a somber sun in a pale sky. Skeleton mountains rearing on the skyline,
thrusting out of the desert floor, all rock and shadow and edges. Desert. Good country for
an Indian reservation. ...

Phoenix. Pima country. Mountains that look like cardboard sets on a forgotten stage.
Tucson. Papago country. Giant cacti that look like petrified hitchhikers along the highways.
45 Apache country. At El Paso my road-buddy decides to go on to Houston. I leave him,
and head north to the mesa country. Las Cruces and the terrible Organ Mountains, jagged
peaks that instill fear and wondering. Albuquerque. Pueblos along the Rio Grande. On the
boardwalk there are some Indian women in colored sashes selling bits of pottery. The stone
age offering its art to the twentieth century. They hold up a piece and fix the tourists with
50 black eyes until, embarrassed, he buys or turns away. I feel suddenly angry that my people
should have to do such things for a living. ...

Northward again. Minnesota, and great white fields of snow; frozen lakes, and dawn
running into dusk without noon. Long forests wearing white. Bitter cold, and one night the
northern lights. I am nearing home.

55 I reach Woodruff at midnight. Suddenly I am afraid, now that I am but twenty miles
from home. Afraid of what my father will say, afraid of being looked on as a stranger by my
own people. I sit by a fire and think about myself and all other young Indians. We just don't
seem to fit anywhere—certainly not among the whites, and not among the older people.
I think again about the learned sociology professor and his professing. So many things seem
60 to be clear now that I am away from school and do not have to worry about some man's
opinion of my ideas. It is easy to think while looking at dancing flames.

Morning. I spend the day cleaning up, and buying some presents for my family with
what is left of my money. Nothing much, but a gift is a gift, if a man buys it with his last
quarter. I wait until evening, then start up the track toward home. ...

65 Just as a light snow begins to fall I cross the reservation boundary; somehow it seems as
though I have stepped into another world. Deep woods in a white-and-black winter night.
A faint trail leading to the village.

The railroad on which I stand comes from a city sprawled by a lake—a city with a
million people who walk around without seeing one another; a city sucking the life from all
the country around; a city with stores and police and intellectuals and criminals and movies
70 and apartment houses; a city with its politics and libraries and zoos.

Laughing, I go into the woods. As I cross a frozen lake I begin to hear the drums.
Soft in the night the drums beat. It is like the pulse beat of the world. The white line of the
lake ends at a black forest, and above the trees the blue winds are dancing. ...

—Tom Whitecloud
excerpted and adapted from “Blue Winds Dancing”
Scribner’s Magazine, February 1938

The State Education Department / The University of the State of New York
Regents Examination in English Language Arts – August 2022

Scoring Key: Part 1

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

MC = Multiple-choice question

Regents Examination in English Language Arts – August 2022

Scoring Key: Parts 2 and 3

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

ES = Essay R = Response

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

FOR TEACHERS ONLY

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

ELA

ENGLISH LANGUAGE ARTS

Tuesday, August 16, 2022— 8:30 to 11:30 a.m., only

RATING GUIDE

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

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

ENGLISH LANGUAGE ARTS

Mechanics of Rating

Scoring the Multiple–Choice Questions

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

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

Rating of Essay and Response Questions

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

Introduction to the Tasks

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

Introduction to the Rubric and Anchor Papers

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

Practice Scoring Individually

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

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

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



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

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

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

The idea of setting term limits for members of our modern day Congress has repeatedly surfaced over the years, with some individuals feeling that it is an ineffective, if not harmful, practice to allow ~~such~~ lawmakers the opportunity to remain in office for years on end. While there has been precedent for such practice dating back to the 1781 Articles of Confederation, setting term limits could actually prove more harmful to our democratic ideals and to our nation's legislative success. Thus, it is in our national interest to retain our present system and not hold our Congressional members to term limits.

Present studies show that over one hundred lawmakers have served thirty-six years or more (Text 2, lines 25-26). Proponents of term limits claim this can only lead to corruption and stagnation. They note that those lawmakers serving over an extended number of years may be tempted "to base their votes and policies on their own self-interest, instead of those of the people" (Text 1, lines 29-30) and favor special interests that support them, rather than the national populace as a whole. Bringing in "fresh blood" on a regular basis, they point out, allows for fresh ideas and prevents the practice of "always do what you've always done" (Text 1, line 37). They further claim that this change in policy would support our democratic ideals as "term limits have been approved

almost everywhere they've been on a ballot "

(Text 3, line 32).

On the contrary, setting term limits would be a step towards the dissolution of our Democratic rights. As noted in Text 3, "opponents charge that... people should be free to elect whomever they want and that voters inherently have the power to limit terms simply by voting incumbents out" (Text 3, lines 12-14). Opponents further contend that bringing in all new individuals every few years removes the element of experience which is an extremely valuable asset when it comes to functioning effectively and successfully in the political system. They note that "crafting legislative proposals is a learned skill" (Text 4, lines 18-19). Being in office over a period of time allows the lawmaker to learn how the system works, and to make connections and bonds that will allow for more effective policy making. As Casey Burgat points out, "Doesn't it make more sense to capitalize on their skills, talents, and experience, rather than forcing them to the sidelines where they will do their constituents, the public and the institution far less good?" (Text 4, lines 50-53). The experience and the bonding in itself can easily lead to new conversations and perspectives that will ~~be~~ prevent stagnation. And, in reality,

There will be those who are replaced with "fresh blood" when an incumbent retires or is democratically voted out. Thus, not having term limits allows for a blend of new ideas and years of experience which makes for an even more powerful and effective legislative system.

When all is said and done, it should be realized that the idea of setting term limits for our Congressional lawmakers should be put to rest. As a democracy, we should allow our nation's citizenry to decide who should be representing them and for how long as they feel their representative is successful in doing so. With our system free of legislative term limits, more diversity with a mix of the "new" and the "old" can only result in a more fair and effective system overall.

Anchor Level 6–A

The essay introduces a precise and insightful claim, as directed by the task (*While there has been precedent for such practice dating back to the 1781 Articles of Confederation, setting term limits could actually prove more harmful to our democratic ideals and to our nation’s legislative success. Thus, it is in our national interest to retain our present system and not hold our Congressional members to term limits*). The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*Opponents further contend that bringing in all new individuals every few years removes the element of experience which is an extremely valuable asset when it comes to functioning effectively and successfully in the political system*) and to distinguish the claim from alternate or opposing claims (*Proponents of term limits claim this can only lead to corruption and stagnation*). The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*They note that those lawmakers ... may be tempted “to base their votes and policies on their own self-interest, instead of those of the people” and “opponents charge that... people should be free to elect whomever they want and that voters inherently have the power to limit terms simply by voting incumbents out”*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 1, lines 29-30*) and (*Text 4, lines 18-19*)]. The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, first introducing the issue and a claim that opposes term limits, then presenting the rationale for the counterclaim focusing on concerns over *corruption and stagnation*, followed by a rebuttal to these concerns using arguments that support the claim (*On the contrary, setting term limits would be a step towards the dissolution of our democratic rights and The experience and the bonding in itself can easily lead to new conversations and perspectives*), concluding with a reaffirmation of the claim. The response establishes and maintains a formal style, using sophisticated language and structure (*Bringing in “fresh blood” on a regular basis, they point out, allows for fresh ideas and prevents the practice of “always do what you’ve always done” and When all is said and done, it should be realized that the idea of setting term limits for our Congressional lawmakers should be put to rest*). The essay demonstrates control of conventions with essentially no errors, even with sophisticated language.

When the United States Constitution was ~~first~~ adopted in 1789, there were no limits set on the tenures of ~~the~~ elected officials. Since its adoption, the Constitution ~~has~~ has grown to include ^{the} amendments ~~that~~ which limit the term of the presidency ~~to two years~~ (this coming after President Franklin Delano Roosevelt was elected to four terms, breaking the tradition established by George Washington of a two-term presidency). However, there ~~are~~ still ~~no~~ is not an amendment that limits the term of service of Congressmen and women. Although some may argue that Congressional terms of service should not be limited because this would take power from the people in deciding who is to hold office, this ~~is~~ statement is faulty, ^{and ultimately incorrect.} Congressmen should have their terms limited because they will be more likely to serve ~~the~~ the people rather than seeing ~~special~~ interests or their own wishes come true; new Congressmen will bring new ideas to ~~the~~ both houses, and corruption will be limited.

If Congressmen had their terms of service limited, they would be more inclined to ~~serve~~ serve the people ~~and~~ because of the mindset that their position is not permanent. Lawrence W. Reed writes that, "when politicians know they must return to ordinary society and live under the laws passed while they were in government, at least some of them will think more carefully about

the long-term effects of the programs they support" (Text 3 l. 8-10). Reed argues that if term limits were established, Congressmen would think more carefully before supporting certain legislation because they know they will have to live under those laws when their term is over. They will therefore ~~can~~ be more inclined to serve the interests of the people, not their own political interests, because they will soon be ~~a~~ part of "the people". Robert Longley writes that ~~the~~ Congressmen should ~~serve as~~ "serve as an official" for noble reasons and a true desire to serve the people" (Text 1 l. 33-34). If term limits were set, ~~the~~ officials would ~~run~~ because they want to serve the people, not to hold on to a prestigious and well-paying job.

Setting term limits on Congressmen would also allow for new ideas in Congress and, therefore, progress. Darrell Berkheimer details a statistic that says that in the past thirty years, those elected into ~~the~~ Congress "have been re-elected 80 and 90 percent of the time" (Text 2 l. 29). This continued re-election of officials means ~~that~~ there is little room for new ideas and proposals to infiltrate the legislative branch. Longley asserts it simply: "the same people holding the same seat for years leads to stagnation" (Text 1 l. 36-37). When individuals hold office for lengthy periods of time, it is seemingly impossible for new and

perhaps improved proposals to find their way into congressional discussions. Term limits would allow a new wave of new ideas for an ever-changing and -developing America.

Finally, congressional term limits would limit governmental corruption. Longby posits ~~the~~ that limits to tenure would "help prevent corruption and reduce the influence of special interests" (Text 1 l. 30-31). These special interest groups have a specific political goal they want to see achieved. Therefore, they will bribe Congressmen to see that legislation favorable for themselves, rather than for the general population, ~~is~~ is passed. ~~With~~ terms limits for Congressmen would rid these ^(Congress of) corrupt officials, who would likely ~~be~~ continued to be re-elected because of the influence of these interest groups. ~~Additionally,~~ ^{also,} ~~terms limits~~ Congress members should work for the benefit of the entire nation, "not only the constituents in their home state" (Text 2 l. 37). Voters in a certain state ~~may~~ are inclined to continue to elect an official who is working for the benefit of their state. This may be at the expense of the nation as a whole. Limits to congressional tenure would prevent the interests of a sole group or state from wholly the advancement of the entire nation.

Term limits should be placed on members of the United States Congress. These limits would

lead officials to truly serve the people, rather than themselves. The limits would also allow fresh ideas to enter into Congress while ridding Congress of corrupted officials. ~~It~~ It is true that the Constitution does ~~not~~ specifically set term limits for Congressmen. ~~However,~~ Nonetheless, an amendment was made to limit the president's tenure, therefore, an amendment to the Constitution should be made to limit congressional terms of service, reflecting ~~a~~ as ~~though~~ ~~our~~ progressive and advancing society that is ready ~~to~~ and willing to advance.

Anchor Level 6–B

The essay introduces a precise and insightful claim, as directed by the task (*Congressmen should have their terms limited because they will be more likely to serve the people rather than seeing their own wishes come true; new Congressmen will bring new ideas to both Houses, and corruption will be limited*). The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*If term limits were set, officials would run because they want to serve the people, not to hold on to a prestigious and well-paying job and When individuals hold office for lengthy periods of time, it is seemingly impossible for new and perhaps improved proposals to find their way into congressional discussions*) and to distinguish the claim from alternate or opposing claims. (*Although some may argue that Congressional terms of service should not be limited because this would take power from the people in deciding who is to hold office, this statement is faulty and ultimately incorrect and Voters in a certain state are inclined to continue to elect an official who is worthy for the benefit of their state. This may be at the expense of the nation as a whole*). The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*Lawrence W. Reed writes that, “when politicians know they must return to ordinary society and live under the laws passed while they were in government, at least some of them will think more carefully about the long-term effects of the programs they support” and Longley asserts it simply: “the same people holding the same seat for years leads to stagnation”*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 3, l. 8-10*) and (*Text 1, l. 30-31*)]. The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, with an introductory paragraph that presents the issue and an opposing view that leads to a rebuttal that establishes the claim, followed by three body paragraphs of support that focus on how term limits can allow for Congressmen to *be more inclined to serve the interests of the people*, for new people to bring in *new ideas* and how they can *limit governmental corruption*, and a concluding paragraph that reaffirms the claim (*Therefore, an amendment to the Constitution should be made to limit congressional terms of service, reflecting a progressive society that is ready and willing to advance*). The response establishes and maintains a formal style, using sophisticated language and structure (*Darrell Berkheimer details a statistic; This continued re-election of officials means there is little room for new ideas and proposals to infiltrate the legislative branch; The limits would also allow fresh ideas to enter into Congress while ridding Congress of corrupted officials*). The essay demonstrates control of conventions, exhibiting occasional errors (*to serve ... rather than seeing; will therefore be; Congressmen ... an official; years, those*) only when using sophisticated language.

Throughout recent years in United States history, the discussion of whether U.S. Congressional lawmakers ^{should} have term limits has been a heated and divisive one. Some argue for it, while others argue against it. However, Congressional lawmakers should have term limits, as it would prevent large amounts of corruption, bring in lawmakers with fresh ideas, and it would bring about the end of unfair advantages.

U.S. Congressional lawmakers should have term limits because it would prevent large amounts of corruption from within the political system. According to Text 1, lines 28-30, "The power and influence gained by being a member of Congress for a long period of time tempt lawmakers to base their votes and policies on their own self-interest, instead of those of the people." In essence, the effect of having a member of Congress stay in power for far too long could potentially result in special interest groups and personal greed getting in the way of what he or she was elected to do in the first place; serve the people.

Another reason to impose term limits on Congressional lawmakers would be that it would kickstart a resurgence of fresh ideas. According to Text 2, lines 33-34, "Enactment of term limits will destroy the current seniority system and force an infusion of fresh, and perhaps more conscientious, representatives into our Congress...." This shows that by putting term limits in place, it will be easier to elect lawmakers that are able to bring new and productive ideas to the table and are able to carry out and pass laws that are more relevant to the time.

Lastly, U.S. Congressional lawmakers should face term limits because it would bring about the end of unfair advantages in Congress. According to Text 3,

lines 15-18, "... large numbers of citizens feel that a political system without limits is a stacked deck. Any system that allows incumbents to amass so much power and attention in office that challenges can rarely win is surely in need of a corrective." What this represents is the concerns of the majority of voters whom feel that a Congress without term limits is an unfair advantage over lawmakers that want to bring about a current change in the system and have a much more minimal chance of being elected, due to an elected individual amassing large amounts of power over the years that they have served.

However, there are opponents of term limits that challenge these claims. Text 1, lines 45-46, state that the process is undemocratic and "... would actually limit the rights of the people to choose their elected representatives." This is a fair point, but on the contrary, it would limit the amount of power that a lawmaker could amass and destroy reigning dynasties of corruption in turn. In addition, Text 4, lines 36-37, state that the process will "limit incentives for gaining policy expertise" in that "lawmakers" will face less pressure to develop expertise on certain issues." This also brings about a decent point. However, the limited time span would only place more pressure on lawmakers to develop expertise in the field and get their ideas out there as fast as possible. On top of that, somewhat limiting the amount of expertise could also limit the potential amount of corruption from donors, self-interest groups and personal gain of lawmakers.

In conclusion, the United States should carry out term limits onto Congressional lawmakers. This is necessary, as it would instill quotas to prevent corruption from outside sources and personal greed, make it possible

Anchor Paper – Part 2 – Level 5 – A

for current lawmakers to be elected and bring about new ideas, and take away the unfair advantages that come with serving for life.

However, others argue that it is unconstitutional and takes away power from voters. But in truth, setting up term limits on lawmakers would only give more power to voters by giving them more options and disallowing lawmakers to set up a stacked deck through a term without limits.

Anchor Level 5–A

The essay introduces a precise and thoughtful claim, as directed by the task (*Congressional lawmakers should have term limits, as it would prevent large amounts of corruption, bring in lawmakers with fresh ideas, and it would bring about the end of unfair advantages*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*This shows that by putting term limits in place, it will be easier to elect lawmakers that are able to bring new and productive ideas to the table and are able to carry out and pass laws that are more relevant to the time*) and to distinguish the claim from alternate or opposing claims (*However, there are opponents of term limits that challenge these claims*). The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*The power and influence gained by being a member of Congress ... tempt lawmakers to base their votes and policies on their own self-interest; Enactment of term limits will ... force an infusion of fresh, and perhaps more conscientious representatives into our Congress ...*; *large numbers of citizens feel that a political system without limits is a stacked deck ... surely in need of a corrective*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 2, lines 33-34*) and (*Text 1, lines 45-46*)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, with an introduction that presents the issue and a claim that favors term limits, followed by three paragraphs of support focusing on the arguments that they would *prevent large amounts of corruption, would kickstart a resurgence of fresh ideas, it would bring about the end of unfair advantages in Congress*, a fourth paragraph that presents and refutes the counterclaim, and concludes with a reiteration of the claim and the arguments that were addressed. The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*Throughout recent years in United States history, the discussion of whether U.S. Congressional lawmakers should have term limits has been a heated and divisive one and it would instill quotas to prevent corruption from outside sources and personal greed, make it possible for current lawmakers to be elected and bring about new ideas, and take away the unfair advantages that come with serving for life*). The essay demonstrates control of conventions, exhibiting occasional errors (*place; serve; whom feel; elected, due; onto Congressional*) only when using sophisticated language.

There has been much debate ever since the creation of the United States and its Constitution about whether Congress ~~members~~ members should have term limits. ~~It~~ It has resulted in actions by lawmakers themselves and also advocacy from citizens. Term limits can ~~stop~~ lessen corruption, but at the cost of other honest and good lawmakers too. Therefore, congressional term limits should not be instituted because they are unconstitutional and take power away from the people.

The Constitution itself does not provide for there to be any congressional term limits. In fact, in the case of *U.S. Term Limits, Inc. v. Thornton*, the Supreme Court declared them unconstitutional. The court ruled that, "the states could not impose congressional term limits because the Constitution simply did not grant them the power to do so." (Text 1, lines 14-15). If states were allowed to impose term limits, there would be different qualifications for each state (Text 1, line 17). There would be no uniformity in the requirements for elections and term limits. The state legislatures simply do not have enough powers for those cases.

Term limits would also limit the more experienced and knowledgeable lawmakers to a shorter time. Congress members need that experience to guide them through the process of creating legislation that applies to the whole nation. If those experienced legislators are pushed out of office because of term limits, then they will be robbed

of the opportunity to change our nation and its laws for the better. They will not be able to use the power and renown they have for improving the country. Older members of Congress also have established relationships with members from other parties, and they can use those relationships to their advantage. If term limits did exist, they would lose those connections and the newer members of Congress would have to build those relationships again (Text 1, lines 58-63).

In "Five Reasons to Oppose Congressional Term Limits," Casey Burgard said that, "Being on the job allows members an opportunity to learn and navigate the labyrinth of rules, precedents and procedures unique to each chamber." (Text 4, lines 24-25) He argued that members of Congress need time to learn the process and be able to serve the people in the best way possible. Lawmaking is a difficult and time-consuming process, and members of Congress need time to navigate it. Freshman members of Congress would need even more to learn how everything works without the help of older and more experienced members. Thus, term limits are just not practical.

However, there are certainly strong arguments for term limits. One of the most dominant are that they will help decrease corruption within the system. It is argued that, "enactment of term limits will force an infusion of fresh, and perhaps more

Anchor Paper – Part 2 – Level 5 – B

conscientious representatives into our Congress. (Text 2, lines 33-34)."

While that may be true, the corrupt members are a fraction of all of the members of Congress.

Term limits is too drastic of a measure. They will push out honest lawmakers who could do the job well.

Term limits for members of Congress are simply not practical. They push out experienced and honest lawmakers and are not constitutional.

They should not be instituted in our government.

Anchor Level 5-B

The essay introduces a precise and thoughtful claim, as directed by the task (*Term limits can lessen corruption, but at the cost of other honest and good lawmakers too. Therefore, congressional term limits should not be instituted because they are unconstitutional and take power away from the people*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*If those experienced legislators are pushed out of office because of term limits, then they will be robbed of the opportunity to change our nation and its laws for the better and Lawmaking is a difficult and time-consuming process, and members of Congress need time to navigate it*) and to distinguish the claim from alternate or opposing claims (*However, there are certainly strong arguments for term limits*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*the states could not impose congressional term limits because the Constitution simply did not grant them the power to do so and Older members of Congress also have established relationships with members from other parties, and they can use these relationships to their advantage*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 1, lines 14-15) and (Text 4, lines 24-25)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay with an opening paragraph that introduces the issue and establishes a claim, followed by a paragraph that focuses on the role of the Constitution as it relates to term limits, two paragraphs that support the claim that *term limits are just not practical* and a paragraph that addresses an opposing claim, ending with a summative conclusion. The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*The Constitution itself does not provide for there to be any congressional term limits and There would be no uniformity in the requirements for elections and term limits*). The essay demonstrates control of conventions, exhibiting occasional errors only when using sophisticated language (*ruled that, "the states; so."* (Text 1, lines 14-15). *If; One ... are*).

For years, the issue of imposing term limits on congress members has been debated. U.S. Congressional lawmakers should have term limits for multiple reasons. The most important reasons that support this are that term limits would limit corruption, bring in fresh ideas and mindsets to the legislative body, and it would force congress members to think more about morals than money and their next campaign.

Imposing term limits would drastically decrease the amount of corruption in the legislative body. "The power and influence gained by being a member of congress for a long ~~time~~ period of time tempts lawmakers to base their votes and policies on their own self interest, instead of those of the people." (Text 1, lines 28-30) This means that if members of congress were to be forced out of office, they wouldn't focus on helping themselves, but rather what the people value.

The next, and most important reason that term limits should be imposed on congress members is that it would bring new ideas and mindsets into the legislative body. "The same people holding the same seats for years leads to stagnation." (Text 1, lines 36-37) This means that as the culture and lifestyles around the U.S. continue to modernize, legislation will not because traditional congress members will still be in power. "... We have had 110 congress members who served 36 or more years. And seven served for more than 50 years ago." (Text 2, lines 25-26) To put

this into perspective, you would need to think back to what was happening 40-50 years ago. This is before 9/11, before our first black president, before all of the advancements of rights for LGBTQ members, a time where kids were still hit in schools, and "ducking and covering" would protect you from nuclear war during the cold war. The point I'm trying to make is that the U.S. can't have congress members that don't reflect the average American.

The last reason that congress members should face term limits is that it would subsequently shorten the amount of time they use for fundraising and campaigning.

"Constantly facing reelection, members of congress feel pressured to devote more time to raising campaign funds, than to serving the people." (Text 1, lines 40-41) This means that instead of lawmakers thinking about how to get into office again and again, they will think about policies to pass. "they would think more about the good of their states and country, and less about their next campaign." (Text 3, lines 34-35). Some argue that, "The longer you do a job, the better you get at it." (Text 1, line 50) However, once somebody makes up their mind about something, it's hard to persuade them the other way. Imposing term limits would bring new lawmakers into the legislative body with fresh ideas.

In conclusion, term limits would greatly improve the U.S. as a whole and congress members' lives too. Imposing term limits on members of congress would limit corruption, bring in fresh ideas and it would

force them to think more about their morals, and lawmaking rather than their next campaign.

Anchor Level 5–C

The essay introduces a precise and thoughtful claim, as directed by the task (*U.S. Congressional lawmakers should have term limits for multiple reasons ... term limits would limit corruption, bring in fresh ideas ... and would force Congress members to think more about morals than money and their next campaign*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*This means that as the culture and lifestyles around the U.S. continue to modernize, legislation will not because traditional congress members will still be in power and This means that instead of lawmakers thinking about how to get into office again and again, they will think about policies to pass*) and to distinguish the claim from alternate or opposing claims (*Some argue that, “The longer you do a job, the better you get at it.” ... However, once somebody makes up their mind about something, it’s hard to persuade them the other way*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*“The power and influence gained by being a member of congress for a long period of time tempts lawmakers to base their votes and policies on their own self interest, insted of those of the people” and “Constantly facing reelection, members of congress feel pressured to devote more time to raising campaign funds, than to serving the people”*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 1, Lines 36-37*) and (*Text 2, Lines 25-26*)]. However, there are minor errors in the material quoted from the texts (*tempts* for “tempt”, *seats* for “seat”, *years ago*). The essay exhibits acceptable organization of ideas and information to create a coherent essay with an opening paragraph introducing *multiple reasons* for imposing term limits, followed by three body paragraphs, each of which addresses one of the introduced reasons. The second body paragraph devotes much of its development to knowledge gained outside the text and incorporates first and second person references. There is a separate summative conclusion. The essay establishes and maintains a formal style, using precise and appropriate language and structure (*The next, and most important reason that term limits should be imposed on congress members is that it would bring new ideas and mindsets into the legislative body and To put this into perspective*) despite the use of *you* and *I*. The essay demonstrates control of conventions, exhibiting occasional errors (*people.” (Text 1, lines 28-30) This; important reason; somebody ... their mind; awhile; lives too; morals, and lawmaking*) only when using sophisticated language.

Whether or not U.S. congressional lawmakers should have term limits has been a subject of debate for many years. It is brought up every time Congress does something to upset the citizens of the United States. Term limits were mandated under the Articles of Confederation, but were dropped when the Constitution was ratified. Although some believe that term limits decrease corruption, due to them being undemocratic and the need to have experience in Congress, U.S. lawmakers should not have term limits.

Term limits are not democratic. They actually limit the right of the people to choose the representative they want in Congress. Based on the number of officials who get reelected during each midterm election, it can be seen that most Americans truly like who they put in office and they want them to be able to serve for a long time (text 1, lines 45-48). Also, if term limits were set, the choices of candidates that voters have would be severely restricted. A large piece of the way the government works is the fact that voters get to choose their representatives, but if candidates had term limits, voters' choices would be diminished as soon as some of them were no longer allowed to be on the ballot (text 4, lines 11-15). Term limits should not be allowed for U.S. congressional candidates because it restricts the rights of the voters to choose who they want to serve.

In addition to that, ~~being~~^{being} a member of Congress takes experience. It takes time to build and gain the trust and respect from the civilian population to show that they can be an effective leader. This would be restricted if term limits were put in place. New members would no longer be able to reach their full potential with this job because by the time they start to get it down, their term will be up and they will not be allowed back. It takes time to improve at this job, and new members would face a large learning curve coming into the job (text 1, lines 50-54). Experience is one of the most important parts of this job, and that would be taken away with term limits. Text 4 describes how "crafting ~~legislative~~^{legislative} proposals

Anchor Paper – Part 2 – Level 4 – A

is a learned skill; as in other professions, experience matters" (text 4, lines 18-19). It takes a lot of time to be able to learn how to do this, but it takes on the job-experience. Being a congressman is not something that one can learn ~~and~~ and perfect how to do prior to having the job, and if term limits were set in place no one would be able to do their job to the extent that they want to.

~~Some people may believe the~~
~~opposite~~

There may be some people who believe that having term limits reduce corruption. They believe that after being a member of Congress for an extended amount of time, lawmakers tend to base their choices and policies on self-interest as opposed to the interest of the people. Those in favor of term limits believe that corruption will occur less with term limits because elected officials will not be in office for as long so they will have less opportunities to promote their own interests (text 1, lines 28-31). Although that may be true, it is also true that new members of Congress will not have control over the permanent bureaucracy. People will not have the trust in them that they would if it was someone who had been in office for an extended amount of time (text 3, line 20). Also, new members are more likely to defer to people who have been there longer, even if it is just by a year or two. Although ~~some~~ ^{some} believe it may reduce corruption, an unbalance of power would still be visible because more experienced members would consolidate power over new members (text 4, lines 29-33). Some may say that having term limits would reduce corruption, but in fact it would not because new members would defer to more experienced people anyway.

Since term limits are not democratic and it takes time and experience to be good at this job, U.S. ~~people~~ ^{lawmakers} should not have term limits, despite some saying they may reduce corruption. This has been a topic of discussion for many years, but ultimately the decision needs to be made that U.S. congressmen ~~do~~ ^{should} not have term limits.

Anchor Level 4–A

The essay introduces a precise claim, as directed by the task (*Although some believe that term limits decrease corruption, due to them being undemocratic and the need to have experience in Congress, U.S. lawmakers should not have term limits*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*if candidates had term limits, voters choices would be diminished and Experience is one of the most important parts of this job, and that would be taken away with term limits*) and to distinguish the claim from alternate or opposing claims (*Some may say that having term limits would reduce corruption, but in fact it would not because new members would defer to more experienced people anyway*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*Based on the number of officials who get reelected during each midterm election, it can be seen that most Americans truly like who they put in office and they want them to be able to serve for a long time and It takes time to improve at this job, and new members would face a large learning curve coming into the job*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 1, lines 45-48) and (Text 4, lines 18-19)]. The essay exhibits acceptable organization of ideas and information to create a coherent essay, first introducing some history of term limits and both the counterclaim and a negative claim, followed by a paragraph that addresses term limits as being *not democratic*, a paragraph that focuses on how *being a member of Congress takes experience*, and another paragraph that presents and refutes the counterclaim, ending with a summative conclusion (*This has been a topic of discussion for many years, but ultimately the decision needs to be made that U.S. congressmen should not have term limits*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Also, if term limits were set, the choices of candidates that voters have would be severely restricted*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*them being, who they put, office and they, place no one ... their, democratic and it*) that do not hinder comprehension.

The U.S. Congress is a big part of the government. Limiting their terms would only negatively effect the government. Therefore, U.S. Congressional lawmakers should not have term limits.

First, limiting their terms would force the old and more experienced people out of the government. According to the text it states, "Without long-term legislators, according to another anti-term-limit argument, 'inexperience' legislators won't be able to control the permanent bureaucracy," (Text 3, lines 25-26). This shows how "new comers" would only hurt the government, and it's better for more experienced members to stay. It is important for more experienced people remain in Congress and serve long terms. According to the text it states, "wisdom gained from long experience as essential to the continuity of government" (Text 1, line 27). This shows how a working Congress needs people who have been in the job for a long time.

Secondly, our government is based on the people's vote and who they want to serve. According to the text it states, "A fundamental principle in our system of government is that voters get to choose their representatives. Voter choices are restricted when a candidate is barred from being on the ballot," (Text 4, lines 13-15). This shows how limiting terms on congress would also affect what ~~the~~ the government was based on, the people's vote.

Also, friendships among the congress members would greatly improve how well they work with each other. According to the text it states, "Trusts and friendships among members across party lines are essential to progress on controversial legislation" (Text 1, lines 59-60). People tend to work better and more efficiently with their peers. Friendships take a while to form. Limiting terms prevents them from happening which could affect productivity.

Some people, on the other hand believe term limits prevent corruption in the government. According to the text it states, "Term limits would help prevent corruption and reduce the influence of special interests" (Text 1, lines 30-31). In reality, term limits worsen corruption in ~~the~~ Congress. According to the text it states, "These studies regularly find that many of the corruptive, 'swampy' influences advocates contend would be curtailed by instituting term limits are, in fact, exacerbated by their implementation" (Text 4, lines 59-61). This shows how limiting terms would only affect the government for the worse.

Overall, term limits should not be added for the U.S. Congress because it limits ~~experience~~^{experience}, limits the people's vote, and affects how they work together, which could negatively affect the government. If there are no term limits for congress the system and people would greatly benefit from it.

Anchor Level 4–B

The essay introduces a precise claim, as directed by the task (*Limiting their terms would only negatively effect the government. Therefore, U.S. Congressional lawmakers should not have term limits*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*This shows how “new comers” would only hurt the government, and it’s better for more experienced members to stay and Also, friendships among the Congress members would greatly improve how well they work with eachother*) and to distinguish the claim from alternate or opposing claims (*Some people, on the other hand believe term limits prevent corruption in the government*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (“*wisdom gained from long experience as essential to the continuity of government*” and “*Term limits would help prevent corruption and reduce the influence of special interests*”). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 3, lines 26-25*) and (*Text 1, line 27*)]. The essay exhibits acceptable organization of ideas and information to create a coherent essay with an opening paragraph that introduces the claim, two paragraphs that support the claim, followed by a paragraph that presents and refutes a counterclaim (*In reality, term limits worsen corruption in congress*), ending with a summative conclusion that reaffirms the original claim (*If there are no term limits for congress, the system and people would greatly benefit from it*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*First, limiting their terms would force the old and more experienced people out of the government and Overall, term limits should not be added for the U.S. Congress because it limits experience, limits the people’s vote, and affects how they work together*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*According to the text it staves; along; accross; on the other hand believe; together, which*) that do not hinder comprehension.

The U.S. congressional lawmakers having or not having term limits is a widespread debate in our society. The U.S. congressional lawmakers should have term limits because there are many pros of having limited terms that overall, outweigh the cons.

There are many positive factors to having term limits. One reason is that you will have new, fresh ideas. After one has served many terms, you tend to have many of the same ideas reoccurring and you never really seem to get any new ways or ideas. In Text 1, it states, "The same people holding the same seat for years leads to stagnation." (lines 36 & 37). This is basically saying that having the same person over and over could lead to little maybe even no progression over time.

Although many people agree that having term limits is a positive, there are also many people that argue that there should not be term limits. There are many different reasons that people feel there shouldn't be term limits such as having the power of the people who vote being taken away from them. When there are term limits, people say that their choice of who they want to vote is being taken

away because a person they want is limited. Text 4 says, "Voter choices are restricted when a candidate is barred from being on the ballot." (lines 14 + 15). Another ~~reason~~ reason people say there should not be term limits is that when people have been doing that job longer, they are more experienced and know what they are doing. Lines 50, 51, and 52 in text 1 state, "Lawmakers who have earned the trust of the people and proven themselves to be honest and effective leaders should not have their service cut short by term limits." This shows that after time, these people gain trust and loyalty and want them to keep being elected, but with term limits, they only can for a short amount of time.

For many years, people in congress would be elected over and over to where some have ran for over 50 years. In some cases, this could have some positives but overall there are may negatives. In text 2 it says, "Enactment of term limits will destroy the current seniority system and force an infusion of fresh, and perhaps more conscientious, representatives into our congress..." This is saying how when you have term limits, it forces new people to be chosen that can bring in many new and fresh ideas and things that can overall benefit in one's nation. Text 3 says, "They want to

lines
33 + 34

open the system to more people from a variety of professions." (lines 36 + 37).

When every once in a while, a new person is elected, it ensures there will always be new ideas, new experiences, people with different skills, etc. coming in to help the nation.

Overall, you can see that although there are pros to having no limits on terms, there are far more pros with having term limits that outweigh the pros of not having them.

Anchor Level 4-C

The essay introduces a precise claim, as directed by the task (*The U.S. congressional lawmakers should have term limits because there are many pros of having limited terms that overall, outweigh the cons*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*This is basically saying that having the same person over and over could lead to little maybe even no progression over time and when you have term limits, it forces new people to be chosen that can bring in many new and fresh ideas*) and to distinguish the claim from alternate or opposing claims (*Although many people agree that having term limits is a positive, there are also many people that argue that there should not be term limits*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*"The same people holding the same seat for years leads to stagnation"* and *"Voter choices are restricted when a candidate is barred from being on the ballot"*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*In Text 1... lines 36 & 37*] and [*Text 4 says ... lines 14+15*]. The essay exhibits some organization of ideas and information to create a mostly coherent essay with an opening paragraph that introduces the claim, a second paragraph that supports the need for term limits to foster *new, fresh ideas* followed by a third paragraph discussing a counterclaim but never refuting it, then two paragraphs of support for the claim, and a brief conclusion that reaffirms the original claim (*there are far more pros with having term limits that outweigh the pros of not having them*), while shifting from third to second person throughout. The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*There are many positive factors to having term limits; you never really seem to get any new ways or ideas; For many years, people in congress would be elected over and over to where some have ran for over 50 years*). The essay demonstrates partial control of conventions, exhibiting occasional errors [*U.S. congressional; that overall; After one ... you; stagnation.*] (lines; experienced; benefit in one's nation] that do not hinder comprehension.

Term limits on congressional law-makers is a long debated subject. For years political scientists and people have debated and each side proposing strong evidence for their personal beliefs. However logically speaking, it is reasonable to side with the "no terms" side of debate for numerous reasons. I do not deny the cons provided with no terms but the pros heavily outweigh. Why? Mainly because it is undemocratic and ultimately democracy favors on the people and the people run the democratic government, despite the cons that may effect the country.

Experience in a work-place matters much more than anything else, thus why companies generally hire experienced employees. In the same ~~idea~~ idea but in a different ~~environment~~ ^{context}, Congressional lawmakers with experience should be termless and only their jobs will end if the people decide it so because it is democratic. To support this, in Text 1 it states "Lawmakers who have earned the trust of the people and have proven themselves to be honest and effective leaders should

not have their forms cut short." (Text 1, line 50-52) Factually speaking term limits will only introduce un-experienced workers which is detrimental to the nation.

If we were to have congressional term limits we would then have to kick out effective congressmen. A strict time pressure would allow for poor work quality. (Text 4, lines 50-55)

"Doesn't it make more sense to capitalize on their abilities ~~and~~ skills, ~~experience~~ ~~in a job~~ talents and experience rather than forcing them ^{into side lines} where they will do poorly."

Granted corruption is an issue as mentioned by the opposing side but that is only a minor issue.

I suggest a ratification or a new amendment that allows citizens to impeach congressional lawmakers if they were to do poorly.

In the end setting term limits takes power away from the voters. "A fundamental principle of our government is that voters get to directly choose their representatives."

Text 4, line (13-14) and "Terms
inherently have the power to limit
forms simply by voting law-makers out"
(Text 3, line (13-14))

Anchor Level 3-A

The essay introduces a reasonable claim, as directed by the task (*it is reasonable to side with the “no terms” side of debate ... Mainly because it is undemocratic*). The essay demonstrates some analysis of the texts (*Experience in a work-place matters much more than anything else ... In the same idea ... Congressional lawmakers with experience should be termless*), insufficiently distinguishing the claim from alternate or opposing claims (*Granted corruption is an issue as mentioned by the opposing side but that is only a minor issue*). The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*“Lawmakers who have earned the trust of the people and have proven themselves to be honest and effective leaders should not have their terms cut short” ... term limits will only introduce un-experienced workers*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 4, Lines 50-55) and (Text 3, Line 13-14)], both adding and changing the wording of quoted text. The essay exhibits acceptable organization of ideas and information to create a coherent essay, with an introductory paragraph identifying a claim and stating that the *pros heavily outweigh* the cons of having *no terms*, developing a body paragraph about the importance of *Experience* in a job then transitioning to what would happen to that experience *If we were to have congressional term limits* and concluding with an acknowledgement that the *opposing side sees corruption* as an issue, but then moves to a personal plan about *ratification of a new amendment* and a reiteration of the claim and two new text quotations. The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*For years political scientists and People have debated and each side proposing strong evidence for their personal beliefs; effect for “affect”; thus why*). The essay demonstrates partial control of conventions, exhibiting occasional errors that do not hinder comprehension [*congressional law-makers; However logically speaking, it; no terms but; interened; their jobs ... it; un-experienced; minor; 14*].

U.S. Congressional lawmakers should not have term limits. Congressional lawmakers need age, wisdom, and experience. If we had term limits the honest and effective one would get removed. Doing so would let new corrupt, power-hungry and incompetent lawmakers come in charge. Here are my 3 reasons why lawmakers should not have term limits.

In Text 1, line 50 it states "The longer you do a job, the better you get at it." Being a lawmaker you have to use past mistakes to help shape the future with better laws. If you constantly having new lawmakers your going have a problem making laws that protects everyone. They might bring new ideas. But an experienced lawmaker would be able to tell if it would be good due to their experience.

If we had term limits that would automatically kick out the effective lawmakers. In Text 4, line 50 it states "Doesn't it make more sense to capitalize on their skills, talents and experience?" These limits would remove the lawmakers who has done amazing work in their field. Kicking out the good is just an invest to let the bad come in.

"Without long-term legislators, according to another anti-term-limit argument, "inexperienced" legislators won't be able to control the permanent bureaucracy." This was stated in Text 3 line 25, and I agree with that statement based off the

new lawmakers won't be able to control the bureaucracy. Doing that would leave different people with higher power, and unable to make the right choices. That's why U.S. Congressional lawmakers shouldn't have a term limit.

Anchor Level 3–B

The essay introduces a reasonable claim, as directed by the task (*U.S. Congressional lawmakers should not have term limits. Congressional lawmakers need age, wisdom, and experience*). The essay demonstrates some analysis of the texts (*Being a lawmaker you have to use past mistakes to help shape the future with better laws* and *These limits would remove the lawmakers who has done amazing work in their feild*), but insufficiently distinguishes the claim from alternate or opposing claims (*I agree with that statement...new lawmakers won't be able to control the bureaucracy...and unable to make the right choices*). The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (“*Doesn't it make more sense to capitalize on their skills, talents and experience*” and “*Without long-term legislators, according to another anti-term limit argument, “inexperienced” legislators won't be able to control the permanent bureaucracy*”). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material, including only the first line number of cited information (*In Text 1, line 50* and *in Text 3 line 25*). The essay exhibits some organization of ideas and information to create a mostly coherent essay by introducing a claim and three reasons not to have U.S. Congressional term limits followed by three supportive arguments that dispute opposing views by focusing on the need for experienced lawmakers, with a concluding statement reiterating the claim (*That's why U.S. Congressional lawmakers shouldn't have a term limit*). The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*Here are my 3 reasons why* and *I agree with that statement based off the*). The essay demonstrates emerging control of conventions, exhibiting occasional errors (*If you constantly having; your going have; laws that protects; exprienced; lawmakers who has; feild; power, and unable; Thats why*) that hinder comprehension.

Should U.S. Congressional lawmakers have term limits? U.S. Congressional lawmakers SHOULD have term limits because it would't make much sense to let them run for as long as they want making awful decisions, or make a big corruption somewhere.

If someone was in the U.S. Congressional law for their entire life they may take it upon themselves to do what they want without the consult of anyone else. They may make life threatening decisions. For example in ~~text 3~~ lines 9-10 ~~paragraph 2~~ it states "at least some of them will have to think more carefully" meaning if they were to ruin a society with a horrible law they would't ~~and~~ won't get re-elected. And someone would think how bad it is and try to change it to something better. Some people may argue that having a term limit is ~~unjust~~ ^{unjust} and unruling. They say this because they think that if your ~~not~~ already in office what's the point in staying there for 3 years (if your lucky) then getting kicked out because your term is over? While the president serves 4 years? In text 4, paragraph 2 and 3 lines 10-16 states "limiting the number of terms of members could serve would: 1-Take power away ~~from~~ voters... And 2-Severly decrease Congressional ^{from}

Capacity." Meaning if you ~~do a~~ 3 year term system then your gonna lose your voters and your congress capacity will gradually go down. To me I think just because your congress capacity goes down, doesn't mean you can't always elect someone new. And your gonna get more voters. Even if your term has a limit. There will always be voters. In text 2 paragraph 1 lines 1-4 it states that "The ancient Greek and Roman democracies provided us with many lessons to learn- and sometimes re-learn. One we definitely failed to learn ~~is~~ the importance of governmental term limits, and for the very reason Greek and Romans enacted term limits: to control corruption". This is saying that since the Greek and Romans were using a term limitation, they were keeping corruption at bay. This doesn't mean they got rid of it completely, it just means they kept it low so that it wouldn't hurt the citizens.

Having a term limit for congressional lawmakers seems like a GREAT idea. It would limit the time for a certain law as well and keep bad decisions to a low.

Anchor Level 3–C

The essay introduces a reasonable claim, as directed by the task (*U.S. Congressional lawmakers SHOULD have term limits because it wouldn't make much sense to let them run for as long as they want*). The essay demonstrates confused or unclear analysis of the texts (*They may make life threatening decisions and just because your Congress Capacity goes down, doesn't mean you can't always elect someone new. And your gonna get more voters*), insufficiently distinguishing the claim from alternate or opposing claims (*Some people may argue that having a term limit is unjust and unruling... what's the point in staying there ... then getting kicked out*). The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*"at least some of them will have to think more carefully"* and *"limiting the number of terms of members could serve would: 1- Take power away from voters ... And 2- Severly decrease Congressional capacity"*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes that are sometimes miscopied and paragraphs cited are inaccurate (*in text 3 lines 9-10 paragraph 2 ... some of them will have to* and *In text 4, paragraph 2 and 3 lines 10-16 State "limiting the number of terms of members could serve ... Severly decrease Congressional capacity"*). The essay exhibits some organization of ideas and information to create a mostly coherent essay, by introducing a reasonable claim in favor of term limits, followed by a large paragraph of support and ending with a paragraph that reiterates the claim (*Having a term limit for Congressional Lawmakers seems like a GREAT idea*). The essay lacks a formal style (*then getting kicked out because your term is over and your gonna lose*), using some language that is imprecise (*unjust and unruling, your for "you're", keep bad decisions to a low*). The essay demonstrates emerging control of conventions, exhibiting occasional errors (*would'nt, sence, disicions, Life they, severly, capacity, graduatly, allways, completly*) that hinder comprehension.

There should be term limits in the United States for Congress. It would help bring new ideas to the table. It would also help keep the new people from being uninterested or corrupt.

In the first text it shows that it would help bring new ideas by saying the legislative process would benefit from fresh blood and ideas. This shows that they would benefit by having term limits because they would have new ideas and would be a more up to date government.

If there were term limits it would cycle things to new people. The old people that are in office now will become uninterested and won't care to do a good job. Term limits should be in place to put new people in office and to help the old people to not get uninterested.

Anchor Level 2–A

The essay introduces a reasonable claim, as directed by the task (*There should be term limits in the United States for congress. It would help bring new ideas to the table*). The essay demonstrates confused or unclear analysis of the texts (*If there were term limits it would cycle throug to new People. the old people that are in office now will become uninterested and wont care to do a Good Job*), failing to distinguish the claim from alternate or opposing claims. The essay presents ideas inconsistently and inaccurately, in an attempt to support analysis (*“the legislative process would benifit from fresh blood and ideas” this shows That they would benifit by having term limits because they would have...more Up to date Goverment and term limits should...help the Old people to not Get uninterested*). The essay demonstrates little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material, identifying a single text (*In the first text it shows*). The essay exhibits some organization of ideas and information, introducing a claim in favor of term limits to *help bring new ideas* and to *keep The new people from being uninterested or corrupt*, providing a supporting piece of evidence and summarizing how term limits would provide *new ideas*, in the first body paragraph, attempting to support the idea that term limits will *sytle* the *old people* out of office before they lose interest in a second body paragraph and concluding with a summation to create a mostly coherent essay. The essay lacks a formal style, using some language that is imprecise (*It would also help keep The new people from being uninterested, In the first text it shows that it would, wont care to do a Good Job*). The essay demonstrates a lack of control, exhibiting frequent errors (*Bring; saying “the; benifit; ideas” this shows; Goverment; limits it; sytle; wont; Good Job term*) that make comprehension difficult.

I believe there shouldn't be limit on senators work time. But they should limit what they can do and have a bunch of people watch them and follow them to be sure they not illegal.

The limit should not be on time working it should be on what they do and their power. They should still make laws and taxes but other people should read everything first so they don't go against the constitution.

The text I say wisdom from long experience means senators with no limit are smarter cause they done alot more and are more educated. Means they have "fresh ideas" cause they smarter.

Like other parts of the government hasn't limit because some senators should be removed but by the people. Every member should be watched and if their job is going good they should stay. As long as he likes or until they are corrupt.

So, only long terms if senators are approved by a bunch of people who judge them. Even the Supreme Court say no limit!

Anchor Level 2–B

The essay introduces a claim (*I beleve their shouldnt be limit on senators work time*). The essay demonstrates a confused analysis of Text 1 (*senators with no limit are smarter cause they done alot more and are more edjacated*), failing to distinguish the claim from alternate or opposing claims. The essay presents ideas inconsistently and inaccurately, in an attempt to support analysis (*wisdom from long experience ... Means they have “fresh ideas” and other parts of the goverment hasnt limit*). The response demonstrates little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material, using three references from Text 1 (*Text 1 say*), one identified only by quotation marks (“*fresh ideas*”), and a third unidentified as coming from a text (*the Supreme Court say*). The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay. The essay opens with a paragraph that introduces a negative claim but immediately shifts the focus to the idea that senators should be limited as to *what they can do* and the need to have *a bunch of poeple wach them*, followed by three body paragraphs that fluctuate between the two ideas, presenting a series of loosely-connected sentences in an attempt to support each, and concludes with a two-sentence paragraph that references both of the initial unrelated claims (*So, only long terms if senators are approved by a bunch of poeple who judge them. Even the Supreme Court say no limit!*). The essay lacks a formal style, using language that is sometimes inappropriate and imprecise (*their* for “there”, *a bunch of, there* for “they’re”, *smarter cause they done alot, parts of the goverment hasnt limit, job is going good*). The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*wach, shure, working it, frist, dont, constatushun, Text 1 say wisdom, edjacated, removed but, good they, corrpt*) that make comprehension difficult.

Yes, should u.s. congressional lawmakers have term limits? Because other people have to take that job of the person work in the u.s congressional they have to give to the oportunitit in the u.s. congressional. I believe the u.s congressional lawmakers should have term limits because other people is want to new job for give more benefist to the congressional lawmakets in us.

The u.s congressional lawmakers I have term limits because the people are They need the oportunity. According to the text 1#, "At the federal level, the Articles of Confederation, adopted in 1781, set term limits for delegates to be the continental congress - the equivalent of the modern congress - mandating that no person shall be of being a delegate for more than three years in any term of six years." This mean is the people is workenig in the congressional is have to libing is six year because the give the oportunitiz for other people working. In my opinion, this benefist for the people because they can have new job.

Anchor Level 2–C

The essay introduces a claim (*I believe the U.S. congressional lawmakers should have term limits because other people is want to new Job*). The essay demonstrates confused and unclear analysis of Text 1, failing to distinguish the claim from alternate or opposing claims (*This mean is the people is workenig in the congressinal is have to libing is sex year because the give the oportunity for other people working*). The essay presents little evidence from the texts, using only one quote (*“At the federal leval, the Articles of confederation, adopted in 1781, set term limits ... mandating that no person shall be of being a delegate for more than three years in any term of sex years”*). The essay demonstrates little use of citations to avoid plagiarism when dealing with direct quotes, citing only one text with no line numbers (*According to the text I#*) and miscopying some of the quote that was used. The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay by presenting one paragraph that introduces the claim, followed by one paragraph that inadequately supports the claim (*the give the oportunity for other people working*), and concluding with a summative sentence (*I my opinion, thas benefist for the people because they can have new job*). The essay uses language that is predominantly incoherent (*Because other people I have to take that job of the person worke in the U.S congressinal; people is want to new Job; have to libing; because the give*). The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*congressinal, worke, oportunidit, belive, for give more benefist, people are They need, This mean is, the people is*) that make comprehension difficult.

Do I think the government should have limits?
Absolutly, without ~~and~~ any rules/regulations they can do anything they want. Our Government could turn teranical very fast if we start opening doors that should be concreat walls... It happened in many country around the world Already. Our Gov could alter our Constitution, Strip our rights to bare arms, freedom of speech & religion if we dont keep the checks and ballences in place that stop them from doing exactly that. We have rules in place in almost all aspects in our lives. If you cant follow them you're considered to be someone who is not a functioning member of society. These rules should be followed by everyone, from the bottom to the top of the domiance hyarchy or everything could and most likley will crash and burn VERY FAST. ♡

Anchor Level 1–A

The essay introduces a claim but the claim does not address the task (*Do I think the government should have limits? Absolutly. Without any rules/regulations they can do anything they want*). The essay does not demonstrate analysis of the texts. The essay presents no evidence from the texts. The essay does not make use of citations. The essay exhibits some organization of ideas and information to create a mostly coherent essay consisting of one paragraph of supporting arguments on the need for limits on government; however, it is not relevant to the task. The essay establishes but fails to maintain a formal style, using primarily basic language and structure. (*It happened in many country around the world Already*). The essay demonstrates emerging control of conventions, exhibiting occasional errors (*government, Absolutly, teranical, concreat, many country, ballences, considered, functining, hyarchy, and most likley will*) that do not hinder comprehension. The essay is a personal response, making no reference to the texts, and can be scored no higher than a 1.

Anchor Paper – Part 2 – Level 1 – B

U.S. Congressional term limits is
the topic. A topic that should
allow for people that qualify to run
as many times as they would like.

Anchor Level 1-B

The essay does not introduce a direct claim but states only that the “*topic should allow for people that qualify to run as many times as they would like.*” The essay does not demonstrate analysis of the texts. The essay presents no evidence from the texts. The essay does not make use of citations. The essay is minimal, making assessment of coherence, organization, and style unreliable. The essay is minimal, making assessment of conventions unreliable.

Congressional lawmakers have shaped the U.S. and the people in it for many years. Due to the people, who vote for candidates for this job, lawmakers have helped solve issues within the U.S. This job is hard, and takes great minds and wisdom to be good at, but there should be limits to how long Congressional lawmakers should be able to serve.

Corruption has been a problem all around the world in the practices of lawmaking. Corrupt lawmakers could easily hurt the people of the U.S. instead of helping make the country safer. Members of congress that make laws are easily susceptible to corruption because "the power and influence gained by being a member of congress for a long period of time tempt lawmakers to base their votes and policies on their own self-interest, instead of those of the people." (text 1, lines 28-30) This corrupt behavior of people in office would simply limit the effectiveness of our government.

Although wisdom is gained through experience, term limits will still allow for great, honest minds to be part of our lawmaking system. Fresh minds in office may have less experience, but are more accustomed to what the people want and need in the country today. Great minds such as Benjamin Franklin

and Thomas Jefferson both "announced their favor of term limits. And a limit of three years for serving in Continental congress..." (text 2, lines 9-10) Recently in the 20th century, term limits have not been practiced at all, setting up a seniority system within the government. These representatives have served many years in office and may be not giving the people exactly what we need. "Enactment of term limits will destroy the current seniority system and force an infusion of fresh, and perhaps more conscientious, representatives into our congress." (text 2 lines 33-34) Even though the elders of congress have experience, what's the point of making people learn so much in law school if we don't put them in office?

Another reason that lawmakers should have term limits is to make them feel more obligated to follow all the laws and realize the impact of these laws. Some politicians have been in office for 30+ years and may not realize just how much ordinary people are affected because of their higher status. "When politicians know they must return to ordinary society and live under the laws passed while they were in government, at least some of them will think more carefully about the

long term effects of the programs they support." (Text 3 lines 8-11) This will lead to a more thoughtful and aware system of lawmaking, allowing U.S. citizens to know they are in good hands.

Congressional lawmakers have difficult jobs, and laws passed can backfire easily. Because of this, experience is needed in office, but experience should still allow for new, fresh ideas and people. Lawmakers for congress should have term limits when they join the Government.

Part 2 – Practice Paper – B

Many of our US founders were educated in the
classics and were familiar with the Greek
and Roman practice of office rotation
to limit corruption.

In the United States there has been a long running debate on whether there should be congressional term limits. Many people believe there should be term limits, and many believe there shouldn't. There are reasonable arguments for both sides. However, Congressmen should not have term limits as any perceived benefits will not outweigh the negatives when instituting term limits.

There are several arguments as to why term limits should not be established. It has been proven that they do not necessarily eliminate corruption and that they can force the removal of effective lawmakers. The truth is that term limit policies will do little to stop political corruption from occurring. According to Casey Burgat, "Studies regularly find that many of the corruptive, 'swampy,' influences advocates contend would be curtailed by instituting term limits are, in fact, exacerbated by their implementation" (Text 4, lines 58-61). As seen in this excerpt, it is said that the implementation of term limits will have the opposite effect of the desired intention. Term limits will not stop corruption, they will only feed it. Corruption is not an overnight phenomenon and, with the constant turnover of Congressmen, there will be no one to "see the whole picture" over a period of time and to expose the corruption and work at eliminating it. If enacted, this system will also have the negative impact of removing competent

Congressmen from office. Burgat also backs this up when he says, "No matter how knowledgeable or effectual a member may be in the arduous tasks of writing and advancing legislation, term limits would ensure that his or her talents will run up against a strict time restriction --. Doesn't it make more sense to capitalize on their skills, talents and experience, rather than forcing them to the sidelines where they will do their constituents, the public and the institution far less good?" (Text 4, lines 46-52). As stated, this law would do nothing except force good lawmakers to retire, replacing them with new, less experienced and, therefore, less competent ones. This would create a less efficient Congress filled with less talented congressmen at any given time.

Another reason why congressional term limits shouldn't happen is because that kind of policy is undemocratic. Yes, the United States is not a true democracy, but it is still based on democratic values, and this term limit suggestion is undemocratic. This law would severely limit the rights and choices the voters have when it comes to choosing elected officials. Robert Hongley supports this when he writes, "Term limits would actually limit the rights of the people to choose their elected representatives. As evidenced by the number of incumbent lawmakers reelected in every midterm election, many Americans

truly like their representative and want them to serve for as long as possible" (Text 1, lines 45-48). Thus, establishing term limits would be the first step in removing peoples democratic rights when choosing their representatives. Term limits would not allow them to reelect candidates they have been pleased with because of the good work they have been doing. This is further supported by Burgat when he writes, "Perhaps the most obvious consequence of establishing congressional term limits is that it would severely curtail the choices of voters. A fundamental principle in our system of government is that voters get to choose their representatives. Voter choices are restricted when a candidate is barred from being on a ballot" (Text 4, lines 11-15). These quotes reinforce how the enactment of term limits would lead to the loss of democratic rights. Such a policy would not only limit the freedom of choice for voters in electing their representatives, but it would also take away the freedom of those who wish to continue to represent and work for the betterment of their country, but are being locked out from the ballot because their "time is up".

Some people believe that term limits should be implemented because it will bring in fresh ideas and can limit corruption. Langley writes of how "Any organization - even Congress - thrives when fresh new ideas are offered and encouraged."

The same people holding the same seat for years leads to stagnation" (Text 1, lines 35-37).

However, this ignores the true value of experience. What good are new ideas coming in every few years if no one is staying on to carry them out? The longer a representative is in office, the more he or she learns about the issues and the process and the more effective he or she can become.

Also, Lawrence Reed suggests term limits are necessary because "legislators ultimately control the purse and the power to control bureaucrats any time they want to, and we must not overlook the unholy alliances built up between bureaucracies and long term legislators" adding that "the "experience" of living as a private citizen... is just as valuable and instructive, if not more so, than cooking up those rules and taxes in the first place" (Text 3, lines 27-31). I beg to differ. Legislators are also private citizens when they go home and are living under their laws like everybody else. Also, there is quite a process and necessary layers of understanding that goes into "cooking up those rules" which, again, calls for experience.

Term limits for our Congressmen should not be introduced. The negatives outweigh any positives that could come from them. It is important that we have experienced legislators to address problems of corruption and to learn the "ins and outs" of the system so meaningful alliances and legislation can occur. As Robert Longley puts it, "Yes, term limits would

help eliminate some of the corrupt, power-hungry and incompetent lawmakers, but it would also get rid of the honest and effective ones" (Text 2, lines 55-57). Having no term limits allows voters to vote out the bad legislators, while also allowing them to keep those lawmakers they approve of in office.

through life in the government they always want to do some change in the ~~whole~~ today country, one of the changes is the term limits. ~~As~~ they said that this would improve congress us should congressional lawmakers have term limits because term limits would actually limit the right of the to choose their elect representatives. another reason is ~~that~~ term limits would help eliminate some of the corrupt.

U.S should congressional lawmakers have term limits because term limits would actually limit the right of the to choose their elected representatives, according to this in text 1 says that "lawmakers reelected in every midterm election, many Americans truly like their representative and want them to serve for as long as possible", this means that ~~a~~ a lot of the americans ~~to~~ people are ~~undemocratic~~ undemocratic.

U.S should congressional lawmakers have term limits because term limits would help eliminate some of the corrupt, according to this in text 1 says

that term limits would help eliminate power hungry and incompetent lawmakers, but it would also get rid of all the honest and effective ones. This means that they would ~~throw~~ throw out the baby with the ~~bathtub~~ bathwater.

Some people think that us should not Congressional lawmakers have term limits because perhaps the most obvious consequence of establishing Congressional term limits is that it would severely curtail the choices of voters. This is not right because they can not limit the votes for ~~that~~ select the president.

In conclusion us should Congressional Law makers have term limits ~~because~~ ~~the term limits~~ one reason that support this is that term ~~limit~~ limits would help eliminate some of the corrupt. another reason that support ~~this~~ my position is that term limits would actually limit the right of the to choose their electe Representa-tives

A big topic in today's news is term limits for congress. As of right now you can serve in the congress for however you want to. But what if that changed, what if there ~~were~~ term limits, would we benefit from it.

Having term limits can be good and bad. Term limits will give others the opportunity to change something and make it better. Having term limits can prevent corruption. (Text 2).

Staying with no limits can cause that congress member to get a better education about his/her job and become better. (Text 1)

Experience is valuable when doing these jobs.

People should be free to elect whomever they want. (Text 3). ~~Term limits~~ Congress is a hard job so to find someone with experience and who is good at it they should stay as long as possible because they are good at it.

Term limits are a bad idea. The people get to elect the congress so you can vote for who you want to win and keep them there for as long as you want them there.

Practice Paper A – Score Level 4

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

Practice Paper B – Score Level 0

Holistically, this essay best fits the criteria for Level 0.

Practice Paper C – Score Level 6

Holistically, this essay best fits the criteria for Level 6.

Practice Paper D – Score Level 2

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

Practice Paper E – Score Level 3

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



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

Text Analysis: Exposition

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

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

In Tom Whitecloud's "Blue Winds Dancing", Whitecloud poetically conveys an idea about his life.

The central idea of the excerpt from "Blue Winds Dancing" is that the ~~author~~ narrator, Whitecloud, belongs at home rather than ~~in~~ the society ^{in which} he was living ~~now~~. Whitecloud conveys this idea by use of several rhetorical strategies. Notably, Whitecloud uses repetition in order to convey the central idea of his ~~the~~ writing.

In multiple instances, Whitecloud repeats phrases in subsequent sentences. These sentences that begin similarly serve to convey what home means to Whitecloud, and that where he is when the text was written was not home. ~~Some~~ ^{one} examples of repetition includes lines 16 through 20, where sentences begin with the word "no". Whitecloud describes examples of how society ~~where~~ is not home. The examples portray society in a negative light, including worries and anxiety as part of normal life. The negative connotations associated with ~~Whitecloud's~~ Whitecloud's repetition of the word "no" convey that Whitecloud does not wish to live in the society he is describing, hence the word "no". Thus, repetition of "no" serves to convey his central idea that he does not belong in the society that he is living in.

Another example of repetition occurs in lines 28-30. "I want to walk again among the ghost birches, I want to see the leaves turn in autumn, the smoke rise from the lodgemoons, and to feel the blue winds. I want to hear the drums, I want to hear the drums and feel the blue, whispering winds" (Whitecloud lines 28-30). In this section of the text, Whitecloud repeats "I want". "I want" is then followed by an example of what Whitecloud is lacking because he is not at home. These lines convey that Whitecloud is longing to be in the place he is describing. Thus, repetition of "I want" conveys that Whitecloud wants to be in the place he is describing rather than in his current location, and that the place he is describing is his home, which is where he belongs.

Altogether, in the excerpt from "Blue Wind's Dancing", Whitecloud conveys that he does not wish to be where he is, but rather in another locality. Whitecloud employs repetition that describes the places he doesn't want to be and where he does want to be. This repetition then serves to explain his main idea that he belongs somewhere else.

Anchor Level 4–A

The response introduces a well-reasoned central idea (*The central idea of the excerpt from “Blue Winds Dancing” is that the narrator, Whitecloud, belongs at home rather than in the society in which he was living*) and a writing strategy (*Notably, Whitecloud uses repetition in order to convey the central idea of his writing*) that clearly establish the criteria for analysis. The response demonstrates a thoughtful analysis of the author’s use of repetition (*Whitecloud describes examples of how society is not home. The examples portray society in a negative light, including worries and anxiety as part of normal life. The negative connotations associated with Whitecloud’s repetition of the word “no” convey that Whitecloud does not wish to live in the society he is describing and Thus, repetition of “I want” conveys that Whitehead wants to be in the place he is describing*) to develop the central idea. The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*One example of repetition is lines 16 through 20, where sentences begin with the word “no” and Another example of repetition occurs in lines 28-30. “I want to walk again among the ghost birches ... I want to hear the drums and feel the blue whispering winds”*). The response exhibits logical organization of ideas and information by first introducing the central idea and the writing strategy, then discussing how the repetitive use of “no” and “I want” support the narrator’s desire to be home, concluding with a reiteration of the central idea (*This repetition then serves to explain his main idea that he belongs somewhere else*) to create a cohesive and coherent response. The response establishes and maintains a formal style, using precise language and sound structure (*These sentences that begin similarly serve to convey what home means to Whitecloud*). The response demonstrates control of the conventions with infrequent errors (*through 20, where and his home, which*).

In "Blue Winds Daring," the ^{narrator} ~~author~~ writes about his journey home on a railroad from college. He describes his thoughts and what he sees, indicating that he longs ~~to~~ to go home. The author uses compare and contrast to support his central idea that his home in the reservation is better and unlike other areas in the US and his school.

The narrator contrasts where he is, on the railroad, to his home to highlight how different the reservation is from other areas. He writes that his home is beautiful and calm, where no one is in a hurry or "driving to keep up in a race that knows no ending and no goal." He contrasts school ~~with~~, saying there "are always worries about grades and honors. His hometown isn't like that, emphasizing that there is a more laid back feel to his hometown that his school doesn't have. He additionally ~~says~~ says that his college is "where fall hides in the valleys" and "where all trees grow in rows," but he longs for home where he can see "leaves turn in autumn," as well as describing a tree not as neatly grown as more beautiful. By highlighting what he likes about his home that is not elsewhere, he communicates that his reservation is better and unlike other areas. Toward the end, he contrasts life outside the reservation boundary with his reservation. The city outside "(sucks) the life from all the country around," and has public buildings, stores, and politics. On the other hand, his reservation is ~~more~~ more simple, as he walks into the woods and hears the drums, sees the lakes, and the wind. By putting these 2 paragraphs together, the reservation's description is more powerful because it is so vastly different from the busy city. The emphasis of the city's busyness reveals how different

Anchor Paper – Part 3 – Level 4 – B

life is in his reservation. The use of compare and contrast strengthens his claim because when a reader hears 2 opposite characteristics, it makes each one seem more distant and unlike the other. It supports his claim that his reservation is unlike any other areas of the United States.

Anchor Level 4–B

The response introduces a clear central idea and a writing strategy (*The author uses compare and contrast to support his central idea that his home in the reservation is better and unlike other areas in the US and his school*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author’s use of *compare and contrast* to develop the central idea (*He contrasts school, saying there’re always worries about grades and honors. His hometown isn’t like that, emphasizing that there is a more laid back feel to his hometown that his school doesn’t have and On the other hand, his reservation is more simple, as he walks into the woods and hears the drums, sees the lakes and the wind*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*He writes that his home is beautiful and calm, where no one is in a hurry or “driving to keep up in a race that knows no ending and no goal” and He additionally says that his college is “where fall hides in the valleys”*). The response exhibits logical organization of ideas and information by first introducing the writing strategy that supports the central idea, then discussing how the comparison and contrast between home and college illustrates the narrator’s decision to go home (*but he longs for home where he can see “leaves turn in autumn”*), and concluding with a reiteration of the central idea (*The use of compare and contrast strengthens his claim because when a reader hears 2 opposite characteristics, it makes each one seem more distant and unlike the other*) to create a cohesive and coherent response. The response establishes and maintains a formal style, using precise language and sound structure (*the reservation’s description is more powerful because it is so vastly different from the busy city*). The response demonstrates control of the conventions with infrequent errors.

During the holiday season, college students have the opportunity to return to their homes to spend time with family and friends ~~home~~. However, home is different for each of these students. Home for one student might be an apartment in a bustling city, or a grand mansion overlooking the ocean. For one student, home was on a Chippewa Indian Reservation. Life on an Indian reservation is much different than life in a busy town with many people. However, it does not change the fact that it is home, and there are people there who love you. The author of this story uses symbolism to develop the central idea that home is a place where people can feel happy, loved and can be themselves all the time.

Throughout the excerpt, the author uses ~~drums~~ drums to symbolize home as well as the central idea. The author states "Home and peace, and the beat of drums, and blue winds dancy over snow fields." The author also stated at the end of the story as he is just approaching home "As I cross a frozen lake, I begin to hear the drums.... "It is like the pulse of the heart of the world." Whether the author is far from home or approaching it, he is always concerned about the drums. He ponders about how the drums within him remind him about his home that he loves so much. When the author thinks or hears about the drums, he remembers his home, where he feels like himself. At his home, the author is able to feel happy and loved, and the drums bring him back to those feelings. When he thinks about home, he thinks about the drums. The beating of the drums ~~at~~ symbolize the central

idea of the story.

Throughout the story, the author is eager to return home from college and see his family. The use of drums as a symbol for home and feeling happy ~~then~~ emerge frequently throughout the excerpt. The drums remind the author of the love and happiness he feels at home.

Anchor Level 3–A

The response introduces a well-reasoned central idea and a writing strategy that clearly establish the criteria for analysis. (*The author of this story uses symbolism to develop the central idea that home is a place where people can feel happy, loved and can be themselves all the time and Throughout the excerpt, the author uses drums to symbolize home as well as the central idea*). The response demonstrates a thoughtful analysis of the author’s symbolic use of drums to develop the central idea (*He ponders about how the drums let him reminisce about his home that he loves so much and At his home, the author is able to feel happy and loved, and the drums bring him back to those feelings*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*“Home and peace, and the beat of drums, and blue winds dancing over snow fields” and “As I cross a frozen lake, I begin to hear the drums ... “It is like the pulse of the beat of the world”*). The response exhibits acceptable organization of ideas and information to create a coherent response, with an introductory paragraph that presents a comparison of different types of homes, the writing strategy and the central idea, followed by a second paragraph that focuses on drums as a symbol of home (*When the author thinks or hears about the drums, he remembers his home, where he feels like himself*) and ending with a summative conclusion (*The drums remind the author of the love and happiness he feels at home*). The response establishes and maintains a formal style, using appropriate language and structure (*However, it does not change the fact that it is home, and there are people there who love you*). The response demonstrates partial control of conventions with occasional errors (*oppurtunity, thier, wether, approachg, reminisce, The use of ... emerge*) that do not hinder comprehension.

In the excerpt from "Blue Winds Dancing" by Tom Whitecloud the central message is that nature is a beautiful thing. He talks about how he is out on the reservation and enjoys the peaceful sounds and views. Even on his way home he doesn't stop admiring the amazing woods. "Minnesota, and great white fields of snow; frozen lakes, and dawn running into dusk without noon. Long forests wearing white. Bitter cold and, one night the northern lights. I am nearing home."

In the passage the author uses the literary technique of imagery to help convey the central message, that nature is a beautiful thing. "I want to hear the drums; I want to hear the drums and feel the blue whispering winds." He talks about wanting to hear the sounds that nature brings and the wonderful winds that blow through the forest. He uses the images of how nature looks and sounds to help preserve its beauty. Nature is in his heart and apart of him. Some people can't see how truly lovely it is, but he can. "There is a moon out tonight. Moon and stars and clouds tipped with moonlight. And there is a fall wind blowing in my heart." By reading this you can picture the moon in the sky and the clouds on a cool fall night with the wind blowing smoothly. Tom Whitecloud uses the literary technique of imagery to help convey the central message. This is an effective strategy because using the words to describe something that is happening helps

Anchor Paper – Part 3 – Level 3 – B

the reader picture what is going on and almost
live what is being described. And this helps to
see and understand the beauty in nature that
this person is describing.

Anchor Level 3–B

The response introduces a clear central idea (*In the excerpt... the central message is that nature is a beautiful thing*) and a writing strategy (*the author uses the literary technique of imagery to help convey the central message*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author’s use of imagery to develop the central idea (*He uses the images of how nature looks and sounds to help preserve its beauty and you can picture the moon in the sky and the clouds on a cool fall night with the wind blowing smoothly*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*“Minnesota, and great white fields of snow; frozen lakes, and dawn running into dusk without noon”* and *“There is a moon out tonight. Moon and stars and clouds tipped with moonlight”*). The response exhibits acceptable organization of ideas and information to create a coherent response, with an introductory paragraph that presents the central idea that nature is beautiful and a quote that illustrates nature’s beauty, followed by a second paragraph that establishes imagery as the writing strategy and explains how the author uses imagery (*This is an effective strategy because using the words to describe something ... helps the reader ... understand the beauty in nature that this person is describing*). The response establishes and maintains a formal style, using appropriate language and structure (*He talks about wanting to hear the sounds that nature brings and the wonderful winds that blow through the forest*). The response demonstrates partial control of conventions with occasional errors (*by Tom Whitecloud the; message, that; apart; truly; By reading this you*) that do not hinder comprehension.

The passage was more than just great. It gives you an unexplainable feeling inside. The author places within the reader a feeling that doesn't go away. No matter the color of skin or type of religion this passage is relatable to all. The readers definitely won't relate exactly but they find similarities to themselves. The author is trying to depict this man's home. It is where his heart and mind truly are but he feels pressured to adapt to new life. Very much like most human being, they all tend to have some place they can feel like they get away from judgments and responsibility of society. However, at the same time one may not know if he will be accepted back the same as before so it leaves a person to ~~think~~ think.

The author portrays this reading in a first person perspective. Tom Whitecloud does this so it could be more relatable. He wrote this the way he did so it can be interpreted by all people not a select group. Tom Whitecloud's writing this in first person allows the reader to close his eyes and imagine this story but ~~not~~ about their own life. In the passage he states the closer he gets to home the more afraid the character gets. Just like many people that are afraid of when they make a decision how their parents or

family may react. The author also states at home he is free from being in classes where people just talk on and on. He doesn't have to worry about being graded on another person's opinion. Instead, he can relate and be free to dance with his people and be with family.

Anchor Level 3–C

The response introduces a clear central idea (*No matter the color of skin or type of religion this passage is relatable to all*) and a writing strategy (*The author portrays this reading in a first person perspective*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of *first person perspective* to develop the central idea (*Tom Whitecloud does this so it could be more relatable and Tom Whitecloud's writing this in first person allows the reader to close his eyes and imagine this story but about their own life.*) The response presents ideas inconsistently and inadequately in an attempt to support analysis (*In the passage he states the closer he gets to home the more afraid the character gets*), making use of some evidence that may be irrelevant (*The author also states at home he is free from being in classes where people just talk on and on. He doesn't have to worry about being graded on another person's opinion*). The response exhibits acceptable organization of ideas and information to create a coherent response, with an opening paragraph that addresses the relatability of the text to a reader and identifies the central idea of the text, a second paragraph that introduces the writing strategy and ties the strategy to some aspects of the text, and concludes with a reference to the benefits of being at home (*he can relate and be free to dance with his people and be with family*). The response establishes and maintains a formal style, using appropriate language and structure (*He wrote this the way he did so it can be interpreted by all people not a select group*). The response demonstrates partial control of conventions with occasional errors (*definetely, quickly but, are but, most human being, sametime, reader ... their*) that do not hinder comprehension.

The Central Idea of Blue winds Dancing Is PEOPLE Should have love For their home. The Author uses the writing Strategy Conflict. The Author uses Conflict in the document. It states "I should be at home. But home is Beyond the mountains." The Student wanted to go home to his tribe But he remarks how Beautiful his home is. It started in "line 15 "land which is my home! Beautiful, calm- where there is no hurry to get anywhere, no driving to keep up in the race that knows no ending and no goal." He loves his simple tribe Because he doesn't have to worry about things in the city that worry people. He like a simplistic life in the forest with his tribe. The student can't wait to return home. The conflict of Him not Being home makes him appreciate his home more. The Student thinks fondly of his home But is upset about what his people will think about him leaving.

Anchor Level 2–A

The response introduces a central idea (*The Central Idea of Blue winds Dancing Is People Should have love For their home*) and a writing strategy (*The Author uses the writing Strategy Conflict*). The response demonstrates a superficial analysis of the author’s use of conflict to develop the central idea (*He loves his simple tribe Because he doesnt have to worry about things in the city that worry People and The Student thinks foundly of his home*). The response presents ideas inconsistently and inadequately (*The Author uses Conflict in the document when it States “I Should Be at home. But home is Beyond the mountains.” The Student wanted to go home to his tribe But he remarks how Beatiful his home is stated in line 15 “... land Which is My home! Beautiful, calm – Where there is no hurry to get anywhere, no driving to Keep up in the race that Knows no ending and no goal”*) in an attempt to support analysis. The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, using only one paragraph for analysis and evidence, and a reiteration of the writing strategy, with the introduction of a new idea to conclude the response (*The conflict of Him not Being home makes him apprecieat his home more. The Student thinks foundly of his home But is upset about what his People will think about him leaving*). The response lacks a formal style, using language that is basic (*The Author uses the writing Strategy Conflict and The Student cant wait to return home*). The response demonstrates partial control of conventions with occasional errors (*Blue winds Dancing; states “I; Beatiful; “... land; doesnt; He like a; cant; apprecieat; foundly*), as well as several capitalization issues, that do not hinder comprehension.

Anchor Paper – Part 3 – Level 2 – B

The Central idea of the ~~passage~~ excerpt "Blue Winds Dancing" by Tom Whitecloud is ^{home is} a peaceful place. The central idea is supported by the author's use of setting. The central idea is ^{home is} a peaceful place because the narrator describes his home ~~as~~ as a beautiful, peace, calm place. An example that support the Central idea is "That land which is my home! Beautiful, calm - where there is no hurry to get anywhere, no driving to keep up in a race that knows no ending and no goal." This example supports the central idea because the narrator ~~describes~~ describes his home as a peaceful place where competition and stress doesn't exist. The literary element use by the author is setting. An example that supports the use of setting by the author is "Here where all the trees grows in rows, the palms stand stiffly by the roadsides, and in the groves the orange trees line in military rows, and endlessly, bear fruit." This example shows the use of setting because the author describes the surroundings and landscape of the place he calls home.

Anchor Level 2–B

The response introduces a central idea (*The central idea of the excerpt “Blue Winds Dancing” by Tom Whitecloud is home is a peaceful place*) and a writing strategy (*The central idea is supported by the author’s use of setting*). The response demonstrates a superficial analysis of the author’s use of setting to develop the central idea, using only two quotes from the text, one as *an example that support the central idea* and one *that supports the use of setting* and stating the *central idea is home is a peaceful place because the narrator describes his home as a beautiful, peace, calm place*. The response presents ideas inadequately (*That land which is my home! Beautiful, calm... no driving to keep up in a race that knows no ending and no goal*) and inaccurately identifying the narrator’s “*place he calls home*” as “*Here where all the trees grows in rows; the palms stand stiffly ... and endlessly bear fruit*” in an attempt to support analysis. The response exhibits inconsistent organization of ideas and information, using only one paragraph that introduces the central idea and writing strategy, then addresses a pertinent quote and ends with an inaccurate and confused interpretation of a second quote (*This example shows the use of setting... of the place he calls home*), failing to create a coherent response. The response lacks a formal style, using language that is basic (*The central idea is home is a peaceful place because the narrator describes his home as a beautiful, peace, calm place*). The response demonstrates emerging control of conventions with some errors (*peace* for “peaceful”; *example ... support; goal.*” *this; doen’s exists; element use; authors describes; surroundings*) that hinder comprehension.

"Blues Winds Dance" the central idea is finding your way home when you're lost. "Now I try to study, but against the pages I see them again, driving southward. Going home." (Line 3-4) It's someone ~~th~~ trying to find answers to a path but struggling, because the answer keeps going one way south.

"It is hard to ride fruit cars. Bums break in. Better to ~~wait~~ wait for a cattle go back to the middle west, and ride that." (Line 34-36). Not wanting to take the simple stuff first but waiting for the better later. So finding your way home better than harder.

So, the final way of thought is waiting for the better and best way home. No, simple way or wrong answers but to take your time.

Anchor Level 2–C

The response introduces a central idea (*“Blues Winds Dance” the central idea is finding Your way home when your lost*). The response does not include a writing strategy so there is no analysis of the author’s use of the writing strategy to develop the central idea. The response presents ideas inadequately, supplying only two quotes from the text that form the basis for generalized observations about *finding your way home better than harder*. The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, with an opening paragraph that contains a central idea and a loosely-connected quote from the text. A second paragraph contains a quote which attempts to support the central idea. The response ends with a summative conclusion (*So, the final way of thought is waiting for the better and best way home. No, simple way or wrong answers but to take your time*). The response demonstrates emerging control of conventions with some errors (*your; agian; struggleing, because; way. south; No, simple*) that hinder comprehension.

The Central Idea is about how a birds learns how to dance. So, people will go teach the birds how to dance and watch them dance. Some people will take birds as a pet and teach them how to dance anyway's. Basically, the central idea is a fantasy because people know that animals don't dance. So, some people is not going to believe that animals can't dance.

The author's use one of the strategy one that will be characterization because the author knows that animals can't dance because they know that is real life not a fantasy. So, the author wants us to think that animals can dance but, you know deep down they can't. It's says in the text that "Now I try to study if animals can dance". So, you know that people trying to say animals dance. But, they really don't at all.

Anchor Level 1–A

The response introduces a confused central idea, stating that *the Central Idea is about how a birds learns how to dance*. The response names but does not develop a writing strategy (*The author’s use one of the Strategy and that will be characterization*). The response does not demonstrate analysis of the author’s use of the writing strategy to develop the central idea. Moreover, the central idea and writing strategy are based on an inaccurate interpretation of the text. The response presents very little evidence from the text, supplying only one partial quote (“*Now I try to Study if animals can dance*”). The response exhibits inconsistent organization of ideas and information, failing to create a coherent response. The response consists of two paragraphs, the first addressing a central idea and the second addressing characterization. However, these topics lack development. The response lacks a formal style, using language that is basic (*People will go teach the birds and Anyway’s; Basely*) or imprecise (*So, some people is not going to believe that animals can’t dance*). The response demonstrates emerging control of conventions with some errors (*birds learns, fanstay, people is, author’s use, the author It’s say’s, People trying to say*) that hinder comprehension. Although the response exhibits both Levels 1 and 2, it is a personal response and makes little to no reference to the text and can be scored no higher than a 1.

Wind is clear, and it cannot dance, therefore the literary element used is metaphor in line (title) "Blue Wind's Dancing". I rest my case.

Anchor Level 1-B

The response introduces a confused and incomplete central idea (*wind is clear, and it cannot dance*), and writing strategy (*Therefore the literary element used is metaphor*). The response presents no evidence from the text beyond referencing the title ("*Blue Wind's Dancing*"). The response is minimal, making assessment unreliable. The response is minimal, making assessment of conventions unreliable.

In this text, the central idea presented is that everyone has a different perspective on life. Society and people in it all see how you live differently than the rest. It is full of judgement and criticism. The literary device presented to help back up the central idea is conflict.

The text, "Blue Wind Dancing," portrays conflict between the traditional living people and the Indians. Indians live differently than do the rest of society and just because of that they are forced to change their ways. "I am tired, I am weary of trying to ~~to~~ keep up this bluff of being civilized" (lines 21-22). This Indian does not like being forced to become civilized just because everyone else is. He doesn't like change. "These civilized white men want us to be like them - always dissatisfied, getting a hill and wanting a mountain" (lines 26-27). Society wants everyone to live the same way. Being different is not always a bad thing, if living the way they used too worked for them they shouldn't be judged for it.

The text also provides for the transition that the Indians had to make because of this conflict. They should not be peer-pressured into living a way they aren't comfortable with. "It means dancing to

the strings and customs and tradition; it means living in houses and never knowing or caring who is next door," (lines 24-26). The new way of living for them makes it very uncomfortable to adjust to. "... the smoke rise from the lodgehouses, and to feel the blue winds. I want to hear the drums; I want to hear the drums and feel the blue whispering winds" (lines 29-30). Their old way of living felt right to them, now the Indians cannot have an easy life to live because of change.

Everyone has a different perspective on life. The Indians like a countryish living style, while society and people now like modern living. Living where the nature grows instead of pollution cities. Transitioning is a very hard thing to do when living that specific tradition since way back when.

In The text provided to me the central idea is the longing to be free and to never fall to how others wish for you to be. As a Native American his people had to go through a lot of cultural changes when the "white man" came to his lands. As so he finds the white man's values inequitable and escapes out west to find his old life again.

The literary device that use in the text below is metaphors. When he uses the phrase "getting a hill and wanting a mountain," the author is using the metaphor to show the way the "white man" feels about how life should work.

And that is the literary element and central idea of the task.

In the excerpt of "Blue Moon Dancing," ^{by Tom Whitecloud} a central theme that society is a burden is present. The narrator describes his time in society and how difficult it is for him to live under all of the pressures that society provides. The imagery used in the excerpt also supports this idea. An example of this is, "Here where all the trees grow in rows; the palms stand stiffly by the roadsides, and in the groves the orange trees line in military rows ~~rows~~..." (lines 10-12). The imagery of the stiff and orderly rows of trees in this quote help to show how society bears down upon them and keeps them straight and in line. The trees are affected by society, as is the narrator. The narrator, who knows the wild beauty of trees, now sees the trees in this society and sees how they are stiff and monotonous. Another quote from the excerpt is, "On the boardwalk there are some Indian women in colored sashes selling bits of pottery... They hold up a piece and fix the tourists with black eyes until, embarrassed, he buys or turns away" (lines 47-48, 49-50). In this quote, the narrator is describing some native women who sell pottery to tourists. The colored sashes and bits of pottery help the reader to visualize ~~what~~ ^{who} these women are and what they must do to earn money in society at the time this story was written. The pressures of society have

forced them to sell these bits of pottery by making tourists feel guilty if they don't leave them without a purchase. A final quote from this excerpt is, "... a city sprawled by a lake - a city with a million people who walk around without seeing one another..." (lines 69-70). This quote describes a city filled with many many people. This city is society in the narrator's eyes with all of its people who don't interact with each other. Later, it states, "... a city with stores and police and intellectuals and criminals and movies and apartment houses; a city with its politics and libraries and zoos" (lines 70-71). This quote describes many attributes of the city. It helps the reader picture how many things are occurring at once in the ~~society~~ city and by listing them off like that, it also helps to convey the pressure and how complicated and tiring society is to the narrator. It is a burden to be a part of it and when he returns home, he feels a relief and a release from the society that has filled him with so much anxiety.

The excerpt of "Blue Winds Dancing" by Tom Whitecloud uses imagery to convey the central idea that society is a burden. By having the narrator describe what life is like in society, the reader can visualize the stress and pressures put upon him by his time living in society. The reader can also visualize what society has done to

Part 3 – Practice Paper – C

him and his people. The burden of society has a profound impact upon the narrator, and it is only when he returns home does he feel a release from this pressure.

the central idea is Peace
in the woods and mountains.
where people live at from
the lodgeses houses.
live the mountain is
better for the the people
that live there and more
freely from live on the street
and in the original public
place

In the excerpt *Blue Winds Dancing* by Tom Whitecloud Whitecloud introduces the central idea that society is unnatural and that sometimes you need to take a break and enjoy the wild. Whitecloud says it best when he says "Being civilized means trying to do everything you don't want to, never doing anything you want to" (lines 4). In the excerpt Whitecloud shows the importance of getting outside of society and into the wild through his use of characterization.

The author's use of ~~characterization~~ ^{characterization} conveys the central idea that in life you must take a break from society and explore nature. For example, in lines 28-30 Whitecloud says "I am tired. I want to walk again among the ghost-birches. I want to see the leaves turn in autumn, the smoke rise from the lodgehouses, and to feel the blue winds." Whitecloud doesn't mean he is literally tired he means he is worn out from the burdens of society and that he feels caged in society and he wants to be set free into the wild and be back home. The main character as he travels home is very descriptive on what he sees and hears and how it makes him feel. For instance, in lines 46-47 Whitecloud says "I leave him and head north to see mesa country. Las Cruces and the terrible Organ mountains, jagged peaks that instill fear and wondering". Whitecloud seems to find the most comfort in the unknown of nature. Whitecloud doesn't know the capabilities of the "jagged" mountains but it makes him feel comfortable because in society everybody tries to be perfect but he finds beauty in the imperfection of nature.

Part 3 – Practice Paper – E

Whitecloud also shows that society can make you think about everything and it is easier to think when you are in the wild. When he says "it is easy to think while looking at dancing flames" (line 61), when Whitecloud is alone in the wild with ~~the~~ fire burning and it's just him ~~to~~ without the stresses of society ~~he~~ he is able to reflect and think about what is truly important.

Practice Paper A – Score Level 3

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

Practice Paper B – Score Level 2

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

Practice Paper C – Score Level 4

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

Practice Paper D – Score Level 1

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

Practice Paper E – Score Level 3

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

**Map to the Learning Standards
 Regents Examination in English Language Arts
 August 2022**

Question	Type	Credit	Weight	Standard
1	MC	1	1	RL.4 (11-12)
2	MC	1	1	RL.5 (11-12)
3	MC	1	1	RL.4 (11-12)
4	MC	1	1	L.5 (11-12)
5	MC	1	1	RL.3 (11-12)
6	MC	1	1	RL.3 (11-12)
7	MC	1	1	RL.5 (11-12)
8	MC	1	1	RL.2 (11-12)
9	MC	1	1	RL.2 (11-12)
10	MC	1	1	RL.5 (11-12)
11	MC	1	1	L.5 (11-12)
12	MC	1	1	L.5 (11-12)
13	MC	1	1	RL.2 (11-12)
14	MC	1	1	RL.5 (11-12)
15	MC	1	1	RI.3 (11-12)
16	MC	1	1	RI.4 (11-12)
17	MC	1	1	RI.3 (11-12)
18	MC	1	1	RI.5 (11-12)
19	MC	1	1	RI.3 (11-12)
20	MC	1	1	RI.3 (11-12)
21	MC	1	1	RI.4 (11-12)
22	MC	1	1	RI.2 (11-12)
23	MC	1	1	RI.4 (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 2022 Regents Examination in English Language Arts* will be posted on the Department’s web site at <http://www.nysed.gov/state-assessment/high-school-regents-examinations/> on the day of the examination. Conversion charts provided for previous administrations of the Regents Examination in English Language Arts must NOT be used to determine students’ final scores for this administration.

Online Submission of Teacher Evaluations of the Test to the Department

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

1. Go to <https://www.surveymonkey.com/r/8LNLLDW>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.

Regents Examination in English Language Arts – August 2022

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

(Use for the August 2022 examination only.)

Weighted Raw Score*	Scale Score	Performance Level	Weighted Raw Score*	Scale Score	Performance Level
56	100	5	27	56	2
55	99	5	26	55	2
54	99	5	25	52	1
53	99	5	24	48	1
52	98	5	23	45	1
51	97	5	22	43	1
50	96	5	21	40	1
49	95	5	20	37	1
48	94	5	19	34	1
47	92	5	18	31	1
46	91	5	17	28	1
45	89	5	16	25	1
44	88	5	15	22	1
43	87	5	14	19	1
42	85	5	13	16	1
41	84	4	12	13	1
40	83	4	11	10	1
39	81	4	10	9	1
38	79	4	9	8	1
37	78	3	8	7	1
36	76	3	7	6	1
35	74	3	6	5	1
34	72	3	5	4	1
33	69	3	4	3	1
32	67	3	3	2	1
31	65	3	2	1	1
30	63	2	1	1	1
29	60	2	0	0	1
28	58	2			

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

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

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

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

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

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