

FOR TEACHERS ONLY

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

ENGLISH

E

Friday, June 17, 2011 — 9:15 a.m. to 12:15 p.m., only

SCORING KEY AND RATING GUIDE

Mechanics of Rating

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Check this web site at: <http://www.p12.nysed.gov/apda/> 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 Comprehensive Examination in English. 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 Comprehensive Examination in English*.

Scoring the Multiple-Choice Questions

For this exam all schools must use uniform scannable answer sheets provided by the regional information center or large city scanning center. The scoring key for this exam is provided below. If these answer sheets are being hand scored prior to being scanned, the scorer must be careful not to make any stray marks on the answer sheet that might later interfere with the accuracy of the scanning.

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

Correct Answers			
Part 1	Part 2		Part 3
1 1	9 1	15 4	21 4
2 3	10 3	16 2	22 1
3 4	11 2	17 4	23 4
4 2	12 1	18 3	24 3
5 1	13 4	19 1	25 2
6 2	14 1	20 3	
7 4			
8 3			

COMPREHENSIVE ENGLISH

Rating of Short-Constructed Responses and Essay

- (1) In training raters to score student 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 (if applicable) 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 Questions 26 and 27 contain scores and commentaries. Practice papers for Question 28 only contain scores.)

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

Beginning in June 2011, schools are no longer 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.

Question 26

(used for 2-credit responses that refer to two texts)

Score Point 2

- presents a well-developed paragraph
- demonstrates a basic understanding of the texts
- establishes an appropriate controlling idea
- supports the controlling idea with clear and appropriate details from both texts
- uses language that is appropriate
- may exhibit errors in conventions that do not hinder comprehension

Score Point 1

- has a controlling idea
or
- implies a controlling idea
or
- has an unclear controlling idea

AND

- supports the controlling idea with partial and/or overly general information from the texts
- uses language that may be imprecise or inappropriate
- exhibits errors in conventions that may hinder comprehension

Score Point 0

- is off topic, incoherent, a copy of the task/texts, or blank
- demonstrates no understanding of the task/texts
- is a personal response

Anchor Paper – Question 26 – Level 2 – A

Relationships are an important social aspect of life because they act as a learning experience to gain knowledge and wisdom. Both Passage 1 and Passage 2 highlight the development of wisdom from a strongly fortified relationship. In Passage 1, The relationship between Ezra and Mrs. Scarlatti (Passage 1) I explain a learning experience as Ezra is described as being "rescued from a careless existence" in learning how to cook with Mrs. Scarlatti "teaching him all she knew." In befriending Mrs. Scarlatti, Ezra acquired wisdom in the profession of cooking. In befriending Ezra, Mrs. Scarlatti learned how to be truly cared for as Ezra's care was a new aspect compared to her "old husband". Both Ezra and Mrs. Scarlatti prove that close relationships yield wisdom with the examples of cooking and family, showing relationships are an important aspect of life. Passage 2 uses the example of a father and son relationship to prove knowledge is gained in describing the duo as "moving night by touch" and walking together securely with "flashlights dark." In growing up together, the father-son pair has gained wisdom in relying on each other and protecting each other through the night without having to worry. The duo proves that close relationships yield wisdom as they were able to learn how to walk in the night "by touch" after their experiences together.

Anchor Level 2-A

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*Relationships are an important social aspect of life because they act as a learning experience*) is supported with clear and appropriate details from both texts (*Ezra acquired wisdom in the profession of cooking while Mrs. Scarlatti learned how to be truly cared for and The duo proves that close relationships yield wisdom as they ... learn how to walk in the night "by touch"*). Language use is appropriate and errors in conventions do not hinder comprehension.

Anchor Paper – Question 26 – Level 2 – B

From what I understand from both readings with every change there is a change in act or relationship. In the excerpt Ezra did everything according to Mrs. Scarlatti, not serving ~~the~~ his special soup and not hiring female waiters. But when Mrs. Scarlatti gets sick the relationship that Ezra and Mrs. Scarlatti changes due to the fact that Ezra must move forward and ~~cannot~~ cannot dwell on the needs or wants of Mrs. Scarlatti for ever. Though their relationship was described as them holding each other up in empty space, that may change now because of current events and this may affect their relationship. In the poem the son has grown, he's now as tall as his parent, and things are different in their relationship now because it isn't how it use to be. The author writes, "In the midst of these field." and "in the mist of our lives." indicating the turning point of the parent's child relationship due to the change in growth of the child.

Anchor Level 2-B

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*with every change there is a change in act or relationship*) is supported with clear and appropriate details from both texts (*when Mrs. Scarlatti gets sick the relationship ... changes ... Ezra ... cannot dwell on the needs or wants of Mrs. Scarlatti for ever* and *In the poem the son has grown ... and things are different in their relationship*). Language use is appropriate, and errors in conventions (*foward; grown, he's; these field*) do not hinder comprehension.

Anchor Paper – Question 26 – Level 1 – A

Relationships are bonds that are shared between individuals. Relationships can vary from people two people that work together or family members. In passage I, the relationship between Ezra and Mrs. Scarliatti is that they both work together in a resteraunt. They are both dependent of each other for support. In passage II, the relationship that the two indivinal share is between father and son. The father see that his son is growing up and is becoming less dependant of his but the fact that ~~he~~ he is his father still doesn't change, and both ~~there~~ still have a strong bond. ¶

Anchor Level 1–A

The response has a controlling idea (*Relationships are bonds that are shared between individuals*), supported with partial and overly general information from the texts (*Ezra and Mrs. Scarliatti ... work together, are both dependent of each other for support, The father see that his son is growing up ... and both still have a strong bond*). Language use is imprecise (*people two people and father see*), and errors in conventions (*resterant, indivinal, of his*) may hinder comprehension.

Anchor Paper – Question 26 – Level 1 – B

Relationships always have their way of turning out. Some relationships turn out to have a happy ending and some turn out not so happy. Depending on the relationship, the outcome can be different. If the relationship has to do with family members like father like son, that relationship is good. The father's relationship grows with his son because they grow a bond with each other and grow more love for each other. If the relationship has to do with friends then the outcome to that relationship will also be different. Friendship relationships are extremely different to the family member relationship. Friends go through situations that really can't be explained in words.

Anchor Level 1–B

The response has a controlling idea (*Relationships always have their way of turning out*), supported with overly general information from the texts (*The father's Relationship grows with his son* and *If the Relationship has to do with friends then the outcome ... will also be different*). Language use is imprecise (*like father like son* and *different to*), and errors in conventions (*ending and, fathers Relationship, eachother*) may hinder comprehension.

Anchor Paper – Question 26 – Level 0

People have to deal with the way others change in different ways. while some might think of it as a positive change others think of it as hell.

Anchor Level 0

The response is a personal response. There is no reference to either text.

Question 26 – Practice Paper A

Relationships are big parts of life and happen to everyone around us. Being caring and affectionate are the main values that help relationships ~~stay~~ last longer and healthier. In passage I, the essay, and passage II, the poem, they discuss the inner relationships that people have with one another and ~~how the relationship~~ what makes the relationships so deep. In passage, the woman in the hospital Mrs. Scarlatti, seems to be very ill and a man named Ezra is the only true friend she has left in the world. Ezra works in a restaurant so he brings up some gizzard soup to soothe her nerves when she's feeling bad. Ezra has always been grateful of Mrs. Scarlatti's support for rescuing him by letting him actually work in the restaurant. Their mutual support creates the bond of love and trust that is necessary for a relationship. Passage II discusses a man with his son bonding together having a healthy, loving relationship. The father states, "Our shoulders almost touch as we walk," which signifies their close relationship with one another and how they've bonded for so long that the father has seen growth in the son. As a result, these passages offer gratifying knowledge to people who want to witness the ideas of relationships and how they work.

Question 26 – Practice Paper B

People will do anything to make each other happy, they think about each other all the time. they ~~do~~ do ~~about~~ what they are able to do to feel like their with that person even though they are not. When they are around each other they can't think of any thing else but each other.

Question 26 – Practice Paper C

Relationships are a sole component in everyone's life. In the passage, a strong relationship between the two work partners, Ezra and Mrs. Scarlatti, shows how relationships are a big part in people's lives. By Ezra saying that Mrs. Scarlatti has no family and being all she has, shows their strong and needed relationships. In the second passage, they show the relationship of a father and son as their relationship evolves and becomes different.

Question 26 – Practice Paper D

In life, you come into contact with many people, & no matter what you feel towards them a relationship is formed. You could love them as a part of your family or someone you just care about. Relationships give you a strong connection with people. ~~Even~~ In the paragraph, Ezra still worried & about & wanted to be with Ms. Scarlatti even though she was sick & semi-unresponsive. Words didn't need to be spoken to know a strong relationship stands behind the two. The poem is similarly written. No one ~~is~~ speaks but the strong father/son bond is still there. They're "together in the midst of their lives."

Relationships should be good and healthy and also grow and become strong. It doesn't matter the distance you may have with one person or another. In this passage it shows how Era and Mrs. Scarlatti relationship grew. They both helped each other and it didn't matter how far away they were from each other. They kept close. They both learn from their pasts and have the encouragement between each other to succeed throughout their lives.

QUESTION 26

PRACTICE SET ANNOTATIONS

Practice Paper A — Score Level 2

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*Being caring and affectionate are the main values that help relationships last longer*) is supported with clear and appropriate details from both texts (*Ezra ... brings up some gizzard soup to soothe her nerves; Ezra has always been grateful of Mrs. Scarlatti's support; The father states, "Our shoulders almost touch as we walk," which signifies their close relationship*). Language use is appropriate, and errors in conventions (*poem, they; grateful of; witness the ideas*) do not hinder comprehension.

Practice Paper B — Score Level 0

The response is a personal response. There is no reference to either text.

Practice Paper C — Score Level 1

The response has an unclear controlling idea (*Relationships are a sole component in everyones life*), supported with partial and overly general information from the texts (*by ezra Saying That Mrs. Scarlatti has no family and being all She has, shows There Strong and needed relationships and They Show The relationship of a Father and Son*). Language use is imprecise (*are a big Part and Becomes different*), and errors in conventions (*everyones, ezra, passage They*) may hinder comprehension.

Practice Paper D — Score Level 2

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*Relationships give you a strong connection with people*) is supported with clear and appropriate details from both texts (*Ezra still worried about & wanted to be with Ms. Scarlatti even though she was sick & semi-unresponsive and No one speaks but the strong father/son bond is still there*). Language use is appropriate and errors in conventions (*or someone*) do not hinder comprehension.

Practice Paper E — Score Level 1

The response has a controlling idea (*Relationships should be good and healthy and also grow and become Strong*), supported with partial information from one text (*They both helped eachother and They kept close*). Language is imprecise (*It doesn't matter the distance you and have the encouragement between each other to Succeeded throughout their lives*), and errors in conventions (*Mrs. Scarlatti relationship and didnt*) may hinder comprehension.

Question 27

(used for 2-credit responses that refer only to one text)

Score Point 2

- presents a well-developed paragraph
- provides an appropriate explanation of the literary element or technique chosen
- supports the explanation with clear and appropriate evidence from the text
- uses language that is appropriate
- may exhibit errors in conventions that do not hinder comprehension

Score Point 1

- provides an explanation of the literary element or technique
or
- implies an explanation of the literary element or technique
or
- has an unclear explanation of the literary element or technique
AND
- supports the explanation with partial and/or overly general information from the text
- uses language that may be imprecise or inappropriate
- exhibits errors in conventions that may hinder comprehension

Score Point 0

- is off topic, incoherent, a copy of the task/text, or blank
- demonstrates no understanding of the task/text
- is a personal response

Note: Since the question specifies choosing *one* of the authors, if the student responds using both passages, score the portion of the response that would give the student the higher score.

Anchor Paper – Question 27 – Level 2 – A

The author of passage I uses characterization in order to develop the passage. At the beginning of the passage, Ezra appears sweet ~~and~~ and caring, and subservient to Mrs. Scarlatti. He is eager to please her by bringing ^{her} soup and thankful ~~that~~ ^{that} she ^{gave} ~~gave~~ him a career and a life. However, as the passage continues Ezra changes. Mrs. Scarlatti is sick in the hospital and Ezra is left to run the restaurant. He becomes strong, confident and independent. He defies Mrs. Scarlatti's orders and wishes. He adds gizzard soup to the menu even though Mrs. Scarlatti believes its "hearty and Scarlatti's Restaurant is very fine and formal." ~~At~~ Ezra continues to make changes against Mrs. Scarlatti's will when he hires a waitress. This was "strictly against Mrs. Scarlatti's policy" because waitresses, according to her, "belong in truck stops." Ezra is the protagonist and a dynamic character. Without the author's ~~is~~ obvious change in characterization of Ezra there would be no plot. As Mrs. Scarlatti grows weak, he grows strong. This changes the whole dynamic of their relationship. The characterization of Ezra is essential to the plot and theme of the passage.

Anchor Level 2-A

The response presents a well-developed paragraph that provides an appropriate explanation of characterization (Ezra is the protagonist and a dynamic character and Without the author's obvious change in characterization of Ezra there would be no plot), supported with clear and appropriate evidence from the text (Ezra appears sweet, and caring, and subservient to Mrs. Scarlatti; as the passage continues Ezra changes; He becomes strong, confident and independent). Language use is appropriate, and errors in conventions (its; waitress. this; Ezra there) do not hinder comprehension.

Anchor Paper – Question 27 – Level 2 – B

In the second passage the author uses the literary device, Imagery. Imagery is the author's use of descriptive words to allow the reader to picture what they are describing. An example of the author's use of Imagery is when he describes the "meadow grass in its highest ... the thick smell of Campion blossoms." This allows the reader to picture the father and son in a meadow with tall grass. You can smell the same things that are supposed to be present. It also gives a good description of the moon which allows you to picture it. It is described as a golden apple, sliced in half. It describes the shadow and the clouds and gives you a very clear and vivid picture of what the father and son are seeing, while they are standing in the meadow.

Anchor Level 2-B

The response presents a well-developed paragraph that provides an appropriate explanation of imagery (*Imagery is the author's use of descriptive words to allow the reader to picture what they are describing*), supported with clear and appropriate evidence from the poem (the author's description *allows the reader to picture the father and son in the meadow with tall grass and It also gives a good description of the moon which allows you to picture it ... and gives you a very clear and vivid picture of what the father and son are seeing*). Language use is appropriate, and errors in conventions (*imagery, the reader ... they, is when*) do not hinder comprehension.

Anchor Paper – Question 27 – Level 1 – A

In the second passage, the author uses symbolism to explain the details of the fields surroundings. For the specific passage that the author wrote, using Symbolism works. The author describes the characters knowing the field so well that they do not have to walk like 'tightrope walkers' balancing, not knowing where to step. The author uses half of a golden apple to describe the shine and shadow of the moon. Blossom ~~on~~ growing out of the ground resemble the stars in the sky.

Anchor Level 1-A

The response has an unclear explanation of the use of symbolism in Passage II (*the author uses symbolism to explain the details of the fields surroundings*), supported with overly general information from the text (*For the specific passage that the author wrote, using Symbolism works and Blossom growing out of the ground resemble the stars in the sky*). Language use is appropriate, and errors in conventions (*fields, Symbolism, balancing*) do not hinder comprehension.

Anchor Paper – Question 27 – Level 1 – B

The theme in passage I is friendship. Their friendship is very strong and they have been through it all. They didn't have anyone in their life but when you have a friend who you are very close with you consider them as your family and you wouldn't be alone anymore because they have each other and they also can depend on each other.

Anchor Level 1–B

The response implies an explanation of theme in Passage I (*The theme in passage I is friendship*), supported with overly general information from the text (*They're friendship is very strong and when you have a friend ... you consider them as your family*). Language use is appropriate, and errors in conventions (*passage I*) do not hinder comprehension.

Anchor Paper – Question 27 – Level 0

I think that in both passages they used good language. Everybody has a different language and that matches their personality. This makes the reader want to read more because it is really interesting.

Anchor Level 0

The response demonstrates no understanding of the text (*I think that in both passages they used good language*).

Question 27 – Practice Paper A

Passage II's point of view is a proud point of view. The father is proud of the son. He is proud of the fact that he is growing up and surpassing him. He reminisces as well ("we remember old games, knowing night by touch").

Question 27 – Practice Paper B

In passage I, the author makes excellent use of symbolism, to emphasize, Ezra's love for Mrs. Scarlotti. Ezra uses food to express his love and upon closer analysis, it becomes apparent that the food is in fact a representation of his love. When he says she would only take small amounts at first and then gradually more it represents how she would take small amounts of love at first. The food is all that he can give her, basically like the fact that his love is all that he can give her. This use of food as a symbol for his love towards Mrs. Scarlotti is very unique and very understandable. His use of this symbolism also ~~exp~~ succeeds in emphasizing his love for Mrs. Scarlotti.

Question 27 – Practice Paper C

In passage number two the author uses different techniques to show his feeling and to help us understand to imagine their surroundings. One technique that the author uses is metaphor when he says in line seven "The moon is a golden apple sliced in half by earth's shadow." In this quote we can observe that the author is explaining that the moon was yellow and really shiny but it was only able to see half of it because of the shadow. Another technique that the author uses is simile in thirteen and fourteen. "Their blossoms are like larger, paler stars in the sky spread at our feet". By this he wants to explain that the blossoms of the flower were so beautiful that they were all around them in a large number that they looked as stars.

Question 27 – Practice Paper D

One literary element that was used in both passages was ~~friendship~~ friendship. Friendship is used in both by talking about true friendship and comparing 2 people and showing what true friendship is and how they act to each other. A true friend is someone you know who will always be there no matter what anyone else says.

Question 27 – Practice Paper E

The author uses love and care for passage I. Ezra is like a son to Mrs. Scarpatti. Mrs. Scarpatti treats him like her son since her son the same age as Ezra had passed away. Ezra brought her, her favorite soup. This shows how much he cares for you and how he never forgets about her. They own a restaurant ~~together~~ together. She depended on Ezra to do his job. He always protected her because she always felt overemotional.

QUESTION 27

PRACTICE SET ANNOTATIONS

Practice Paper A — Score Level 1

The response has an unclear explanation of the literary technique of point of view (*Passage II's point of view is a proud point of view*), supported with partial and overly general information from the text (*The father is proud of the son and he is growing up*). Language use is appropriate, and errors in conventions (*touch*”) do not hinder comprehension.

Practice Paper B — Score Level 2

The response presents a well-developed paragraph that provides an appropriate explanation of the use of symbolism in Passage I (*the ... symbolism, to emphasize, Ezra's love for Mrs. Scarlotti*), supported with clear and appropriate evidence from the text (*Ezra uses food to express his love, food is in fact a representation of his love, she would take small amounts of love at first*). Language use is appropriate, and errors in conventions (*symbolism, to and more it*) do not hinder comprehension.

Practice Paper C — Score Level 2

The response implies an explanation of the literary techniques of metaphor and simile (*The author uses different techniques to show his felling and to helps us unthertand to imagent their soroundings*), supported with clear and appropriate evidence from the text (*the author uses ... methaphor when he says in line seven, the author uses ... simily in threeteen and fourteen*). Language use may be imprecise (*he want to explain and looked as stars*), and errors in conventions (*opserve, an other, realy shainy*) may hinder comprehension.

Practice Paper D — Score Level 0

The response demonstrates no understanding of the task, referring to friendship as a literary device (*One literary element that was used in both passages was friendship*).

Practice Paper E — Score Level 1

The response implies an explanation of characterization (*The author uses love and care for passage I*), supported with partial information from the text (*Ezra is like a son to Mrs. Scarlatti and Ezra brought her, her favorite soup*). Language use is imprecise (*he cares for you and felt overentionel*), and errors in conventions (*passage I, son since, restrurant*) do not hinder comprehension.

QUESTION 28 – SCORING RUBRIC – CRITICAL LENS

QUALITY	Responses at this level:	5	4	3	2	1
Meaning: the extent to which the response exhibits sound understanding, interpretation, and analysis of the task and text(s)	<p>-provide an interpretation of the "critical lens" that is faithful to the complexity of the statement and clearly establishes the criteria for analysis</p> <p>-use the criteria to make insightful analysis of the chosen texts</p>	<p>-provide a thoughtful interpretation of the "critical lens" that clearly establishes the criteria for analysis</p> <p>-use the criteria to make a clear and reasoned analysis of the chosen texts</p>	<p>-provide a reasonable interpretation of the "critical lens" that establishes the criteria for analysis</p> <p>-make implicit connections between criteria and the chosen texts</p>	<p>-provide a simple interpretation of the "critical lens" that suggests some criteria for analysis</p> <p>-make superficial connections between the criteria and the chosen texts</p>	<p>-provide a confused or incomplete interpretation of the "critical lens"</p> <p>-may allude to the "critical lens" but do not use it to analyze the chosen texts</p>	<p>-do not refer to the "critical lens"</p> <p>-reflect minimal or no analysis of the chosen texts</p>
Development: the extent to which ideas are elaborated using specific and relevant evidence from the text(s)	<p>-develop ideas clearly and fully, making effective use of a wide range of relevant and specific evidence and appropriate literary elements from both texts</p>	<p>-develop ideas clearly and consistently, with reference to relevant and specific evidence and appropriate literary elements from both texts</p>	<p>-develop some ideas more fully than others, with reference to specific and relevant evidence and appropriate literary elements from both texts</p>	<p>-develop ideas briefly, using some evidence from the text</p> <p>-may rely primarily on plot summary</p>	<p>-are incomplete or largely undeveloped, hinting at ideas, but references to the text are vague, irrelevant, repetitive, or unjustified</p>	<p>-are minimal, with no evidence of development</p>
Organization: the extent to which the response exhibits direction, shape, and coherence	<p>-maintain the focus established by the critical lens</p> <p>-exhibit a logical and coherent structure through skillful use of appropriate devices and transitions</p>	<p>-maintain the focus established by the critical lens</p> <p>-exhibit a logical sequence of ideas through use of appropriate devices and transitions</p>	<p>-maintain a clear and appropriate focus</p> <p>-exhibit a logical sequence of ideas but may lack internal consistency</p>	<p>-establish, but fail to maintain, an appropriate focus</p> <p>-exhibit a rudimentary structure but may include some inconsistencies or irrelevancies</p>	<p>-lack an appropriate focus but suggest some organization, or suggest a focus but lack organization</p>	<p>-show no focus or organization</p>
Language Use: the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety	<p>-are stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice and awareness of audience and purpose</p> <p>-vary structure and length of sentences to enhance meaning</p>	<p>-use language that is fluent and original, with evident awareness of audience and purpose</p> <p>-vary structure and length of sentences to control rhythm and pacing</p>	<p>-use appropriate language, with some awareness of audience and purpose</p> <p>-occasionally make effective use of sentence structure or length</p>	<p>-rely on basic vocabulary, with little awareness of audience or purpose</p> <p>-exhibit some attempt to vary sentence structure or length for effect, but with uneven success</p>	<p>-use language that is imprecise or unsuitable for the audience or purpose</p> <p>-reveal little awareness of how to use sentences to achieve an effect</p>	<p>-are minimal</p> <p>-use language that is incoherent or inappropriate</p>
Conventions: the extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar, and usage	<p>-demonstrate control of the conventions with essentially no errors, even with sophisticated language</p>	<p>-demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language</p>	<p>-demonstrate partial control, exhibiting occasional errors that do not hinder comprehension</p>	<p>-demonstrate emerging control, exhibiting occasional errors that hinder comprehension</p>	<p>-demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult</p>	<p>-are minimal, making assessment of conventions unreliable</p> <p>-may be illegible or not recognizable as English</p>

- If the student addresses only one text, the response can be scored no higher than a 3.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

Herodotus once said that "... men are at the mercy of events and can not control them." He is correct when he says this, meaning that men can not control any situation or any other man, for it is fate that determines what is to occur. In *Oedipus Rex* by Sophocles, Oedipus tries to escape the prophecy while, unbeknownst to Oedipus, actually fulfills it. In *The Great Gatsby*, by F. Scott Fitzgerald, Gatsby tries to obtain Daisy but his efforts are unsuccessful because he has no control over the situation or her feelings. Sophocles uses characterization and the theme of fate in his play, supporting the quote. In *Gatsby*, Fitzgerald's novel, the statement is supported through the use of theme, symbolism, and characterization.

As a character, Oedipus is strong-willed. He is determined and maintains great physical and mental strength. The play reveals Oedipus as a hero, one who saved the city of Thebes. He is characterized as a powerful leader. It is no surprise, therefore, that Oedipus tries to escape the prophecy saying he was to kill his father and marry his mother. This introduces irony as a literary element. Because Oedipus, in reality, has no control over the prophecy his efforts to escape it were unsuccessful. He ironically kills his father, the exact person he is trying to save, just after he leaves the kingdom. His characterization ironically does not match up with the events carried out. This, however, is because men can not control the events surrounding them.

Fate is a key theme in the novel that supports the idea that men are powerless to God's plan. Being that Terentius'

prophecy ultimately was fate, it is impossible that Oedipus would have been able to escape it. When he killed the man at the crossroads, Oedipus did not suspect that it was his father because he did not know he was "adopted". It was fate, though, that they were to meet in the crossroads. This too integrates the key concept of symbolism. The crossroads are symbolic of fate and reality meeting. It is where the prophecy finally crosses paths with Oedipus, and it is fulfilled. Oedipus was powerless and could not control the events because fate determined that it would happen.

In The Great Gatsby by F. Scott Fitzgerald, Gatsby has trouble winning over his love Daisy. Despite him being characterized as determined and caring, the events were out of his control. When Gatsby returned from war to find out that Daisy had married a rich man named Tom Buchanan, he was determined to win her back. Gatsby is characterized as loving. His feelings for Daisy drive him to get rich quick. He begins bootlegging and eventually makes enough money to buy a big home to impress Daisy. However, his actions would not control the events. In the end, Daisy still chooses Tom despite Gatsby's wealth.

This ties in strongly to the theme of the novel - the emptiness of the upper class. Being that Gatsby came from a humble background, he still has strong principles and morals. However, Daisy is empty, careless, ~~empathetic~~ apathetic. She will, no matter what Gatsby does to win her over, always be corrupt. Gatsby can not control Daisy's feelings or her actions.

His efforts to make her love him were unsuccessful.

Symbolism is present in the novel in the character's names. Daisy is a flower, white petals on the outside and a bright yellow center. Daisy seems pure, white, but in actuality she is extremely corrupt on the inside. She kills Myrtle without turning around and flees to Europe, leaving Gatsby behind. However, this too was uncontrollable. Gatsby was unable to control Daisy's actions or emotions because she is symbolically and literally corrupt.

This innate trait will not change.

In both The Great Gatsby and Oedipus Rex, man is unable to control the events around him. Oedipus can not ~~control~~ avoid the prophecy while Gatsby can not control Daisy. Both characters are left in the hands of fate. As Herodotus said, they are "at the mercy of events". The events mentioned, most likely, are predetermined.

Anchor Level 6 – A

Quality	Commentary
Meaning	<p>The response: Provides an interpretation of the critical lens that is faithful to the complexity of the statement and clearly establishes the criteria for analysis (<i>man can not control any situation or any other man, for it is fate that determines what is to occur</i>). The response uses the criteria to make an insightful analysis of <i>Oedipus Rex</i> (<i>Because Oedipus, in reality, has no control over the prophecy his efforts to escape it were unsuccessful</i>) and <i>The Great Gatsby</i> (<i>his actions would not control the events because Daisy still chooses Tom</i>).</p>
Development	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific evidence to illustrate how little control we have over our lives (<i>He ironically kills his father, the exact person he is trying to save and Gatsby can not control Daisy's feelings or her actions</i>). The response integrates appropriate literary elements such as characterization (<i>strong-willed, great physical and mental strength, determined and caring</i>), symbolism (<i>The crossroads are symbolic of fate and reality meeting and Daisy is a flower</i>), and irony (<i>His characterization ironically does not match up with the events carried out and Daisy seems pure, white, but in actuality she is extremely corrupt on the inside</i>) from both texts to support the critical lens.</p>
Organization	<p>Maintains the focus established by the critical lens on how <i>man is unable to control the events around him</i>. The response exhibits a logical and coherent structure, moving from an introduction of the works and the establishing of the ideas that <i>Oedipus tries to escape the prophecy</i> and that <i>Gatsby tries to obtain Daisy</i>, to an explanation of how each fails in his quest, and then to a conclusion that supports the critical lens (<i>Oedipus can not avoid the prophecy while Gatsby can not control Daisy</i>). Transitions are skillfully used (<i>As a character; no surprise, therefore; This too integrates the key concept of symbolism</i>).</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice and awareness of audience and purpose (<i>This ties in strongly to the theme of the novel - the emptiness of the upper class</i>). The response varies structure and length of sentences to enhance meaning (<i>Gatsby was unable to control Daisy's actions or emotions because she is symbolically and literally corrupt</i>).</p>
Conventions	<p>Demonstrates control of the conventions with essentially no errors, even with sophisticated language.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6 in all qualities.</p>	

As Herodotus once said, "... men are at the mercy of events and cannot control them." In saying this Herodotus meant that fate basically controls a person's life. Humans are ~~at~~ at the mercy of fate and there's no way to get away from this. Events happen for a reason and there is no way around this. Man is at the mercy of the events that take place in their life and it is out of their control. Though this quote may say that humans are trapped by fate and events happen beyond their control, it is not completely true. Yes, humans are often influenced by the will of others and may not be able to get out of certain situations, but that does not mean they can't control their own actions. While fate may impose certain events on a person and they, for sure, can't control this, they can, however, control how they react and adapt ~~to~~ to the occurrence of these events. Fate may be able to control events that happen to a person, but it cannot control the nature of the person and their ability to adapt and react.

This idea is strongly supported in The Crucible by Arthur Miller and The Scarlet Letter by Nathaniel Hawthorne. In both works the protagonists are subjected to do certain things that are out of their control. In these works the Puritan society and fate go hand in hand. If the Puritans willed something to happen, it did, and there ~~was~~ ^{was} nothing anyone can do about it. The Crucible shows this with the witch trials, and The Scarlet Letter ~~shows~~ shows it with the ordeals that Hester Prynne went through. Both works deal with uncontrollable events, but they also show how characters/people ~~can~~ can react in a way that truly lets them regain control over their lives.

In The Crucible by Arthur Miller the people of the Puritan community faced the doom that was the witch trials. These trials subjected people to unfair judgement and many were sentenced to hang ~~on~~ based on the word of a jealous, ~~immature~~ immature, slut and her groupies. The word

of Abigail Williams was one that ruined the lives of many and helped expose the true absurdity of the witch trials. These trials were so horrible and basically unjustified, but no one could control what happened. The men and women that were convicted of being witches were hanged and there was nothing they could do to stop it. Admitting to being a witch would forever soil a person's name, a valuable thing at the time, and ~~the~~ denial of being a witch would lead to a person's hanging. No matter what someone did the outcome was terrible. ~~the~~ Though the people of the community weren't able to control the trials themselves, ~~a~~ a select few found a way to control the outcome by what they did.

The character John Proctor, with the likes of Goady Nurse, truly took control over his own fate. Like many other puritans he was subjected to the trials, but he took control over his own fate. It was ~~not~~ inevitable that he would be convicted of witchcraft, but he fought as hard as he could to bring justice back into the community. It was an endless struggle for him as he fought to shed light on the absurdity that was the basis of ~~the~~ the trials. The trials all began because Abigail Williams liked him and he wouldn't have her because he was married. John Proctor's wife Elizabeth Proctor fought with him to bring back justice. John Proctor's moment of defiance came when he refused to soil his name by admitting to witchcraft and having his name displayed for the whole community to see. He knew that he nor his wife had committed witchcraft and thus he would not give up his name to be forever tarnished. Though John Proctor could not control the fact that the witch trials did occur, he was able to control what he did. John Proctor stood up in the face of adversity and took control over his own fate. He may have hanged, but the fact that his actions ultimately brought the end of the trials proves that he was a master of his own fate.

Also taking place within the Puritan Community, The Scarlet

Letter by Nathaniel Hawthorne deals with a ~~com~~ different aspect of the community itself, but it ultimately reveals the same message: The Puritans were just incredibly ridiculous ~~by~~ hypocrites. The Scarlet Letter tells of Hester Prynne, a woman that became pregnant by the Reverend of her community, and now she must wear an "A", standing for adultery, that is Scarlet. Throughout the novel the color of red/scarlet ~~is~~ is important as it represents passion and really ~~adultery~~ adultery itself, a very important aspect of the novel. Wearing the scarlet letter forces Hester to become an outcast, an inevitable fate. For the rest of her life Hester must wear the letter and she is forever marked by her sin. Having both the letter and her daughter Pearl to represent the sin, she will never be able to escape it. The members of the community also judge Hester harshly for she wears the letter. Hester Prynne is subjected to all of this just because she had sex with some guy while she was "married". Also it would have been known by no one if it weren't for the fact that she was pregnant. It is her pregnancy that truly sparks this endless chain of events.

Though Hester was marked by the letter, figuratively and literally, she didn't let it bring her down. Hester had to deal with the punishment for her sin, but she made the decision to control her own fate. At first the entire community basically just hates her and won't even ~~make~~ make any sort of contact with her, but a shift begins to occur. Slowly the people of the community begin to have a respect for her. Through her actions as a human being, Hester allows for the community members to give a new meaning to her letter. The scarlet letter shifts from standing for "adultery" to standing for "able." The community members also begin to become proud of the fact that she exists. They begin to point her out to people and things like, "that's our Hester". Through her own actions of helping people and serving her community, Hester brings about this change and takes control over her fate. Though it was impossible for her to avoid the initial

Anchor Paper – Question 28 – Level 6 – B

judgment and criticism of her community members, Hester takes control over her own life and brings a change to her fate.

Herodotus once said that, "... men are at the mercy of events and cannot control them." He was saying that fate controls the lives of humans and humans do not have the ability to control their own lives. He was correct in saying that events take place in a person's life that they cannot control, but he was wrong in the way that human beings can adapt and react in ways that they can ultimately decide their own fate. John Proctor of The Crucible and Hester Prynne of The Scarlet Letter bring true meaning to this as they decided their own fate when they faced adversity. They were put up against this adversity and showed their true character by deciding their own fate.

Anchor Level 6 – B

Quality	Commentary
Meaning	<p>The response: Provides an interpretation of the critical lens that is faithful to the complexity of the statement and clearly establishes criteria for analysis (<i>While fate may impose certain events on a person ... they can, however, control how they react and adapt to ... these events</i>). The response uses criteria to make an insightful analysis of <i>The Crucible</i> (<i>He may have hanged, but the fact that his actions ultimately brought the end of the trials proves that he was a master of his own fate</i>) and <i>The Scarlet Letter</i> (<i>Through her actions ... Hester brings about this change and takes control over her fate</i>) to illustrate how <i>characters/people can react to uncontrollable events in a way that truly lets them regain control over their lives</i>.</p>
Development	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific evidence in both <i>The Crucible</i> (<i>It was inevitable that he would be convicted of witchcraft, but he fought as hard as he could</i>) and <i>The Scarlet Letter</i> (<i>Through her actions ... Hester allows for the community members to give a new meaning to her letter</i>). The response integrates appropriate literary elements from both texts through references to setting (<i>the Puritan community</i>) and characterization (<i>John Proctor's moment of defiance and she didn't let it bring her down</i>).</p>
Organization	<p>Maintains the focus established by the critical lens that <i>events take place in a person's life that they cannot control but human beings can adapt and react in ways that they can ultimately decide their own fate</i>. The response exhibits a logical and coherent structure, moving from an analysis of the lens, to an introduction of the two texts, to the textual analysis of each text, ending with a conclusion that refocuses on the critical lens by stating that they <i>faced adversity and showed their true character by deciding their own fate</i>. Transitions are skillfully used (<i>If the Puritans willed something to happen, No matter what someone did, Also taking place within</i>).</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice and awareness of audience and purpose (<i>Yes, humans are often influenced by the will of others ... but that does not mean they can't control their own actions</i>). The response varies structure and length of sentences to enhance meaning (<i>In these works the Puritan Society and fate go hand in hand</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>occurence, Elisabeth, ridiculous</i>) and punctuation (<i>fate and and hanged and</i>) only when using sophisticated language.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in conventions.</p>	

Often throughout people's lives they are subject to the world's whims. They try and try, but the world around them won't allow them to succeed in achieving their goals. Herodotus said it like this, "... men are at the mercy of events and can not control them." These words are validated in literary works such as Cats Cradle by Kurt Vonnegut and Tuesdays With Morrie by Mitch Albom.

In Cats Cradle by Kurt Vonnegut, an unknown writer is searching for work. Eventually he stumbles upon an interesting lead relating to the Manhattan Project. He begins researching people involved with the project so that he can put together his work, but when he stumbles upon the creation of "Ice 9" his objectives change. Ice 9 was created to harden mud so that soldiers could travel more easily. It works on the principle of molecules following the crystal structure of a predecessor. Ice 9 is simply water with a crystal structure. While following his two interesting leads, a series of accidents and tragedies occur. He learns of a religion called Bokanism, and begins searching for its Bokonon. Eventually a sample of Ice 9 lands in the ocean and freezes all the oceans, creating an "Armageddon" of ice. In response to this, the Bokonists commit mass suicide. All of these events occur out of the narrator's control. He has desperately tried to understand his place in all of this, but there are no answers.

Wonnegut uses the cat's cradle made of yarn to symbolize ^{the narrator's} lack of understanding and control. Wonnegut points out that for a long time the cat's cradle has existed and has been shown to so many, but there is no cat and there is no cradle. It is simply string. One cannot hope to understand and, if one cannot understand, one cannot influence the events that unfold.

In *Tuesdays With Morrie* by Mitch Albom, the story is told from the first person perspective of Albom. He writes about the experiences he has with his dear friend and teacher Morrie Schwartz. Morrie is diagnosed with ALS and is doomed to death. Though Morrie makes the decision to continue to live his life as best he can for as long as he can, he will ultimately lose his body to his condition. ALS will kill him, taking one part of his functionality at a time. Through Albom's eyes the reader is allowed to share in the lessons he learns from Morrie who remains, as ever, his teacher.

First and foremost of these is the appreciation of the value of life, both in the way one lives it and in how one responds to it.

As time passes, Albom is able to observe how Morrie maintains a positive and driven attitude throughout the progression of his ALS, and when interviewed by *Nightline* he helped to touch the lives of thousands of others as well. Through Mitch's personal dialogues with Morrie, one can see that Morrie was at the mercy of events around him. First of all, he was diagnosed with a terminal illness, which is lack of

Anchor Paper – Question 28 – Level 5 – A

control enough. However, Morrie continues to lose control of his body. In fact, he reaches a point where he has lost almost all independence, and must rely entirely on caretakers to ensure his continued living.

It seems clear that the events that occur in the world dramatically affect those who are part of it and usually these individuals have control over their circumstances. They may exert themselves in an attempt to shift outcomes but in the end, events will play out as the world allows them to. It is not unlike a cartoon, whereby men are at the mercy of a cruel animator.

Anchor Level 5 – A

Quality	Commentary
Meaning	Provides an interpretation of the critical lens that is faithful to the complexity of the statement and clearly establishes the criteria for analysis (<i>They try and try, but the world around them won't allow them to succeed in achieving their goals</i>). The response uses the criteria to make an insightful analysis of <i>Cat's Cradle</i> (<i>if one cannot understand, one cannot influence the events that unfold</i>) and <i>Tuesdays With Morrie</i> (<i>one can see that Morrie was at the mercy of events around him</i>).
Development	Develops ideas clearly and consistently, with reference to relevant and specific evidence in both texts (<i>All of these events occur out of the narrator's control and Though Morrie makes the decision to continue ... he will ultimately lose his body to his condition</i>). The response discusses symbolism (<i>Vonnegut uses the cat's cradle ... to symbolize the narrator's lack of understanding and control</i>) and point of view (<i>Through Albom's eyes the reader is allowed to share</i>) to illustrate how characters have no control over their fate.
Organization	Maintains the focus established by the critical lens on the idea that events <i>dramatically affect those who are part of it and usually these individuals have no control over their circumstances</i> . The response exhibits a logical sequence of ideas, moving from the introduction of the two texts, to an analysis of each as they relate to the critical lens (<i>He has desperately tried to understand his place in all of this, but there are no answers and First of all, he was diagnosed with a terminal illness, which is lack of control enough</i>), concluding with a generalized summation of how events will play out as the world allows them. Appropriate transitions are used to enhance coherency (<i>While following, In response to, First and foremost</i>).
Language Use	Uses language that is fluent and original (<i>It is not unlike a cartoon, whereby men are at the mercy of a cruel animator</i>), with evident awareness of audience and purpose (<i>Often throughout people's lives they are subject to the world's whims</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>Vonnegut points out that for a long time the cat's cradle has existed ... but there is no cat and there is no cradle</i>).
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>principle, desperatly, dialouges</i>) only when using sophisticated language.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat stronger in meaning.	

All through time, there has been debate on how our lives are taken in the direction they are, who takes them there, and why. One simple philosophy which answers this question is Herodotus' statement, "...men are at the mercy of events and cannot control them." This tells not why these events can control men or who is the cause of them; it only tells what it is that has made us do as we have always done as a species. In many ways, it is hard to deny what Herodotus has said. If conditions such as people's opinions and expectations for the outcome of a person's situation had been different, many situations could've changed their outcomes. It seems impossible, in fact, that there wouldn't be a change in the outcome if the pressures of people's opinions, rules, and preconceived notions went unchanged.

Many literary works involve a conflict of a person against a larger body intolerant of

nonconformity. In the past, as shown in Arthur Miller's "The Crucible," this was true, as it is in the fictional future of "Fahrenheit 451" by Ray Bradbury. In the former's 1600's society of religious zealots, whose purpose for leaving a home country ^{was} for the sake of the freedom to believe as they believe openly, rules were important to obey. There were people of higher authority than others in the community who were expected to enforce rules, including those against witches. "Fahrenheit 451" has this as well. By this time in the fictitious future, the set of rules has developed to the point that books are outlawed. Certain characters of the 1600's setting, including a man by the name of Proctor, and some in the future like Guy Montag have found more truth outside of the laws than in obeying them.

As people like Montag and Proctor find themselves at the mercy of a law system set up in

a way that deems each's personal beliefs (Montag's in reading and Proctor's in denying the authority of the local reverend, Mr. Parris) to be evil, they see how their situation in life is forced in a direction of running from the enforcers of these laws or taking a punishment. Both characters found themselves surrounded by people who are very opinionated in favor of the law. It's clear to both characters that they will find it difficult, if not impossible, to get sympathy. "The Crucible's" general populace is determined to exterminate witches, and "Fahrenheit 451's" to do the same to readers.

For Montag and Proctor, events caused by people with strong convictions have forced them to live lives in hiding or awaiting suffering. Neither of them chose to be born into 1600's America or a future where reading is forbidden, and there's no possibility in sight of changing the views of enough people in the favor of Montag and Proctor. Whether

Anchor Paper – Question 28 – Level 5 – B

people like them or any non-conformists they symbolize are up against another man, a society, or an entirely different force, these people cannot avoid being steered in a certain direction by these forces (or people), and they won't be overcome. The ~~nonconformists~~ nonconformists can try, and do, but they will never avoid their control.

Anchor Level 5 – B

Quality	Commentary
Meaning	Provides a thoughtful interpretation of the critical lens by explaining how <i>if conditions ... had been different</i> , then the outcomes faced by the individuals <i>could've changed</i> . The response uses the criteria to make a clear and reasoned analysis of <i>The Crucible</i> and <i>Fahrenheit 451</i> (<i>people like Montag and Proctor find themselves at the mercy of a law system and Neither of them chose to be born into 1600's America or a future where reading is forbidden</i>).
Development	Develops ideas clearly and consistently, with reference to relevant and specific evidence from both texts through a discussion of setting (<i>the fictional future of "Fahrenheit 451" and the former's 1600's society of religious zealots</i>), symbolism (<i>any non-conformists they symbolize</i>), and conflict (<i>are up against another man, a society, or an entirely different force</i>) to illustrate how <i>people cannot avoid being steered in a certain direction</i> .
Organization	Maintains the focus on the idea that <i>nonconformists can try, and do, but they will never avoid societal control</i> . The response exhibits a logical sequence of ideas beginning with a generalized interpretation of the critical lens, then identifying the events that characters from each work are <i>born into</i> , and explaining how they are at the mercy of the laws and people that support these events. Appropriate transitions are used (<i>One simple philosophy which answers this question and "Fahrenheit 451" has this as well</i>).
Language Use	Uses language that is fluent and original (<i>Many literary works involve a conflict of a person against a larger body intolerant of nonconformity</i>), although occasionally awkward (<i>law system and each's</i>), with evident awareness of audience and purpose (<i>there has been debate on how our lives are taken in the direction they are</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>This tells not why these events can control men or who is the cause of them; it only tells what it is that has made us do as we have always done as a species</i>).
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in punctuation (<i>"The Crucible," this and like Guy Montag have found</i>) only when using sophisticated language.
Conclusion: Overall, the response best fits the criteria for Level 5 in all qualities.	

Anchor Paper – Question 28 – Level 5 – C

"Men are at the mercy of events and cannot control them." – Herodotus. In this quote Herodotus is trying to explain that people are vulnerable to what the future holds (events) for each individual. The events are so unpredictable that it is impossible to control them. While it is a fact that "men are at the mercy of events," it is not true that men don't have the ability to control them. Although people don't have the choice of the events they experience, they can deal with them and control how they cope. These examples were evident in Othello by William Shakespeare and Lord of the Flies by William Golding. In both of these texts the protagonists were faced with events they could not control; however, they had the ability to control what they were going to do as a result of the events.

In Othello, the King Othello's decision making is what ultimately led to the demise of his Kingdom. In the story there was a man named Iago who was a villain. He was part of Othello's group, yet he wanted to corrupt Othello. Towards the end of the story, Iago has set up a lot of people in order to disgust Othello. A man named Cassio was set up by Iago. Iago takes Othello's wife's handkerchief and gives it to Cassio. As a result Othello thinks his wife is having an affair. He is deeply upset by this and ~~as a result~~ he decides he has to kill her. Now the event of Othello thinking she was having an affair was not in his control; however, the way he reacted to it was. Despite her pleas and her attempts to tell him the truth, Othello does ~~not~~ not listen and kills her. Afterwards he finds out that she was innocent and kills himself. Othello took two lives because of his decision making; so he was in control of what happened after the event. Othello is a tragic hero whose tragic flaw was his inability to see and accept the truth. The rash action of killing Desdemona (his wife) led to his downfall because of the choice he made.

Another work that shows that men have the ability to choose

Anchor Paper – Question 28 – Level 5 – C

their reactions is Golding's Lord of the Flies. In Lord of the Flies a group of boys land on an island as a result of a plane crash. However, instead of giving up and not doing anything, they decided they would take action until help comes. Immediately they form a government where they elected a King or a leader. Once they elected the leader they start to determine the different roles of each of the members in their newly formed "tribes." They create a group of hunters and a group of people that do stuff around the houses. Although there ends up being an altercation or a clash due to the differences between the two groups, the fact of the matter is that they prove Herodotus's theory wrong. Although it is true that they were at the mercy of the event (the plane crash) and the island setting isolated them from civilized society they did control some aspects of the event in the sense that they tried to come up with a solution and plan to survive which worked for the most part.

While men are at the mercy of the events, they can control some aspects of the events. People have the intelligence and decision making which allows them to make up for the events they cannot control. For example people cannot control a hurricane; however, they try to control the aftermath. Through various efforts by groups such as the Red Cross and other fundraisers they are able to control some aspects. In Othello and Lord of the Flies the main characters were not able to control what happened to them, but they did control what they could do as a result. Their decisions led to whether they survived or not.

Anchor Level 5 – C

Quality	Commentary
Meaning	<p>The response: Provides a thoughtful interpretation of the critical lens (<i>Herodotus is trying to explain that people are vulnerable to what the future holds</i>) and disagrees with it (<i>Although people don't have the choice of the events they experience, they can deal with them and control how they cope</i>). The response uses the criteria to make a clear and reasoned analysis of <i>Othello</i> (<i>Now the event ... was not in his control; however, the way he reacted to it was</i>) and <i>The Lord of the Flies</i> (<i>they prove Herodotus's theory wrong</i>).</p>
Development	<p>Develops ideas clearly and consistently, with reference to relevant and specific evidence (<i>The rash action of killing Desdemona ... led to his downfall because of the choice he made and they did control some aspects of the event in the sense that they tried to come up with a solution</i>). The response uses the appropriate literary elements of conflict (<i>deeply upset and altercation</i>), setting (<i>at the mercy of ... the island setting</i>), and characterization (<i>Othello is a tragic hero whose tragic flaw</i>) to help support the discussion.</p>
Organization	<p>Maintains the focus on how <i>characters were not able to control what happened to them, but they did control what they could do as a result</i>. The response exhibits a logical sequence of ideas by first disagreeing with the critical lens, then analyzing both texts by explaining how characters had control over events in their lives, and concluding with a reiteration of the introduction. Appropriate transitions are used (<i>Despite her pleas</i> and <i>Once they elected</i>).</p>
Language Use	<p>Uses appropriate language, with some awareness of audience and purpose (<i>While it is a fact that ... it is not true</i>), although sometimes imprecise (<i>has set up, in order to disgust, do stuff</i>). The response occasionally makes effective use of sentence structure and length (<i>In <u>Othello</u>, the King Othello's decision making is what ultimately led to the demise of his kingdom</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in comma usage (<i>texts the, As a result Othello, For example people</i>) only when using sophisticated language.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in language use.</p>	

Herodotus once said, "...men are at the mercy of events and cannot control them." This means that men cannot control what goes on around them, and they can only adjust themselves to work with the events that are presented to them. Events control men, not the opposite. I agree with Herodotus, and his statement is proved in both Old Man and the Sea and Raisin in the Sun.

In Old Man and the Sea, the protagonist, Santiago, goes out fishing ~~in hopes~~ with hopes to break his streak of countless days without catching a fish. He ends up catching a fish that is bigger than his boat, but by the time he gets to shore, the fish ~~is~~ has been destroyed by sharks, and there is nothing left. Santiago could not have prevented the sharks from eating his big catch. The events ~~are~~ that occurred between the time Santiago caught the fish and the time he reached shore ~~control~~ would control what he would have to do after. Coming in with a big fish like the one he caught would have provided Santiago with some money or food to help overcome a major conflict he struggled with, which was poverty. Instead, the events that happened left him with nothing but experience.

Herodotus' quote is also proved to be true in A Raisin in the Sun. When Walter received ~~the~~ money from his father's insurance check,

he planned to invest it in a liquor store with his two "friends". His plans were interrupted when his "friend" Willy ran off with ~~Walter's~~^{his} money during the climax of the play. Walter had no way of knowing that this was going to happen, and therefore had no way to stop it. Just like Herodotus said, ~~the events~~ ~~around Walter~~ Walter could not control the events around him. He had to work with what happened, and had to adjust his future plans accordingly. In the end, it was ironic that Walter positively benefitted from these ~~uncontrollable~~ uncontrollable events.

Both Old man and the sea and A Raisin in the Sun support Herodotus' claim that "... men are at the mercy of events and cannot control them." Some things in life are inevitable, and no man can change what is in their destiny. They must adjust to the events around them and realize that ~~the~~ events control them, and not the other way around.

Anchor Level 4 – A

Quality	Commentary
Meaning	<p>The response: Provides a reasonable interpretation of the critical lens that establishes the criteria for analysis (<i>This means that men cannot control what goes on around them, and they can only adjust themselves to work with the events that are presented to them</i>). The response makes implicit connections between the criteria and <i>The Old Man and the Sea</i> (<i>The events that occurred between the time Santiago caught the fish and the time he reached shore would control what he would have to do after</i>) and <i>A Raisin in the Sun</i> (<i>He had to work with what happened, and had to adjust his future plans accordingly</i>).</p>
Development	<p>Develops some ideas more fully than others, with reference to specific and relevant evidence from <i>The Old Man and the Sea</i> (<i>He ends up catching a fish ... but by the time he gets to shore, the fish has been destroyed by sharks</i>) and <i>A Raisin in the Sun</i> (<i>His plans were interrupted ... when his “friend” Willy ran off with his money</i>). The manner in which the characters <i>adjust themselves to work with the events</i> is less developed. The response refers to <i>protagonist and conflict</i> for <i>The Old Man and the Sea</i> and to <i>irony</i> in <i>A Raisin in the Sun</i>, but development is lacking.</p>
Organization	<p>Maintains a clear and appropriate focus on the idea that <i>some things in life are inevitable</i> and men <i>must adjust to the events around them</i>. The response exhibits a logical sequence of ideas, first interpreting the lens, then presenting information about the circumstances Santiago and Walter cannot control and explaining their reactions to them (<i>Santiago could not have prevented the sharks from eating his big catch and Walter had no way of knowing that this was going to happen, and therefore had no way to stop it</i>), and concluding with a restatement of support for <i>Herodotus’ claim</i>.</p>
Language Use	<p>Uses appropriate language, with some awareness of audience and purpose (<i>Just like Herodotus said, Walter could not control the events around him</i>). The response occasionally makes effective use of sentence structure and length (<i>Instead, the events that happened left him with nothing but experience</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in punctuation (<i>money Walter and happened, and</i>) and in agreement (<i>no man ... their destiny ... around them</i>) only when using sophisticated language.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in conventions.</p>	

A wise philosopher once said, ".....men are at the mercy of events and cannot control them." A valid interpretation of Herodotus saying is that often times in life men become victims of situations they have no control over. Two novels that have male characters victimized by these unfortunate oncomings is Jane Eyre and Of Mice and Men. ^{support} and

In Of Mice and Men almost all of the male characters find themselves in unpleasant situations. George one of the main characters of the book finds himself having to take care of his friend Lennie. Lennie is mentally slower than the average person, creating multiple instances when both men have to leave their steady jobs. After Lennie touches a girl's skirt George and Lennie have to flee the area and find a new job. The setting is southern California post - Great Depression, making the chances of finding a reliable job slim.

George and Lennie create the best of the situation and find a job as ranch hands. While on the ranch the reader gets introduced to multiple men stuck in a bad situation. The first man they meet is Candy, an old ranch hand with a smelly dog. Candy lost one of his hands in a work related accident making it harder for him to find a new job. Candy is at the age of retirement but because of his situation he cannot retire and has to keep working for he has nowhere to go. ~~Stinky~~ Crooks a stable hand has everything going against him he is black, and crippled. Crooks circumstances keep him contained on the ranch spending all his free time in his bad living conditions. The reader can physically see the poor living conditions through Steinbach's use of imagery.

Like John Steinbach, Charlotte Bronte also used a good amount of imagery when writing Jane Eyre. Jane Eyre is a story about a girl named Jane Eyre. Jane has a fascinating life and sees much of the countryside. At one of her first jobs Jane meets a man by the name of Mr. Rochester. Mr. Rochester is a character who seems as strong as stone and very impermeable but as the story continues the reader finds that is not true. Rochester has found himself in numerous situations he can't control. The first was his affair with a French dancer. He thought they were both equally in love with one another, but the passion ends up being only one sided. She cheats on him with another man, and leaves Rochester with a baby ~~the~~ which he doesn't know if he's the father.

Another time is when he betroths a exotic Caribbean woman and brings her home with him to England. ~~Once~~ Once she gets to the house he slowly sees her personality changing and she turns into a monster. Mr. Rochester is then left to care for this woman he no longer loves. Bertha ends up burning down his estate and greatly maiming him.

~~Both Mr. Rochester and~~ Mr. Rochester, George, Lennie, Crooks, and Candy all find themselves in uncontrollable situations. Although the characters themselves are very different these situations cause them to have great misfortunes. After reading Of Mice and Men by John Steinbach and Jane Eyre by Charlotte Bronte the reader will know that it is true that often times men find themselves in situations in which they have no control

Anchor Level 4 – B

Quality	Commentary
Meaning	<p>The response: Provides a reasonable interpretation of the critical lens that establishes the criteria for analysis (<i>often times in life men become victims of situations they have no control over</i>). The response makes implicit connections between the criteria and <i>Of Mice and Men</i> (<i>almost all of the male characters find themselves in unpleasant situations</i>) and <i>Jane Eyre</i> (<i>Rochester has found himself in numerous situations he can't control</i>).</p>
Development	<p>Develops some ideas more fully than others. The response uses specific and relevant evidence to depict the <i>unpleasant situations</i> of the men in Steinbeck's work (<i>George ... finds himself having to take care of his friend Lennie, George and Lennie have to flee the area, Candy ... cannot retire and has to keep working</i>) and the situation of Rochester's interaction with women in Bronte's work (<i>She cheats on him with another man, and leaves Rochester with a baby and Bertha ends up burning down his estate and greatly maiming him</i>). The response makes reference to appropriate literary elements for <i>Of Mice and Men</i> (<i>The setting is southern California post-Great Depression and The reader can physically see the poor living conditions through Steinbach's use of imagery</i>). The reference to Bronte's use of a <i>good amount of imagery</i> is not developed.</p>
Organization	<p>Maintains a clear and appropriate focus on situations over which the identified literary characters have no control (<i>Mr. Rochester, George, Lennie, Crooks, and Candy all find themselves in uncontrollable situations</i>). The response exhibits a logical sequence of ideas, first interpreting the critical lens, next addressing the situations of <i>male characters</i> in <i>Of Mice and Men</i> and then the behavior of Rochester in <i>Jane Eyre</i>, and concluding with an attempt to unite both works (<i>Although the characters themselves are very different there situations cause them to have great misfortunes</i>). Internal consistency is weakened by the use of the unsupported idea of <i>imagery</i> as a transitional device.</p>
Language Use	<p>Uses appropriate language (<i>A wise philosopher once said</i>) that is occasionally imprecise (<i>then</i> for "than," <i>women</i> for "woman," <i>there</i> for "their"), with some awareness of audience and purpose. The response occasionally makes effective use of sentence structure and length (<i>The first man they meet is Candy, an old ranch hand with a smelly dog</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>Erye, Steinbach's, uncontrollable</i>) and punctuation (<i>Herodotus saying, get's, Crooks a stable hand has, against him he is</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.</p>	

A quote once uttered by Herodotus read this: "...men are at the mercy of events and cannot control them." This quotation intices controversy and can be argued to persuade in either direction, ^{in regards to agreeing or disagreeing} "However, as demonstrated by Reverend Arthur Dimmesdale in The Scarlet Letter by Nathaniel Hawthorne and by John Proctor in ^{the dramatic play} The Crucible by Arthur Miller, men can control events, they just choose to follow through with bad decisions.

In The Scarlet Letter by Nathaniel Hawthorne, Reverend Arthur Dimmesdale appears to be the most pious, kind, considerate, and respectful minister around. However, he holds a deep, dark secret. Dimmesdale had an affair with a married woman and they bore an illegitimate child as a result. The child, in question, brings up much controversy and conflict within the village, but as Dimmesdale is the reverend, he is forced to keep silent about the terrible incident. The guilt and remorse felt by Dimmesdale is immense and he tortures himself, both mentally and physically. Finally, the day comes when Dimmesdale rises to the pulpit on the scaffold in the town, and he admits to his grievance. The events that came as a result of the incident, were, in fact, controllable. If Dimmesdale had not had an affair with Hester Prynne, ironically "Prynne" rhyming with "sin," none of the ensuing events would have occurred. Therefore, the notion that "men... cannot control them..." can be detested.

In the dramatic play The Crucible by Arthur Miller, John Proctor has an affair with a young girl named Abigail Williams. Abigail Williams is a witch and when Proctor decides to refrain from seeing her any further, she makes it her goal to ruin his, and his wife Elizabeth's, life altogether. She is a nasty girl. She is involved in rituals and she makes potions and also uses other types of witchcraft. Eventually, the matter is blown up into a large conflict known today as "The Salem Witch Trials." Abigail accused Proctor's wife of witchcraft and got her to

be sent to jail. In his attempt to save his wife's life, Proctor takes the blame and is hanged. If Proctor had refrained from seeing Abigail only sooner, he could have prevented the whole incident. He had the choice, and he chose to have the affair and be false with his wife. John Proctor made a mistake. He sinned. And it cost him, as well as a myriad of others, a life. Proctor had the power to control the situation but it inevitably played out in the worst of ways.

Choices. Everyone must make choices. However large or small, people must make decisions everyday of their lives. Moreover, it is the question of whether or not the decision was a good one or not ~~is~~ that is paramount. A wrong decision can happen, and ~~lead~~ to ^{unwanted} a series of events. However, that decision could have been different and the outcome would become different as well. The quote "... men are at the mercy of events and cannot control them" by Herodotus is challenged. Men can control events. They have the power to control what will happen. Not necessarily once something has occurred, but they can stop it before it occurs.

Anchor Level 4 – C

Quality	Commentary
Meaning	<p>The response: Provides a simple interpretation of the critical lens by disagreeing with it (<i>men can control events, they just choose to follow through with bad decisions</i>). The response makes superficial connections between the criteria and <i>The Crucible</i> (<i>If Proctor had refrained from seeing Abigail only sooner, he could have prevented the whole incident</i>). The connection to <i>The Scarlet Letter</i> is stronger (<i>If Dimmesdale had not had an affair with Hester Prynne ... none of the ensuing events would have occurred</i>).</p>
Development	<p>Develops some ideas more fully than others, with reference to specific and relevant evidence from both texts. The response gives evidence from <i>The Scarlet Letter</i> to explain Dimmesdale’s immense feelings of <i>guilt and remorse</i>, saying that <i>he tortures himself, both mentally and physically</i>. Abigail’s involvement in <i>rituals and other types of witchcraft</i> in <i>The Crucible</i> is less developed. Irony and conflict are mentioned, but development is lacking (<i>ironically “Prynne” rhyming with “sin” and blown up into a large conflict</i>). The response suggests characterization by describing Dimmesdale as a <i>pious, kind, considerate, and respectful minister</i>.</p>
Organization	<p>Maintains a clear and appropriate focus on the idea that <i>men can control events</i>. The response exhibits a logical sequence of ideas, first introducing the lens, followed by separate paragraphs describing events characters lived through and explaining how their decisions <i>could have been different and the outcome would become different as well</i>. Internal consistency is weakened by lack of transitions.</p>
Language Use	<p>Uses appropriate language that is sometimes inexact (<i>admits to his grievance and the notion ... can be detested</i>), with some awareness of audience and purpose (<i>Everyone must make choices</i>). The response occasionally makes effective use of sentence structure and length (<i>John Proctor made a mistake. He sinned</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in punctuation (<i>The child, in question, brings; incident, were; his, and his wife Elizabeth’s</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in meaning.</p>	

"...men at the mercy of events and cannot control them." (Herodotus) Human beings can control their actions but not others. Therefore this quote is saying no man or woman can control future events. Events might turn out the way you wanted but still they didn't occur because you made them.

In the play *Midsummer Night's Dream* by Shakespeare, Hermia's father wanted Hermia to marry Demetrius. Hermia was already in love with Lysander. Hermia's father prohibited them being together and took Hermia to the king. The king gave her a couple of days to make a ~~was~~ decision to either marry Demetrius, die for not marrying him, ~~and~~ or become a nun. Helena, who was Hermia's friend, was in love with Demetrius. The king of the Fairies made Demetrius fall in love with Helena. The king found Hermia and Lysander laying together and also Helena and Demetrius. He later granted Hermia the right to marry Lysander. Hermia's father had no control of those events.

In the book *Of Mice and Men* by John Steinbeck, George was taking care of a mentally challenged man named Lenny. Lenny loved soft things and always was picking up mice and keeping them in his pocket. Well the mouse would end up dead because the mouse would bite

Lenny. Later this foreshadows Lenny when he gets a puppy. The puppy is soft and is playing and bites Lenny. Lenny tried to disciplining the puppy and kills the puppy too. George has no control on what Lenny kills because Lenny goes behind George's back and gets mice.

I agree with the critical lens because noone can control events that happen in life. People can control their actions but not events. "...men are at the mercy of events and cannot control them." (Herodotus) means noone can control events because they happen whether or not what you do.

Anchor Level 3 – A

Quality	Commentary
Meaning	Provides a simple interpretation of the critical lens that suggests some criteria for analysis (<i>Human beings can control their actions but not others and no man or woman can control future events</i>). The response makes superficial connections between the criteria and <i>A Midsummer Night's Dream</i> (<i>Hermia's father had no control of those events</i>) and <i>Of Mice and Men</i> (<i>George has no control on what Lenny kills because Lenny goes behind George's back and gets mice</i>).
Development	Develops ideas briefly. The response uses some evidence from the texts (<i>Hermia's father prohibited their being together and Lenny loved soft things and always was picking up mice</i>) but relies on plot summary. The response mentions foreshadowing but does not elaborate (<i>this foreshadows Lenny</i>).
Organization	Establishes, but fails to maintain, an appropriate focus on the idea that <i>people can control their actions but not events</i> . The response exhibits a rudimentary structure with an introduction, separate paragraphs focusing on the texts, and a weak conclusion.
Language Use	Uses appropriate language, with some awareness of audience and purpose (<i>Events might turn out the way you wanted but still they didnt occur because you made them</i>). The response occasionally makes effective use of sentence structure and length (<i>The King gave her a couple of days to make a descision to either marry Demetrius, die for not marrying him, or become a nun</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>descision</i> and <i>noone</i>), punctuation (<i>Therefore this, didnt, wanted but</i>), capitalization (<i>Love and Fairies</i>), and usage (<i>quote is saying, control of those, control on what</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in language use and conventions.	

The quote by Herodotus, "... MEN at the MERCY of EVENTS AND CANNOT CONTROL THEM." MEANS that when it comes to EVENTS, MEN CANNOT stop them. I completely agree with this STATEMENT. Two NOVELS that agree with this STATEMENT ARE Lord of the Flies and To Kill a Mockingbird.

The NOVEL Lord of the Flies has NUMERUS EXAMPLES that agree with the STATEMENT by Herodotus. Lord of the Flies is TAKEN PLACE ON a island while WWI is HAPPENING. THE Kids ON the island start off okay with living with EACH OTHER AND THEN MAKE up SOME RULES. TOWARDS THE middle of the book the Kids start to get hungry AND dont LIKE EATING just the FRUITS ON the island so they go hunting. JACK AND his TRIBE go to find food. They WORE clay on their FACE for a MASK. THE Kids just END up HAVING a WAR ON this island while THE WAR WAS going ON outside the island.

To Kill A Mockingbird is a EXAMPLE to AGREE with this STATEMENT. In this NOVEL the town is A RACIST. Atticus gets MADE fun of, he is CALLED A "black person" LOVER for sticking up for Tom Robinson. Tom Robinson is A African American who WAS brovt to court BECAUSE HE WAS accused of RAPEING a girl AND Atticus WAS his LAWYER AND TRIED to stick up for him. With Atticus's help the court found him not guilty, but WAS EVENTUALLY Killed.

Anchor Paper – Question 28 – Level 3 – B

This quote is a good example for both novels. Both novels had point of view of different characters. Both had events and could not stop them. To Kill a Mockingbird and Lord of the Flies both demonstrate how men cannot stop events from happening.

Anchor Level 3 – B

Quality	Commentary
Meaning	The response: Provides a simple interpretation of the critical lens that suggests some criteria for analysis (<i>when it comes to events, men cannot stop them</i>). The response makes superficial connections between the criteria and <i>Lord of the Flies</i> (<i>The kids just end up having a war on this island while the war was going on outside the island</i>) and <i>To Kill a Mockingbird</i> (<i>With Atticus's help the court found him not guilty, but was eventually killed</i>).
Development	Develops ideas briefly, using some evidence from the texts (<i>Towards the middle of the book the kids start to get hungry ... so they go hunting and Atticus gets made fun of, he is called a "black person" lover for stiking up for Tom Robinson</i>). The response relies primarily on plot summaries of the chosen text and makes an obscure reference to point of view in the conclusion (<i>Both novels had point of view of diffrent characters</i>).
Organization	Establishes, but fails to maintain, an appropriate focus referring to the critical lens only in the introduction and the conclusion. The response exhibits a rudimentary structure, presenting an introduction, two separate paragraphs focusing on the texts, and a conclusion.
Language Use	Relies on basic vocabulary (<i>The kids on the island start off okay with living with each other and then make up some rules</i>) that is sometimes inexact (<i>the town is a racist</i>), with little awareness of audience and purpose. The response exhibits some attempt to vary sentence structure and length for effect, but with uneven success (<i>Tom Robinson is a African American who was brout to court because he was acussed of rapeing a girl and Atticus was his lawyer and tried to stik up for him</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>completely, brout, demonstrat</i>), punctuation (<i>book the; fun of, he; girl and</i>), grammar (<i>is taken place, they ... their face, court ... was eventually killed</i>), and usage (<i>on a island and a example</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3 in all qualities.	

I agree with the statement from the critical lens. Because in the book that my class is reading "A Lesson Before Death". A young man named Jefferson is faced with death because he just happens to be some where at the wrong time. "A Lesson Before Death" is a great example of the critical lens because Jefferson is a man who is at the mercy of his event, and it can't be changed. Jefferson has to face the fact that he will die for the murder of a white man. The critical lens is also a good example to another book to its name I can't bring to mind at this moment. But by a character named John Proctor who also has to deal with facing death, but not like Jefferson's reason though. Proctor is facing death because of his pride. He doesn't want to admit to whittier so he faces death. get another example to the critical lens "men are at the mercy of events and cannot control them." Jefferson nor John Proctor could of controlled their fates. Jefferson was to deal with being at the wrong place at the wrong

Anchor Paper – Question 28 – Level 3 – C

time and the death of a white man; Proctor to the road less traveled and dies for his pride and safety of his family, ~~so~~ there for I agree with the critical lens that "men are at the mercy of events and cannot control them."

Anchor Level 3 – C

Quality	Commentary
Meaning	The response: Provides a simple interpretation of the critical lens that suggests some criteria for analysis (<i>Jefferson nor John Proctor could of controled their faiths</i>). The response makes superficial connections between the criteria and "A lesson before Death" (<i>Jefferson has to face the fact that he will die for the murder a white man</i>) and <i>The Crucible</i> (<i>Proctor is facing death because of his pride</i>).
Development	Is largely undeveloped. The response hints at ideas, but references to the texts are vague (<i>Jefferson is a man who is at the mercy of his event, and it can't be change and John Proctor who also has to deal with facing death, But not like jeffersons reason though</i>).
Organization	Establishes an appropriate focus on the characters' <i>facing death</i> and the critical lens (<i>There for I agree with the critical lens</i>). The response exhibits a rudimentary structure by first referring to the critical lens, then making vague references to each text, and concluding with an attempt to connect the two works to the critical lens, all within a single paragraph.
Language Use	Uses language that is imprecise (<i>a good example to another book to it's name I can't bring to mind at this moment and yet another example to tho critical lens</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>Proctor to the road less traveled and dies for his pride and safety of his family</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>some where, Whitchery, tho, controled, There for</i>), punctuation (<i>Death". A young, to it's, jeffersons reason, death yet</i>), and capitalization (<i>"A lesson before Death" and But</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in development and language use.	

Herodotus once say "men are at mercy of events and cannot control them". I believe this quote saying not only men but people cant forgive themselves after they did something in a certain point of time. I can refer two literature of works to this quote, first one is *There Eyes were watching God* by Zora Neale Hurston and the other one was "Sonny's Blues" by James Baldwin.

first literature of works was a young women named Jaine fell in love with younger man then her after her husband death. Everyone criticize her, about moving on so fast and he was with her for the money later living together in a different town, they got to learn more stuff of each other, Terrible tornado come threw there town and they taught it wasn't.

other novel is short story by James Baldwin title "Sonny's Blues" this story about a dother who trying to believe his dother is drug addickt and find him help. They don't get allow but try there best. They had ruff childhood, but that was past, put it in the side. But these too dothers are knuckleheads, can't understand each other agree in ways to solve there differences. Baldwin and Herodotus quote says risk cannot be control in current events.

These two literature of works relate

Anchor Paper – Question 28 – Level 2 – A

and could be compare to the quote written by Herodus. It's true some peepole are control and can't see how it effects others.

Anchor Level 2 – A

Quality	Commentary
Meaning	The response: Provides a confused interpretation of the critical lens (<i>I beleve this quote saying not only men but peepole cant forgive themselves after they did something in a certain point of time</i>). The response alludes to the critical lens but does not use it to analyze the chosen texts, <i>Their Eyes Were Watching God</i> and "Sonny's Blues."
Development	Is incomplete and largely undeveloped, hinting at ideas by providing somewhat vague references to the plot of <i>Their Eyes Were Watching God</i> (<i>Terrible tornado come threw there town and they taught it wasn't</i>) and "Sonny's Blues" (<i>They had ruff childhood, but that was past, put it in the side</i>).
Organization	Establishes, but fails to maintain, an appropriate focus. The response exhibits a rudimentary structure, presenting an introduction, a separate paragraph for each work, and a conclusion that provides alternate interpretations of the critical lens (<i>Baldwin and Herodus quote says risk cannot be control in current events</i> and <i>It's true some peepole are control and can't see how it effects others</i>).
Language Use	Uses language that is imprecise and unsuitable for the audience and purpose (<i>There</i> for "Their," <i>then</i> for "than," <i>ruff</i> for "rough," <i>too</i> for "two"). The response reveals little awareness of how to use sentences to achieve an effect (<i>first literture of works was a young women named Jaine fell in love with younger man then her after her husband death</i>).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>Herodus, literture, waching, addickt</i>), punctuation (<i>cant, husband death, money later, town and</i>), and grammar (<i>Herodus once say, I can refers, who trying, could be compare</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in organization.	

Men are at the mercy of events and cannot control them. This quote symbolizes men that work hard for the success but can't control their successful earnings. I relate this quote to a character in the play in the son his name is Walter yes he was the man of the house but he loses that opportunity because of all the successful dreams he was thinking about and his character starts to change and fade during reading the book he begins to act like he's the only one working in the family. And continuously yelling and having a bad attitude in the house but as soon as the mom get the \$10,000 he starts to change back and starts to bring back the positive energy. Just for a liquor shop he went through a whole phase. And he's also trust worthy he thought everything was going good until the man that he gave the investment money to robbed him and that was all the money the family had so all the negative energy went all back to him especially from the family. So that's why men should no how to control their events and don't rush for fortune.

Anchor Level 2 – B

Quality	Commentary
Meaning	<p>The response:</p> <p>Provides a confused interpretation of the critical lens (<i>This quote symbolizes men that work hard for the succes but can't control there succesful earnings</i>). The response alludes to an interpretation of the critical lens, advising men to <i>no how to control there events</i> and not to <i>Rush for fortune</i>.</p>
Development	<p>The response is incomplete and largely undeveloped. The response hints at ideas by offering a plot summary of <i>A Raisin in the Sun</i>, but makes no reference to a second text.</p>
Organization	<p>Lacks an appropriate focus, instead focusing on men's <i>earnings</i> and <i>fortune</i>, citing Walter's experience with the money his mother received. The response suggests some organization, providing only one paragraph that has an introduction, a synopsis of plot, and a concluding statement.</p>
Language Use	<p>Uses language that is imprecise and unsuitable for the audience and purpose (<i>he looses that oppurtunity because of all the succesful Dreams he was thinking about and his charactor starts to change and fase during Reading The book</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>And he's also trust werthy he though everything was going good ... all the negative energy went all back to him especially from the family</i>).</p>
Conventions	<p>Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>succes, charactor, oppurtunity</i>), punctuation (<i>son his, Walter yes he, fase during</i>), and capitalization (<i>Dreams, Reading, Positive, Rush</i>) that make comprehension difficult.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.</p>	

Anchor Paper – Question 28 – Level 2 – C

"Men are Mercy of events an cannot controll them" means Men cant controll themselves. Herodts say. Boys on ilands that git mad an fite one Kill Piggy an they lit fires an git found. Then 'boy an gril are in love But there Mom and Dad wont let them be together witch makes gril pretend died so boy die two. That aint rite for Mom an Dad. It wasnt fare they should of let them date. Then they all be happy.

Anchor Level 2 – C

Quality	Commentary
	The response:
Meaning	Provides a confused interpretation of the critical lens (<i>men cant controll themselves</i>). The response alludes to the critical lens but does not use it to analyze the texts which are not named.
Development	Is incomplete and largely undeveloped. The response hints at exploring characters from unidentified texts who face difficult situations, but references to these texts are vague (<i>Boys on ilands that git mad and Then 'boy an gril are in love</i>).
Organization	The response shows no focus or organization, simply stringing together obscure statements about unnamed texts and concluding with statements of personal opinion (<i>It wasnt fare they should of let them date</i>).
Language Use	Uses language that is imprecise and unsuitable for the audience and purpose (<i>But there Mom and Dad wont let them be together witch makes gril pretend died so boy die two</i>), with little awareness of how to use sentences to achieve an effect.
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>controll, fite, git, rite</i>), punctuation (<i>cant, fite one, wont, wasnt</i>), and grammar (<i>Herodts say, one kill, pretend died, should of</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat weaker in organization.	

The critical lens "... men are the mercy of event and cannot control them" by Herodotus. This is proven by Kobe Bryant of the Lakers. During one game of his season no one could control him throughout the four quarters he scored 81 points which is the highest anyone has ever scored in a game of basketball. He is known to be one of the greatest in the NBA. LeBron James of the Cavs could very well be the greatest NBA player he has been compared to Michael Jordan. He is known for being able to jump really high, dunk on everyone, and to be a king of the game. LeBron James was born Dec. 30 which also is the birthday of Tiger Woods. LeBron James also eats dinner with the president Obama sometimes. LeBron James is a player that shows not mercy and cannot be controlled by anyone. But the King's only weakness is that he hasn't won a NBA (National Basketball Association) Title yet. Michael Jordan won six and so far LeBron has none.

LeBron James number 23, some say Michael ~~Jordan~~ Jordan because he's his role model and he looks up to him. LeBron James never went to college because he was so great at basketball. He went straight to the NBA but he could have went to the NFL also because he was very talented in Football also. In high school LeBron James won many awards for being an amazing player, over 10 awards were won by him. LeBron James overall is the best basketball player alive not only because of his scoring but his ability to not be controlled and make every game his for the taking.

Anchor Level 1 – A

Quality	Commentary
Meaning	<p>The response: Provides a confused interpretation of the critical lens (<i>men are the mercy of event and no one could control him</i>). The response alludes to the critical lens but does not use it to analyze any texts, offering only a personal response.</p>
Development	Is minimal, with no evidence of development based on any texts.
Organization	Suggests a focus on the critical lens by stating it, suggesting agreement with it (<i>This is proven by</i>), and making a series of disconnected and irrelevant statements about it (<i>Lebron Jame also eats dinner with the president</i>).
Language Use	Relies on basic vocabulary (<i>a player that shows not mercy and he could of went</i>), with little awareness of audience or purpose. The response reveals little awareness of how to use sentences to achieve an effect (<i>Lebron James of, Lebron James was, Lebron James is</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>controled, modle, stright</i>), punctuation (<i>points which, players he, James number</i>), and capitalization (<i>dec., president, basketball. he, Football</i>) that hinder comprehension.
<p>Conclusion: Although, the response fits the criteria for Levels 1, 2, and 3, it remains at Level 1 because the response makes no reference to any text.</p>	

Anchor Paper – Question 28 – Level 1 – B

I agree, I think that everyone has a destiny,
You may make your own decisions, but everything
you do is planned out. Everything that happens to
you is suppose to happen and you can not change
that.

Anchor Level 1 – B

Quality	Commentary
Meaning	The response: Provides a simple interpretation of the critical lens (<i>everything you do is planned out</i>). The response contains no reference to any texts.
Development	Is minimal, with no evidence of development.
Organization	Suggests a focus by interpreting and agreeing with the unstated critical lens, but shows no organization.
Language Use	Is minimal.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in meaning and organization.	

Question 28 – Practice Paper – A

The Critical lens "... men are at the mercy of events and cannot control them" is valid. The lens interpreted can be "Men can't always control what happens to them". I agree with this interpretation because ~~the actions of others~~ ^{many things in life can't} be controlled. ~~The~~ The Novel "All but my life" written by Gerda Weissamen Klein supports this statement in many ways. The Book "Night" written by Eliese ~~writes~~ ^{uses} also supports this statement. These two works support this statement by using literary elements Setting, Characterization, Point of View.

"All but my life" written by Gerda Weissamen Klein supports the interpretation statement in many ways. Gerda uses Setting, characterization, Point of view to support the statement. ~~That~~ ^{the} Setting is the location and time the ~~novel~~ ^{novel} book place and events in the novel. In "all but my life" the setting is in the 1940's World War II, Gerda's family is separated and taken to different concentration camps by the Nazi's. This supports the statement because if she wasn't at the Mercy of the Nazi's and the war, her and her family would have stayed together. ~~The next literary~~ ^{The next literary} element is Point of view. Point of view is the perspective a story or Novel is told. In "all but my life" the point of view is 1st person. This supports the statement because it's Gerda's personal story about the Holocaust and World War II, so the reader understands that if she had control ~~of~~ of these events they would have never happened. The third literary element is Characterization. Characterization is the personality ~~traits~~ ^{traits} of the main character. In "All but my life" Gerda uses motivation and dreams to live through the horrific events the Jewish people and many others

Question 28 – Practice Paper – A

went through during the Holocaust. This supports the Statement because it shows although she had no control of her fate, she did everything she could to change the outcome. She ~~was~~ ^{was} successful and lived through it all.

In "Night" by Elie ~~writes~~ ^{uses} supports the interpretation statement in many ways. Elie used setting, point of view and characterization. First literary element is setting. Setting is the location ~~and~~ ^{and} time of novel and its events. In "Night" the setting is a concentration camp within Auschwitz during the 1940's and World War II. This supports the statement because Elie had no control where he was sent and what happened there. The second literary element is point of view. Point of view is the perspective a novel is told. In "Night" the point of view was 1st person. This supports the statement because it ~~shows~~ Elie's personal experience and encounters with the Nazis, it shows how if he could have had control he would have these events would have not occurred. The third literary element is characterization. Characterization is the personality ^{traits} ~~traits~~ of the main character. In "Night" Elie uses his father as a reason to push through the camp and live. This shows how Elie would have saved his father over himself. This supports the statement because if Elie had control and wasn't at the mercy of the Nazis, him and his father would have both lived instead of just him.

~~The statement~~ The Critical lens is valid. "Men can't always control what happens to them" is supported by "All but my life" by Gerda Weissman Klein and "Night" by Elie ~~writes~~ ^{uses} by the use of setting, point of view and characterization.

Men are going through hard times right now cause getting fired from there Jobs But they can't do anything about them losing or getting there Jobs back. When there family member pass away or your favorite get Dies.

There's a book called Romeo & Juliet.

Romeo & Juliet can't help that there parents Dislike each other while Romeo & Juliet get married behind there parents back. Romeo's friends don't know they get married so Mercutio ends up getting killed By Tybalt. So Romeo goes after Tybalt and kills Tybalt so the prince kick him out of Verona.

There's a mother book called the child called It. It about a little boy whom was getting abused by his mother and she was a drunk person who would sit watch tv all day everytime a commercial come on the poor Boy get beat till his Black and Blue. One day he got hands forced on to gas stove burner and get 3rd Degree Burns. And a mother day he got stabbed on the side with sharp knife. So when got to school he tell the teachers that he fall down the stairs. But nurse called the cops say he was get abused when hes home so he get put in group home then get changed over to foster home, And he lived Happy ever After.

Question 28 – Practice Paper – C

Herodotus once said, "...men are ^{at} the mercy of events and cannot control them." I agree with this statement, because although humans often try to control what goes on in their lives, external forces can interfere. This quote means that although people are the center of everything that goes on, they cannot control their fate all the time. Two novels vividly support this quote. Fahrenheit 451 by Ray Bradbury and The Great Gatsby by F. Scott Fitzgerald are two intriguing works of literature that show that people cannot always control their fate, no matter how hard they try. The ~~novels~~ ^{characters} in each novel take the extra step to control their fate, but ultimately fail.

The Great Gatsby is a novel that, in a way, denides the materialism which characterized the 1920s. ~~one~~ ^{one} of the main characters, Gatsby, attempts to win the heart of his life-long love Daisy, by doing whatever it took to make money. In the time he went to war, Daisy married a rich man ^{named Tom} to keep her social status in check. Gatsby tried to exceed Tom by having money and treating her nicely. When he shows Daisy his house he impresses her with its immense size, golden toilet and his array of clothing. It is then that Daisy realizes that Gatsby truly loves her and how miserable her life is. From then on, Gatsby and Daisy keep a secret relationship from Tom. They grow so close that it almost seems as though Daisy would leave Tom for Gatsby. Money is used when Daisy finally goes home with Tom, even after it's clear who she should be with. Gatsby still loves her and tries to convince himself she loves him. In the end, despite Gatsby's great efforts to win Daisy over, she controls his fate by leading him on and pushing him away.

Daisy is another important character from this novel who cannot control her own fate. She spends an entire summer with Gatsby, falls in love with him, but something still stops her from being with him. Daisy is very materialistic and only cares about money. Her selfish impulses only cause her to run away from the one she loves. Though she comes off to be a nice, and caring person, the author's characterization of Daisy keeps her consistent with her selfishness and vain attitude. Ultimately, instead of following her heart she followed her mind. Her immoral character traits cause her to marry Tom and ruin her own life. Daisy couldn't control her fate because of the way she was raised.

Question 28 – Practice Paper – C

with a high social status and a love of money.

Another character in this novel who tried to control her fate was Myrtle. Myrtle was Tom's mistress, and was very poor, unlike Tom. She tried to act above what she really was and conform to the rich society. She treated Tom like her husband and expected a lot out of him, even though she knew he was married. Myrtle was very jealous of Daisy and in fact, Tom broke her nose because she talked about her jealousy for Daisy so much. By the end of the novel, Tom was done with Myrtle and her jealousy only grew. She went almost insane when her own husband locked her in a room. On this same day, she ran in front of Tom's car trying to get his attention and get him to love her. Ironically, Daisy was driving the car and was so out of it that she hit Myrtle, and drove away. Myrtle was instantly killed. Though she attempted to control her sad, poor life by being with Tom, her fate was really decided when Daisy hit her. Myrtle had no intention of dying—only being with Tom.

The novel *Fahrenheit 451* exemplifies Bradbury's discontent with society conforming to technology and forgetting the knowledge we gain from books. The protagonist in this book, Guy Montag, tries to save society after he realizes his job of burning down books is immoral, and knowledge should be spread rather than restricted. Before making this decision, Guy meets Clarisse McClellan. Clarisse, unlike the rest of society, reads books, believes in enjoying nature and talking to people in order to socialize. Initially, Guy finds her very strange and doesn't care what she says into account. Eventually, he realizes how caught up in technology he and everyone else is and tries to change it because of Clarisse. Clarisse doesn't conform to technology but gets hit by a car going too fast. Clarisse serves as a symbol of Guy's mission to find morality. Although she chose to take a different path, the views of society overcame her and ultimately decided how her life would end.

Guy has a wife named Mildred who is obsessed with technology and doesn't express any love for Guy. She is such a miserable person that she tries to commit suicide all the time by overdosing on pills. Each time, the ambulance comes

Question 28 – Practice Paper – C

and pumps the poison out of her and she comes back to life. Though she attempts to end her own life, the technology of society blings her back each and every time. Mildred does not even have control over whether she lives or dies. She tries so hard to die, but her fate is decided by society.

Guy's whole purpose in the novel is to save society from the evils of technology and uniformity. He tries to do this by reading books and doing illegal things to end conformity. He tries to save society, but at the climax of the book the society blows up and is destroyed. Guy tries so hard to save everyone, but technology, once again controls all and a nuclear bomb destroys everyone.

It is evident that fate and events in life cannot be controlled. Each novel expresses this thought. All characters in the novel were affected by outside forces and couldn't control what happened to them. The books make it clear that people in life can't always control what happens, no matter how hard they try.

Question 28 – Practice Paper – D

Herodotus once said "men are at the mercy of events and cannot control them." Both pieces of work that explain this quote are "Of mice and men" by John Steinbeck and "The crucible" by O.G. Wells.

"Of mice and men" by John Steinbeck is a story of two young men during the great depression. George and Lenny are looking for jobs in California. George is small skinny guy while Lenny, is a giant man with the mind of a child. This story explains the quote ~~by~~ by, at the end of the book Lenny was shaking a girl too much and accidentally killed the girl. The girl's husband was looking to find Lenny to kill him. So, Lenny is at the mercy of the event of him accidentally killing the girl. Because, now he is to be tortured or killed. So, at the very end to save Lenny George kills him, it was a very hard thing to do. Now, ~~by~~ I will explain how the book "the crucible" explains the quote.

"The crucible" by O.G. Wells is a story from the 1600's about how a whole town was accused of being witches and doing witchcraft. John Proctor was one of these accused and was sentenced to hang for it at the end of the play. "The crucible" explains the quote very well because, when John Proctor was accused of witchcraft there nothing he could say or do to get out of it. Just like the quote says, John was at

Question 28 – Practice Paper – D

the mercy of an event and there is no way
he was in control of it.

The two pieces of work "Of Mice and Men"
by John Steinbeck and "The Crucible" by
D.G. Wells explained the quote very well.

"... men are at the mercy of events and cannot control them" - Herodotus. I agree with this statement. People can't control what happens to them. In both *Night*, a memoir by Eli Wiesel, and *The Crucible*, a play by Arthur Miller, the characters are at the mercy of the events.

In *Night*, Eli Wiesel ^{was} sent to a concentration camp because he was Jewish. He didn't choose to go to the camp and he couldn't leave. The Nazis' hatred for people of different religion caused Eli to be sent to the concentration camps. Eli didn't choose to starve and have no health care. Eli didn't choose to lose his family. He was at the mercy of the Nazis.

In *The Crucible*, many Puritans were accused of witchcraft and sentenced to death. The entire hysteria began when Abigail started "naming names", wrongly accusing the women she hated of witchcraft. The women didn't have a say in whether it was true or not. Once accused, if they said they were innocent, they weren't believed and would be hanged. If they said they were guilty, they lost their reputation. They didn't have a choice in the matter. They were at the mercy of the accusers.

Question 28 – Practice Paper – E

People cannot control what happens to them in life. Certain events cause whatever happens in life. In Night, Eli Wiesel didn't have the choice of going to the concentration camps or not. He was forced to because of the Anti-Semitic feelings. In The Crucible, the women didn't have a say in whether they were guilty of witchcraft or not. Once accused, their names were tainted for life, and some were hanged. Both Wiesel and the women had no control of their lives. They were at the mercy of events.

Practice Paper A–Score Level 4

<i>Conclusion:</i> Overall, the response best fits the criteria for Level 4 in all qualities.

Practice Paper B–Score Level 2

<i>Conclusion:</i> Overall, the response best fits the criteria for Level 2 in all qualities.

Practice Paper C–Score Level 5

<i>Conclusion:</i> Overall, the response best fits the criteria for Level 5 in all qualities.

Practice Paper D–Score Level 3

<i>Conclusion:</i> Overall, the response best fits the criteria for Level 3 in all qualities.

Practice Paper E–Score Level 4

<i>Conclusion:</i> Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in conventions.

Map to Core Curriculum

The table below shows which core performance indicator or standard and key idea each item is aligned to. The numbers in the table represent the question numbers of the examination.

	Core Performance Indicators	Standard 1	Standard 2	Standard 3
Listening	2, 4	1	7, 8	3, 5, 6
Reading	18, 24	11, 15, 17, 22	10, 19, 21	9, 12, 13, 14, 16, 20, 23, 25
Writing	26, 27, 28	26, 27, 28	26, 27, 28	26, 28

The *Chart for Determining the Final Examination Score for the June 2011 Regents Comprehensive Examination in English* will be posted on the Department's web site at: <http://www.p12.nysed.gov/apda/> on Friday, June 17, 2011. Conversion charts provided for previous administrations of the Regents Comprehensive Examination in English must NOT be used to determine students' final scores for this administration.

Online Submission of Teacher Evaluations of the Test to the Department

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

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