

Sometimes people work so hard for what they want ^{to} fail in the end! Shakespeare's Julius Caesar and Romeo and Juliet prove this point very well!

Cicero's quote, "...the greater the difficulty, the greater the glory," actually means the harder it is to achieve a goal, the more satisfied you will be when you achieve it. This statement is not true in Shakespeare's case!

In Julius Caesar by Shakespeare a group of conspirators plot to kill Julius because they want to be ruler! Once they finally kill him after plotting and planning for so long the people hate them, and they are very unpopular! The conspirators in the end were not as happy as they wished to be!

In Romeo and Juliet by William Shakespeare, Romeo and Juliet are deeply in love and want to be together. But Juliet's father forbade them to see each other. Juliet tries to take a potion that will present her as being deceased so her and Romeo can be together. Romeo thinks Juliet is really dead and kills himself! Romeo and Juliet would do anything to be with each other but in the end they are apart and neither are happy!

In Shakespeare's works the people strive for greatness to get the opposite. Sometimes

your hard work can pay off but, for the most part it can bring you down!

Anchor Level 3 – A

Quality	Commentary
Meaning	<p>The response: Provides a simple interpretation of the critical lens that suggests some criteria for analysis (<i>the harder it is to achieve a goal, the more satisfied you will be when you achieve it</i>) and disagrees with the lens (<i>Sometimes people work so hard for what they want just to fail in the end!</i>). The response makes superficial connections between the criteria and <i>Julius Caesar</i> (<i>The conspirators in the end were not as happy as they wished to be!</i>) and <i>Romeo and Juliet</i> (<i>but in the end they are apart and neither one is happy!</i>).</p>
Development	<p>Develops ideas briefly, using some evidence from the texts (<i>a group of conspirators plot to kill Julius because they want to be ruler!</i> and <i>Juliet tries to take a potion that will present her as being descased so her and Romeo can be together</i>). The response relies primarily on abbreviated plot summaries of each work.</p>
Organization	<p>Maintains a clear and appropriate focus on disagreement with the lens (<i>Sometimes your hard work can pay off but, for the most part it can bring you down!</i>). The response exhibits a rudimentary structure, presenting an introduction, two brief paragraphs focusing on the texts, and a conclusion that reiterates disagreement with the critical lens. Internal consistency is weakened by the shifting between second and third person (<i>people ... they and when you</i>).</p>
Language Use	<p>Relies on basic vocabulary (<i>are deeply in love and want to be together</i>) with little awareness of audience or purpose. The response exhibits some attempt to vary sentence structure, but with uneven success (<i>Once they finally kill him after plotting and planning for so long the people hate them, and they are very unglorious!</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>Shakespeare's, satisfied, descased</i>) and punctuation (<i>Shakespheres case!; Juliets father; with each other but</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in organization and conventions.</p>	

"... the greater the difficulty, the greater the glory." was a quote said by Cicero.

The more difficult the task is for someone, the more honor and praise or some type of payment they will receive for facing that task.

Two works of literature that agree with the quote are *The Miracle Worker* and *The Crucible*. These works tell of people who have faced difficult situations.

The Miracle Worker by Robert E. Lee told of a blind teacher named Ann-Sullivan. She was a hard working woman who faced an almost impossible task. With patience and determination Ann Sullivan completed her task. For what she has done she receives high honor.

Also in *The Crucible* by Arthur Miller ~~John~~ John Proctor faces a very difficult situation. With his wife and friends being accused as witches by a young woman he is forced to take matters as his own to stop all the madness. What John ~~did~~ Proctor ^{did} was brave and for facing his hard task he is considered a good honorable man.

The harder the problem is for you, the more nice the reward you will receive when you fix the problem.

Anchor Level 3 – B

Quality	Commentary
Meaning	<p>The response: Provides a simple interpretation of the critical lens that suggests some criteria for analysis (<i>The more difficult the task is for someone, the more honor and praise or some type of payment they will receive</i>). The response makes superficial connections between the criteria and <i>The Miracle Worker</i> (<i>She was a hard working woman who faced an almost impossible task</i>) and <i>The Crucible</i> (<i>John Proctor faces a very difficult situation</i>).</p>
Development	<p>Develops ideas briefly, using some evidence from the texts (<i>blind teacher named Ann-Sullivan and his wife and friends being accused as witches</i>). The response relies primarily on generalized plot summaries.</p>
Organization	<p>Establishes, but fails to maintain, an appropriate focus (<i>The harder the problem is for you, the nicer the reward you will receive when you fix the problem</i>). The response exhibits a rudimentary structure, presenting an introduction, two separate paragraphs focusing on the texts and a very brief conclusion.</p>
Language Use	<p>Relies on basic vocabulary (<i>forced to take and brave</i>), with little awareness of audience or purpose (<i>These works tell of people who have faced difficult situations</i>). The response exhibits some attempt to vary sentence structure for effect, but with uneven success (<i>For what she has done she receives high honor</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in punctuation (<i>determination Ann Sullivan, a young woman he, hard task he</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.</p>	

"The Greater the difficulty,
the greater the glory" written by Cicero.
The harder and difficult life gets the
greater the outcome can be. This quote is
valid

In the short story "The Gift of the Magi"
a wife and her husband went through some hard
times with money and tried everything to get
through there anniversary and buy each other
a gift. Even though they had difficulty
getting something nice for each other they
ended up with something wonderful in the end
which is love. This would be the theme of the
story "The Gift of the Magi"

In the novel *Speak*
a girl named Melinda went through a lot
she had a secret that she had to hold in
and the more she didn't say anything the
more pain she would be in. School was
horrible for her she had no friends because
she didn't let this secret out. Once Melinda
told her secret and everyone found out
it was true everyone wanted to be her
friend and it made her life so much
brighter. Even though Melinda was
treated wrong and had so much hurt
inside in the end she ended up with
friends and her parents understand
why she was acting the way she was.

Melinda was a happy person until she went to a party and got rapped after that happen she became sad, emotionless, sick, hurt all these thing mad her not had many friends.

The greater the difficulty the greater the glory, Made these character go through there ups and downs but once you are at the bottom there no where to go but up and that what they did. When times get bad things can always get turn around.

Anchor Level 3 – C

Quality	Commentary
Meaning	The response: Provides a simple interpretation of the critical lens that suggests some criteria for analysis, stating that <i>the harder and difficult life gets the greater the out come can be</i> . The response makes superficial connections between the criteria and “ <i>The Gift of the Magi</i> ” (<i>they ended up with something wonderful in the end</i>) and <i>Speak</i> (<i>in the end she ended up with Friends</i>).
Development	Develops ideas briefly, using some evidence from the texts (<i>a wife and her husband went through some hard times with money and she had a secret that she had to hold in</i>). The response relies primarily on plot summaries of each work.
Organization	Establishes, but fails to maintain, an appropriate focus on the idea that <i>once you are at the bottom there no where to go but up</i> . The response exhibits a rudimentary structure, presenting an introduction, separate paragraphs focusing on the texts, and a conclusion that reiterates the critical lens.
Language Use	Uses language that is imprecise (<i>all these thing mad her not had many friends</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>The greater the difficulty the greater the glory, Made these character go through there ups and downs but ounce you are at the bottom there no where to go but up and that what they did</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>vaild, annaveristy, alot</i>), and punctuation (<i>is love this would; didnt say anything the; up and that what</i>), capitalization (<i>Why and Made</i>), and grammar (<i>after that happen and get turn around</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in language use.	

Anchor Paper – Question 28 – Level 2 – A

"The greater the difficulty, The harder the glory" means the harder the obstacle is and you pass is the better reward you receive from achieving it. I agree with this statement because this actually happens alot. For example if you was to go to the gym and workout, if you work out for a bit you would get healthy, but if you work like a hour long you have a better result AKA better glory. A book this happened in was Romeo and juliet by william Shakesphae with Romeo trying to get juliet, it wasn't easy but when he got her it was worth it

Anchor Level 2 – A

Quality	Commentary
	The response:
Meaning	Provides a simple interpretation of the critical lens that suggests some criteria for analysis even though the critical lens is copied incorrectly (<i>the harder the obstacle is and you pass is the better reward you receive from achieving it</i>). The response makes a superficial connection between the criteria and <i>Romeo and Juliet</i> (<i>A book this happened in was Romeo and juliet by william Shakesphae</i>). The response addresses only one text.
Development	Is incomplete and largely undeveloped. The response hints at ideas, but the reference to <i>Romeo and Juliet</i> is vague (<i>with Romeo trying to get juliet, it wasn't easy but when he got her it was worth it</i>).
Organization	Suggests a focus on receiving a <i>better reward</i> . The response suggests some organization by introducing and explaining the misquoted critical lens and then referring to <i>Romeo and Juliet</i> .
Language Use	Uses language that is imprecise or unsuitable for the audience and purpose (<i>if you was, like a hour long, AKA</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>For example ... you have a better result AKA better glory</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>receive, alot, Shakesphae</i>) and punctuation (<i>example if, bit you, easy but, her it</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in meaning and conventions.	

Two peices of liturature are simler the Raven by edgar allen poe and the Devil and tom Waller by Washington Irving. these liturature use romantic of gothic and supranatural. the Devil and tom Waller comared to the critical lens how tom a man who sold himself to the Devil for money thought the moore he sells to the Devil for his outcome of being rich. the Raven the man thinks the moore he spoke to that bird he would get answers but the bird would not talk which is being comared to the critical lens, these two pelces ar very simler as stated above

Anchor Level 2 – B

Quality	Commentary
	The response:
Meaning	Provides an incomplete interpretation of the critical lens, referring to pieces of literature that are similar and alluding to a connection between the critical lens and <i>The Devil and Tom Walker</i> and “The Raven” (<i>the Devil and tom Waller comared to the critical lens and the Raven ... which is being comared to the critical lens</i>). The response does not use the critical lens to analyze the texts.
Development	Is incomplete and largely undeveloped, hinting at ideas, but references to the texts are vague, providing only one statement of plot summary for each work and making irrelevant references to the texts (<i>these liturature use romantic of gothic and supranatural</i>).
Organization	Lacks an appropriate focus but suggests some organization with the concluding sentence reflecting the opening statement (<i>these two peices ar very simler as stated above</i>).
Language Use	Uses language that is imprecise (<i>romantic of gothic and supranatural and the moore he sells to the Devil for his outcome of being rich</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>the Raven the man thinks ... which is being comared to the critical lens</i>).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>liturature, simler, supranatura, comared</i>), punctuation (<i>simler the; tom a man who; Raven the</i>), capitalization (<i>edgar allen poe, the Devil and tom waller, these liturature</i>), and usage (<i>for his outcome</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.	

This quote the grater the difficulty the grater the glory by Cicero to me mean the more hard work will pay off two novel that I wanna Compar is Romeo and Juliet their were two different was going on Romeo and Juliet didn't care cause they were in they contined to see each until all war broke out and they both killed their self.

Anchor Level 2 – C

Quality	Commentary
Meaning	Provides a confused and incomplete interpretation of the critical lens (<i>This Quote ... to me mean the more hard work will pay off</i>). The response does not use the critical lens to analyze the chosen text.
Development	Is incomplete and largely undeveloped, hinting at ideas, but references to the text are vague (<i>their were two different was going on</i>) or unjustified (<i>they contined to see each until all war broke out</i>).
Organization	Suggests a focus on the <i>hard work will pay off</i> and on <i>two Novel that I wanna Compar</i> but lacks organization, referring to only one text and ignoring a focus on hard work.
Language Use	Uses language that is imprecise or unsuitable for the audience and purpose (<i>I wanna, their</i> for “there,” <i>cause</i> for “because,”). The response reveals little awareness of how to use sentences to achieve an effect (<i>Romeo and Juliet didnt care cause they were in</i> and <i>until all war broke out and they both killed their self</i>).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>grater, Compar, contined</i>), punctuation (<i>difficulty the glory, Romeo and Juliet, Juliet their</i>), and grammar (<i>Quote ... mean</i> and <i>two Novel ... is</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.	

I agree, the greater the difficulty, the greater the glory. If things weren't so hard you wouldn't really feel like you accomplished alot. When things are more difficult, the more it kind of pushes you to do better. The more you have to think about what your doing. Then when your done, Then you feel like you accomplished so much more and you get more glory knowing you did something really good. I've actually pushed yourself into doing something you didnt think you could do.

Anchor Level 1 – A

Quality	Commentary
	The response:
Meaning	Provides an incomplete interpretation of the critical lens by stating that <i>when things are more difficult, the more it kind of pushes you to do better</i> . The response makes no reference to any specific texts.
Development	Is minimal with no evidence of development, beyond personal observations about accomplishment.
Organization	Suggests a focus on the critical lens (<i>If things weren't so hard you wouldn't really feel like you accomplished alot</i>) but lacks organization.
Language Use	Relies on basic vocabulary (<i>so hard, kind of pushes, your</i> for “you’re”), with little awareness of audience or purpose (<i>I've acually pushed yourself</i>). The response exhibits some attempt to vary sentence structure and length for effect, but with uneven success (<i>Then when your done</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>acomplished, alot, acually</i>) and punctuation (<i>so hard you, wouldnt, done. Then</i>) that do not hinder comprehension.
Conclusion: Although the response fits the criteria for Levels 1, 2, 3, and 4, it remains at Level 1 because the response makes no reference to any text.	

Anchor Paper – Question 28 – Level 1 – B

I Agree with the quote "the greater the difficulty, the greater the glory" said by Cicero because once you have overcome that difficulty you know that you can do more than what was expected.

Anchor Level 1 – B

Quality	Commentary
Meaning	Provides a simple interpretation of the critical lens by agreeing with it and stating that <i>once you have overcome that difficulty you know that you can do more than what was expected</i> . The response makes no reference to any specific texts.
Development	Is minimal, with no evidence of development.
Organization	Shows no focus or 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.	

Once said by Cicero "the greater the difficulty, the greater the glory." What this quote means is that ~~if~~ if you work hard for something the reward will be ~~much~~ better the harder you work. I definitely agree with this quote. If a person wants something great, they have to work hard for it. Two pieces of work that show this quote to be true are Romeo and Juliet by Shakespeare and The Narrative of the Life of Frederick Douglass by Frederick Douglass. This quote is shown true ~~the~~ in these works through conflict and characterization.

In the play Romeo and Juliet by Shakespeare, two young lovers struggle ~~to~~ to be with each other while disobeying their parents. The conflict of the ~~parents~~ families rivalry, ~~thus making~~ ^{making} it difficult ~~for~~ for Romeo and Juliet to see each other makes it difficult for Romeo and Juliet to see each other. Since they try so hard to meet up with each other without their parents knowing, the reward becomes greater, thus proving the quote true. ~~Another literary element~~ When characterization ~~is~~ is shown, it shows that Romeo will do anything to be with Juliet, no matter how hard it is and no matter what their parents think. This proves the quote true again, because Romeo works hard to be with her his reward is much greater than if he didn't work hard. Romeo and Juliet both prove what Cicero correct.

When Frederick Douglass wrote The Narrative of the Life of Frederick Douglass he talks about how

he got one of the best rewards, the freedom ~~off~~ from slavery. He had to face many problems along the way but with each one he conquered, he gained one step closer to freedom. All the ~~to~~ work he had to do, all the pain he had to suffer, all the people he had to see die, made that moment when he gained freedom so much greater. Because he had to endure all of this cruelty being free ~~was better~~ made him feel better than people who don't work for it, which proves this quote true. Frederick Douglass is characterized as hard working, persistent and enduring. He never quits, even after he got caught he still tried to escape but when he finally died it gave him the best feeling that others can't imagine. Some people don't have the perseverance to keep trying and end up not succeeding, but because Frederick Douglass did he got rewarded. The more you try to accomplish something the closer you'll get to completing it and receiving a greater reward, which proves the quote true.

Cicero once said "... the greater the difficulty, the greater the reward." By saying this he meant, the harder you work for something the better the feeling you get after. I agree with this quote. Two pieces of literature that ~~sh~~ prove this quote true are Romeo and Juliet by Shakespeare and The Narrative of the Life of Frederick Douglass. Through conflict and characterization this quote is ~~is~~ these two pieces ~~show~~ of literature, ~~as~~ prove this quote right. If you want something, you have to work for it.

The greater the difficulty, The greater the glory was said by Cicero. In the critical lens the two books that relate to this quote is night by eli and SOLD.

This quote means the more harder something is the more you'll feel after completing it. I agree with the critical lens because in night eli is held in a camp for being jewish and he fights and at the end he set free. AS goes the same for the book sold, the young girl is sold into the life of a prostitute and after is said and done every thing she fought for is worth it.

The critical lens the greater the difficulty, the greater the glory is correct and understood.

Cicero once said "... the greater the difficulty, the greater the glory." This is saying that the harder you work for something, the better the reward or happiness will be. I disagree with this statement because you can work so hard something but then ~~you get nothing in return or have~~ this is best supported in two works of literature. Romeo & Juliet and A Raisin in the Sun.

In Romeo & Juliet, the both try very hard to be together but they can't because of their parents. They go to ~~many~~ great lengths to be together but in the end they both die not being able to enjoy the happiness that they may have together. The setting was in the Renaissance ~~the~~ time period.

In A Raisin in the Sun, the Younger family will receive a insurance check that they have been waiting for. Its setting is during the 1960's when black people weren't accepted. So the money meant a lot. The oldest brother Walter took the money and spent it on a bad deal which caused the family to lose all the money. ~~It was difficult~~ They had great difficulty getting and waiting for the money but once they lost it their whole world turned upside down.

~~It~~ was Cicero once said "the greater the difficulty, the greater the glory". This statement means the harder one struggles but then overcomes ~~that~~ it, the better one will feel. This statement is false. The novel The Lord of The Flies by William Golding and the play Macbeth, by William Shakespeare directly relate to this main idea.

In The Lord of The Flies, Ralph is characterized as a team player, fair and caring leader. As Jack tries to kill Ralph, he is very scared on the island. He wishes someone would defend him, but knows no one will. Knowing you are going to die is the worst feeling to have. Ralph's team is all dead and Jack has the help of the whole island. This means he is weak. The final night on the island, Jack forms a hunt to kill Ralph. It turns out the police finally show up and save Ralph. Even after he is saved, he is terrified and scarred for life. This proves Cicero's statement wrong. Ralph didn't feel accomplished or glorious when he was saved. This situation and book relate to the main idea.

In Macbeth, Macbeth is characterized as a daring, selfish King. Macbeth had made huge decisions in order to become King. He went against Duncan and the whole royal family so that he could have the title. He killed Duncan to begin with to be King. But after he realized his best friend was interfering in his title, he killed Banquo as well. Macbeth struggled throughout this whole process, as he killed more people each day. He became paranoid that either someone would find out he killed the King, or someone would take the throne just like he did. When there was absolutely no one left that had the capability to become King, Macbeth couldn't relax. This is a huge example of how the harder you struggle, the more one suffers. The situation of Macbeth ~~the~~ relates to the main idea that Cicero presents.

The statement said by Cicero, "the greater the difficulty, the greater the glory", is false. One is scarred or paralyzed through ~~than~~ his or her hardship. It is difficult for one to be stronger than ~~th~~ his or her problems. The novel The Lord of the Flies by

Question 28 – Practice Paper – D

William Golding and the play Macbeth
by William Shakespeare relate to
the idea that Cicero presents.

Cicero once said, "... the greater the difficulty, the greater the glory." Cicero ~~is~~ is valid to say that in his thinking. If one has to endure more struggles, one proves to be stronger and more worthy of honor. This ~~ability~~ ability to withstand difficulties and appear glorious is illustrated in Homer's work, *Odysseus*, and Nathaniel Hawthorne's novel, *The Scarlett Letter*. In both of these works of Literature, the authors use literary elements such as theme and characterization to convey Cicero's claim.

In Homer's epic, *Odysseus*; the main character, Odysseus, proves to be one of Literature's most glorious heroes due to his willpower and strength to persevere through difficult times. Numerous times throughout the epic, Odysseus is characterized as courageous and worthy of glory due to his honorable actions. For example, Odysseus has to bear the fact that he is separated from his family, miles away from home, and still has to focus on returning home. During his difficult journey home, Odysseus had to withstand many obstacles such as the seductive and alluring, singing nymphs. However, Odysseus does not falter and remains true to his wife and family. Odysseus's honorable actions even during hard times illustrate his glory and hero qualities. Odysseus proves that the more one ~~endures~~ endures, the greater the glory one

will receive. If Odysseus did not go through and overcome all those obstacles, he would not be considered the hero that he is today. Without great difficulty, one cannot achieve great glory.

Another example of how greater difficulty results in greater glory is The Scarlet Letter by Nathaniel Hawthorne. Although to the town, Hester Prynne may not seem glorious, she is in fact the one character who receives the most glory from the audience. Hester experiences a great amount of strife in her life because of her so-called sins. Yet, despite the struggles she has to face, she remains sane and doesn't let it get to her. However, ~~the minister~~ Dimmesdale who tries to hide his sins ~~experiences~~ experiences an immense amount of pain and guilt because he continues to live a ~~na~~ ridicule-free life unlike Hester. Thus, Hester is more glorious because she ~~end~~ withstands greater difficulties. ~~their~~ Their contrast in characterization illustrates ~~the~~ Cicero's idea. It is also a major theme in the novel because ~~that~~ when one is upfront about their mistakes, one is more honorable because one is willing to face the struggles coming one's way.

~~AM~~ As illustrated in Homer's epic, Odysseus, and ~~Nathaniel~~ Nathaniel Hawthorne's novel, The Scarlett Letter, through theme and characterization, the greater the difficulty one faces, the greater the glory one ~~deser~~ deserves. One cannot expect glory automatically, one must work for it.

Practice Paper A—Score Level 4

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

Practice Paper B—Score Level 2

Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use and conventions.

Practice Paper C—Score Level 3

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

Practice Paper D—Score Level 4

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

Practice Paper E—Score Level 5

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

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

The *Chart for Determining the Final Examination Score for the June 2013 Regents Comprehensive Examination in English* will be posted on the Department's web site at <http://www.p12.nysed.gov/assessment/> on Tuesday, June 11, 2013. 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.