



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

New York State Regents Examination in English Language Arts
Part 3 Rubric
Text Analysis: Exposition

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

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

The focus of this passage is made quite clear; it is a sort of bildungsroman, a story about someone growing up into maturity. Our author accomplishes this insight into maturity by providing a window into the internal conflicts of two young adults from Ohio. Through George Willard and Helen White's contemplations of their lives, the author effectively makes known the central idea of the passage, the discovery of self-identity that accompanies the transition into adulthood.

George's thoughts are revealed as he looks in retrospect at his memories of his eighteen years of life. He comes to realize that he had been wrong to assume that he knew his destiny and was fully confident in his success; "Ambitions and regrets awake within him" (L.12), and "the voices outside of himself whisper a message concerning the limitations of life" (L.14-15). A sort of nihilism begins to overcome him ^{he fears that} - he is merely going to live and die in obscurity amidst the size and weight of the world, as countless men have done in the trails of history. He seeks comfort and wishes to find it by voicing his thoughts to Helen. He is maturing. Then, following the description of George's thoughts, Helen's thoughts about her own situation are made known. Helen, the daughter of the wealthy town banker, has been able to go away to the city of Cleveland for college. Despite all of her exciting material enjoyments, she does not seem satisfied. She attempts to find security in her male instructor during her brief trip to her hometown, but his vanity is off-putting to her; she yearns to see George again, instead. She has

also matured in the same ways as George has, and she seeks the same type of compassionate reassurance. The internal conflict experienced by both George and Helen helps them to realize what they actually want or need in their transition to maturity.

George and Helen are also connected via a date of sorts that happened sometime in the past. Although relatively insignificant at the time, it has, in retrospect, made them both realize with certainty their feelings for each other and prompted them to seek each other's company in their present time. Amidst their mindset-altering transitions into adulthood, connected to the emotional and physical changes that come with such transitions and the internal conflicts experienced, they still strive for something - someone - to keep them grounded to the reality of growing up.

Anchor Level 4-A

The response introduces a well-reasoned central idea (*the author effectively makes known the central idea of the passage, the discovery of self-identity that accompanies the transition into adulthood*) and a writing strategy (*Our author accomplishes this insight into maturity by providing a window into the internal conflicts of two young adults from Ohio*) that clearly establish the criteria for analysis. The response demonstrates a thoughtful analysis of the author's use of internal conflict to develop the central idea (*The internal conflict experienced by both George and Helen helps them to realize what they actually want or need in their transition to maturity and Amidst their mindset – altering transitions into adulthood ... and the internal conflicts experienced, they still strive for something*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*he looks in retrospect at his memories of his eighteen years of life, He seeks comfort and wishes to find it by voicing his thoughts to Helen, She attempts to find security in her male instructor during her brief trip to her hometown*). The response exhibits logical organization of ideas and information by first introducing the focus of the passage, the central idea and the writing strategy, then discussing how George and Helen feel about their situations and their introspections, which creates internal conflicts, and concluding with a summation to create a cohesive and coherent response. The response establishes and maintains a formal style, using precise language and sound structure (*A sort of nihilism begins to overcome him; Despite all of her exciting material enjoyments, she does not seem satisfied; his vanity is off-putting to her*). The response demonstrates control of conventions.

This passage speaks of the state of change that a young man and a young woman are going through. The two young adults are experiencing what it feels like to enter adulthood. For both characters, this seems to be quite a confusing time in their ~~lives~~ lives. The young man seems to be wary of the changes he is going through, and the young woman seems to be unsatisfied with the change. Both people appear to be let down by the world of adulthood.

Throughout the passage, the author develops a dismal tone to enhance the theme of possibly unwanted change. The young man describes the "sadness of sophistication" and the feeling of being "a thing destined like corn to wilt in the sun." Using these phrases and others like it, the author is able to cast a gloomy mood ~~over~~ over the character of the young man. The author creates a different, yet still gloomy, mood surrounding the young woman. He talks about how the woman, when she was younger, "hungered to reach into the grace and beauty of womanhood." However, now that the young ~~woman~~ woman is entering womanhood, she is disappointed by what it actually feels like. The author offers a contradiction between what she thought

womanhood would be like and how she actually feels now that she is a woman. The author is able to use this woman's emotions to show the disappointment that adulthood may hold.

Anchor Level 4–B

The response introduces a well-reasoned central idea (*This passage speaks of the state of change that a young man and a young woman are going through*) and a writing strategy (*Throughout the passage, the author develops a dismal tone to enhance the theme of possibly unwanted change*) that clearly establish the criteria for analysis. The response demonstrates a thoughtful analysis of the author's use of tone to develop the central idea (*Using these phrases and others like it, the author is able to cast a gloomy mood over the character of the young man and The author is able to use this woman's emotions to show the disappointment that adulthood may hold*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*The young man describes the "sadness of sophistication" and The author creates a different ... mood surrounding the young woman. He talks about how the woman ... "hungered to reach into the grace and beauty of womanhood"*). The response exhibits a logical organization of ideas and information to create a cohesive and coherent response, with one paragraph introducing and explaining how *for both characters, this seems to be quite a confusing time in their lives that leaves them let down by the world* and a second paragraph that presents examples to demonstrate how the author *develops a dismal tone*. The response establishes and maintains a formal style, using precise language and sound structure (*The young man seems to be wary of the changes he is going through and The author offers a contradiction between what she thought womanhood would be like and how she actually feels now that she is a woman*). The response demonstrates control of conventions with infrequent errors (*phrases ... it*).

This text portrayed a young man's journey into adulthood; the transition from being a kid to a grown adult. His friend Helen White helps ~~bring~~ bring out this transition. Based on this, one apparent central idea that was brought out was that the shift from ~~being~~ being a child or a teenager to being an adult is one that is difficult. In the text, the narrator is constantly thinking about his life, how lonely and depressing it was. "... fast growing into manhood and new thoughts had been coming into his mind... he had gone about feeling lonely." (Lines 1-3) This shows that George Willard's transition into adulthood was unpleasant for him. Another point that was brought out in the text which shows this switch from childhood to adulthood was George's want to have someone who understands him, specifically a woman. George constantly talks about liking a girl named Helen because he thinks she'd be gentle and understanding. (Lines 26-28) These two points that were brought out just further shows how the transition from being a youth to becoming an adult can be hard for anyone.

This apparent central idea is brought out in numerous ways. The author especially uses similes to bring^{out} this idea of growing up. ~~This~~ This literary device constantly shows George's dark,

deep, thoughts and feelings as he goes through this transition. "With a little gasp he sees himself as merely a leaf blown by the wind through the streets of the village." (Lines 20-21)

This shows his struggle and internal battle to deal with his current situation. Thereafter, the passage also brings out George's sense of worthlessness and insignificance in society.

"... he must live and die in uncertainty, a thing blown by the winds, a thing destined like corn to wilt in the sun." (Lines 21-22)

These two uses of similes really show George's struggle to grow up and become someone in society. This all connects back to the central idea that the switch from being a youth to becoming an adult is one that is hard and challenging to face.

Anchor Level 3-A

The response introduces a clear central idea (*one apparent central idea ... was that the shift from being a child or a teenager to being an adult is one that is difficult*) and a writing strategy (*The author especially uses similes to bring out this idea of growing up*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of similes to develop the central idea (*This literary device constantly shows George's dark, deep, thoughts and feelings as he goes through this transition and This shows his struggle and internal battle to deal with his current situation*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis, using quotes from the text to identify and explain similes (*"...he sees himself as merely a leaf blown by the wind..."*, *"...a thing destined like corn to wilt in the sun"*, *These two uses of similes really show George's struggle to grow up and become someone in society*). The response exhibits acceptable organization of ideas and information to create a coherent response by establishing and exemplifying the central idea in the opening paragraph, then presenting the author's use of similes in the second paragraph, and concluding with a reiteration of how the writing strategy develops the central idea (*This all connects back to the central idea that the switch from being a youth to becoming an adult is one that is hard and challenging to face*). The response establishes and maintains a formal style, using appropriate language and structure (*This shows that George Willard's transition into adulthood was unpleasant for him*). The response demonstrates control of conventions with infrequent errors (*into adulthood; the transition; These two points ... shows; George's dark, deep, thoughts*).

There comes a time in everyone's life where they start to feel different. It may be subtle or very easily recognized. When it comes upon a person however it is very noticable. ^{Everyone grows up one way or another.} George Willard experienced this very concept in the text. A literary element used to show the central idea that everyone eventually grows up is characterization. ^{Characterization is the way the author describes the character.}

The central idea ^{that everyone eventually grows up} is very evident in this text. George Willard was described as a very boastful and arrogant boy. He was trying to impress a girl named Helen White. "Once a summer night when he was eighteen, he had walked with her on a country road and in her presence had given way to an impulse to boast, to make himself appear big and significant in her eyes." Clearly, this shows that he was ^{characterized} "a little arrogant. But later on, it was stated, "he wanted to tell her of the new impulses that had come to him!" The new impulses described were that of maturity and sophistication. He was growing up. Not only him, but Helen White was also becoming grown up. "She was no longer a girl and hungered to reach into the grace and beauty of womanhood." She was growing up as well. She too had become more sophisticated. She also, "wanted him to feel and be conscious of the change in her nature." This definitely shows that her character had changed and she wants to show that to him. Clearly, characterizations used to show that.

Everyone eventually grows and matures.

As you can see, everyone does grow up. Although it may take years and years, it can be considered inevitable. Change is a good thing when it comes to maturity. Without it, the world may be lost.

Anchor Level 3–B

The response introduces a clear central idea *that everyone eventually grows up* and a writing strategy (*A literary element used to show the central idea ... is characterization*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author’s use of characterization to develop the central idea (*Clearly, this shows that he was characterized a little arrogant and The new impulses described were that of maturity and sophistication*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis, using quotes from the text to show how George’s character changed as he matured (“...when he was eighteen, he had walked with [Helen] ... and ... had given way to an impulse to boast” ... *But later on ... “he wanted to tell her of the new impulses that had come to him”*) and how *Helen White* was also becoming grown up (“*She was no longer a girl and hungered to reach into the grace and beauty of womanhood.*”). The response exhibits acceptable organization of ideas and information to create a coherent response by first introducing the central idea and literary element in the opening paragraph, followed by a second paragraph of discussion centered around character changes in George and Helen, followed by a concluding paragraph that refocuses on the central idea (*Change is a good thing when it comes to maturity*). The response establishes and maintains a formal style, using appropriate language and structure (*It may be subtle or very easily recognized*). The response demonstrates partial control of conventions with occasional errors (*person however it; noticable; She also, “wanted; consious; grow up Although*) that do not hinder comprehension.

In the text the author uses imagery to convey the central idea to the readers. The central idea that the author is trying to explain is that this young man George Willard is having a hard time fitting into the adult world. George is having ~~new~~ new thoughts about growing up and it's scaring him.

The author uses many examples of imagery to convey the central idea. The author states "Ghosts of old things creep into his consciousness; the voices outside of himself whisper a message concerning the limitations of life." The author is trying to tell us that things that George has heard or seen has had a permanent memory in the back of his mind and now that he's older those memories are coming back to him. George doesn't want to grow up and become a man he wants to still have some fun and enjoy life. The author also uses another example of imagery to convey the central idea the author also states "The sadness of sophistication has come to the boy. with a little gasp he sees himself →

as a merely leaf blown by the wind through the streets of his village." The author is also trying to tell us that he is becoming sad being a man means that you have to be out in the world, get a job, get married, have a family, and being sophisticated. George feels like no one is helping him become a man.

In the text the author successfully used imagery to convey the central idea. The central idea of the story was that for George, growing up is scary to him. There were some things that he was not prepared for. But in the end George turned out perfectly fine.

Anchor Level 3–C

The response introduces a clear central idea (*The central idea ... is that ... George Willard is having a hard time fitting into the adult world*) and a writing strategy (*the author uses imagery to convey the central idea*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of imagery to develop the central idea (*The author is trying to tell us that things that George has heard or seen has had a permanent memory in the back of his mind and ... those memories are coming back to him*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis, using quotes from the text to illustrate George's difficulty growing up (*the author states "Ghosts of old things creep into his consciousness" and "The sadness of sophistication has come to the boy. with a little gasp he see's himself as a merely leaf blown by the wind"*). The response exhibits acceptable organization of ideas and information to create a coherent response by identifying the literary element and explaining the central idea in the opening paragraph, then presenting one paragraph of *examples of imagery*, followed by a summative conclusion. The response establishes a formal style, using appropriate language and structure (*In the text the author successfully used imagery to convey the central idea*). The response demonstrates emerging control of conventions with some errors (*central; idea. the; dosen't; man he; see's; mairred*) that hinder comprehension.

The central idea of the text is when a man and women reach adulthood, that is when they find the people they are supposed to ~~be~~ be with. They mature and that's when they can find the people they will love forever. Children think that they will find this person when they are young and still in school and growing as a person into adulthood. You can't do that when you're still don't even know who you are. George and Helen met when they were young and liked each other, but all for the wrong reasons. Now they have entered adulthood and they met again but for the right reasons.

The literary element that the author uses to develop this central idea is tone. The tone is very serious and talks about people becoming more serious and mature and growing up. At the ~~beginning~~ beginning of the text it's very depressing because George feels very lonely growing into manhood. He wants to feel something with a woman and grow into a better person. He's sad about his mother

~~He~~ dying and wants someone who will understand what he is feeling. He starts to think about the girl Helen he knew when he was younger and how she has now entered womanhood and wants to reconnect with her.

Anchor Level 2–A

The response introduces a clear central idea (*The central idea of the text is when a man and women reach adulthood, that is when they find the people they are supposed to be with*) and a writing strategy (*The literary element the author uses to develop this central idea is tone*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author’s use of tone to develop the central idea (*The tone is very serious and talks about people becoming more serious and mature and growing up. At the beginning ... its very depressing*). The response presents ideas inconsistently, inadequately, and inaccurately in an attempt to support analysis (*George and Helen met when they were young and liked each other, but all for the wrong reasons. Now they have entered adulthood and they met again but for the right reasons*). No evidence was provided for the wrong or right reasons or for supporting the idea that George and Helen were supposed to be with each other as suggested. The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, with one paragraph that moves from introducing a central idea about people maturing and finding *the people they will love forever* to what *children think*, to what *you cant do*, to George and Helen’s youthful and adult meetings, and a second paragraph that introduces a serious tone and exemplifies it with George’s feelings (*Hes sad ... and wants someone who will understand*). The focus of the central idea and writing strategy suggests a discussion of more than one character (*a man and women* and *The tone ... talks about people*), but only George’s situation is discussed. The response lacks a formal style, using language that is basic and sometimes imprecise (*He wants to feel something with a women and grow into a better person and has now entered womanhood*). The response demonstrates emerging control of conventions with some errors (*central; a man and women; adulthood, that; thats; cant; eachother; wronge; again but; begining; text its very; lonly; Hes sad; reconect*) that hinder comprehension.

In the text about the Ohio native George Willard, the author speaks about Willard as a young-man growing in to a mature respecting man.

The author uses pathos to reflect on the death of Willard's mother and the find of Willard's wife Helen White he goes from his extreme sadness ~~to~~ this extreme happiness from use of ~~flashback~~ flashback in his writing. The nostalgia, which Willard ~~feels~~ feels with, is educational for him ~~because~~ because he is learning to love female character's in his life again, sadly changed negatively when his mother passed. He also uses the ~~word~~ word "manhood" and the ~~action~~ action of "growing" to show that he had to grow up quickly and to contrast his passage about females.

The author uses pathos ~~and~~ and some ~~that~~ diction to get the message of acceptance and love across to his audience.

Anchor Level 2–B

The response introduces a central idea (*the author speaks about Willard as a young-man growing in to a machure respecting man*) and a writing strategy (*The author uses pathose*). The response demonstrates a superficial analysis of the author’s use of pathos to develop the central idea (*The nostalgia, which Willard feels ... is learning to love female character’s in his life*). The response presents ideas inadequately and, at times, inaccurately (*The author uses pathose to reflect on ... the find of Willards wife Helen White*) in an attempt to support analysis, making use of some evidence that may be irrelevant (*He also uses the word “manhood” and the action of “growing” to ... contrast his passage about females*). The response exhibits inconsistent organization of ideas and information, failing to create a coherent response by identifying Willard in the one sentence opening paragraph, then presenting a paragraph that first speaks of *pathose* but then strings loosely connected ideas of *extreme sadness* and *extreme happyness from use of flashback*, and concluding with a one-sentence paragraph that suggests an expansion on the central idea of the passage. The response lacks a formal style, using language that is basic (*which Willard feels with, Changed negatively when his mother passed, pathose and some diction*). The response demonstrates emerging control of conventions with some errors (*native George; young-man; in to; machure; pathose; Willards; White he; happyness; nostolgia, which; character’s; agan; acceptence*) that hinder comprehension.

Well I belived that the central idea of finding you perpues well I can ~~saw~~ say that because ~~witning~~ the text there is young man that went out looking for a job as a ~~thrust~~ person working ~~for~~ on a newspaper. And the he saw himself starting to grow up. in paragraph one he said that "that Momment Crossing the line in to Man-Hood" I thing what he was ~~of~~ say was is that he is no longer a boy but he is a Man or he's becoming a man.

Well next to say withing the text, I saw some great images in paragraph 2, And 3. for Paragraph 2 it say "The is walking throught the Street of his town thinking of the future." to me I can see some one in my head doing so. And for Paragraph 2 it say "On a Summer Night when he was Eighteen he had walked her on a country Road" And in my head I can see a boy and a girl walking down the road.

Anchor Level 2-C

The response introduces a central idea (*the central Idea is finding you perpues*) and a writing strategy (*I saw some great images in paragraph 2, And 3*). The response demonstrates a superficial analysis of the author's use of imagery to develop the central idea (*I thing what he was say was is that he is no Longer a boy but he is a Man or he's becoming a man and I can See a boy And a girl walking down the road*). The response presents ideas inconsistently, inadequately, and inaccurately in an attempt to support analysis. The response provides evidence that is misquoted ("*that Momment Crossing the line in to Man-Hood*") and sometimes irrelevant to the idea of finding one's purpose ("*On a Summer night When he was eighteen he had walked her on a country Road*"). The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, with one paragraph that begins with what is *belived* to be the central Idea and continues on to briefly state how the young man ... went out looking for a job and saw himself starting to grow up, and a second paragraph that presents two *great images*, one of which somewhat reflects the central idea although neither are connected back to it (*I can see some one in my head doing so*). The response lacks a formal style, using language that is basic and imprecise (*Well I can say that because withing the text there is young man, I thing what he was say, Well next to say*). The response demonstrates a lack of control of conventions with frequent errors (*belived; finding you perpues; because; Momment; in to Man-Hood; Well next; it say; throught; future." to me I*) that make comprehension difficult.

Life can be hard to understand and sometimes you don't know the path you are going to take. Everyone thinks about the future, is something ~~amazing~~ amazing, but nobody knows if their future is going to be as bright as in their dreams. Often people seem to struggle and find themselves alone in a huge world. Everybody at one point will experience this challenge.

Anchor Level 1–A

The response introduces a central idea (*Life can be hard to understand and sometimes you don't know the path you are going to take*), with no analysis of the author's use of a writing strategy to develop the central idea. The response presents no evidence from the text. The response exhibits inconsistent organization of ideas and information, consisting of one paragraph of loosely related comments about the uncertainty of the future and of life's challenges, failing to create a coherent response. The response lacks a formal style, using language that is sometimes imprecise (*Everyone thinks about the future, is something amazing, but nobody knows if their future is going to be as bright as in their dreams*). The response demonstrates partial control of conventions with occasional errors (*about the future, is something; theirselves; challenge*) that do not hinder comprehension. The response must be scored no higher than a Level 1 since it is a personal response.

Anchor Paper – Part 3 – Level 1 – B

The central idea of the text is about a boy named George Willard feeling ready and happy to grow up.

Anchor Level 1–B

The response introduces a confused central idea (*The central idea of the text is about a boy named George Willard feeling ready and happy to grow up*), and demonstrates no analysis of the author’s writing strategy to develop the central idea. The response presents no evidence from the text. The response exhibits little organization of ideas and information, consisting of a single sentence, which incorrectly identifies the central idea and includes no reference to the writing strategy. The response is minimal, making assessment of language and conventions unreliable.

The central idea is about the life of a boy name George Willard who grow up and he was going to leave his ~~city~~ village and go to the city and he hope to get a job and work as a city newspaper. he was think about this because he was think about the family he will have ~~in~~

In the text the author uses mood of sadness to describe a sense of loneliness. Mood is the feeling the author describes through the text to show the reader how the character is feeling or to describe the mood in an environment.

There are several examples of mood of sadness that helps us describe the sense of loneliness the character is holding. For example, in text 1, lines 2-4 says "All that day, amid the jam of people at the fair, he had gone about feeling lonely. He was about to leave Winesburg to go away to some city where he hoped to get a job on a city newspaper and he felt grown up." This means that even though George was surrounded by so much people in the fair he was feeling lonely, which led to the decision that since he was old enough he would move somewhere else to find a job and have fresh start. Furthermore in lines (6-7) says "memories awoke in him. To his mind this new sense of maturity set him apart, made of him a half-tragic figure. He wanted someone to understand the feeling that had taken possession of him after his mother's death." This signifies that after George's

mother died he started having a new kind of feeling that in this case was feeling lonely that lead him to the need of having someone to understand the feelings he had after his mother died. Finally in lines (26-28) says "If he refers that the other be a woman, that is because he believes that a woman would be gentle, that she will understand. He wants most of all, understanding." This explains that George wants a woman who gives him warmth, someone who can be gentle and give him love. But, most of all he wants someone who understand his feelings. As I have show there are my many examples of mood of sadness in text that shows us the sense of loneliness.

The story is about how people grow up, it shows a boy who makes the shift from boy to manhood. Everyone eventually grows up. The author uses point of view to emphasize the central idea. He uses the point of view of two people who are growing up George Willard and Helen White. The author describes in detail how these two people begin the transition from ~~adult~~ childhood to adulthood. "To his mind his new sense of maturity set him apart." There will to grow up has also led them to grow be closer to each other feeling that they are both mature enough to be with another person. "With all his heart he wants to come close to some other human ~~whi~~ with his hands be touched by the hand of another. If he prefers that other to be a woman." In this case that woman was Helen White. These all lead and have examples of adulthood.

The central idea of this text is that growing up changes the way a person behaves and the way they want to be perceived by others. The author is able to develop this central idea by using characterization of George Willard and Helen White. The author develops George by giving the reader insight to his past, "He wanted someone to understand the feeling that had taken possession of him after his mother's death." (L. 7, 8). While on his way to becoming a young man, George had experienced something tragic, the loss of his mother that had changed the way he looked at things in life and in a way had accelerated his journey into manhood. The author is also able to give the reader a development that has occurred in George as he has grown up. "He had tried to make her think of him as a man when he knew nothing of manhood and now he wanted to be with her and to try and make her feel the change he believed had taken place in his nature." (L. 35-37). He had once tried to impress Helen when he was younger by boasting and acting like a man, but now he had realized he wanted someone to talk to and he had learned that what he had believed was manhood, really wasn't.

The author characterizes Helen as a girl growing into womanhood who wants people to view her in a sophisticated and grown up manner. She goes to the fair with a man from her college because, "she knew that the fact of his presence would create an impression." (L. 45, 46). By bringing the man from her college, she was giving off the impression to people that she was grown up. ~~But~~ But growing up can cause you to reflect back on the things that happened in the past that you may regret. Helen thought back to that summer night with George. "She wanted him to feel and be conscious of the change in her nature." (L. 55, 56). Both these young adults wanted the other to see the

Part 3 – Practice Paper – D

changes that growing up had made on their lives, but it also had the affect on them that they looked back on their past and reflected and saw what had molded them into the person they had become.

The central idea that the text presents is growing up. George Willard is going through a change in his life. He is crossing into manhood. This experience sets him apart in his mind. In line 6, it mentions how his new sense of maturity makes him feel different. As people grow up, they crave understanding and a connection with someone. In lines 24-28, George wants someone to love, be loved, and to be understood.

During up, people start to take interest on each other. In the story, George Willard has an interest on Helen White and he can't stop thinking about her. The experience of growing up gives a new sense of maturity, connection with someone, and interest on others.

One writing strategy the author uses is irony. George had no idea that Helen was thinking about him as he was about her. She remembered their summer evening walk together. George wants to present his nature to her as Helen also also wants to with him. They both want to show how they grew up and what their attitudes are with things in life. George has no idea about growing up. The mood that he felt old and a little tired is one of the experiences a person goes through when growing up. The author uses the writing strategy of irony.

Practice Paper A – Score Level 1

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

Practice Paper B – Score Level 3

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

Practice Paper C – Score Level 2

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

Practice Paper D – Score Level 4

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

Practice Paper E – Score Level 3

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

**Map to the Learning Standards
 Regents Examination in English Language Arts
 January 2018**

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

The *Chart for Determining the Final Examination Score for the January 2018 Regents Examination in English Language Arts* will be posted on the Department's web site at <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for previous administrations of the Regents Examination in English Language Arts must NOT be used to determine students' final scores for this administration.

Online Submission of Teacher Evaluations of the Test to the Department

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

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