



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

- 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 author Mary Shelly attempts to show how humanity is hypocritical through her novel Frankenstein. In this excerpt, she uses irony to show how humans claim to be civilized and humane, yet are often just the opposite. She does this by showing how they often hurt those they don't understand and, because of that, believe them to be monsters, while they, in reality, are the real monsters.

Evidence shows that humans often act contradictory to how they say they believe they should act. One way Shelly portrays this concept is by making the monster not be human, but rather a participant and observer of human behavior. When the narrator found the shepherd's shelter and food, both evidence of a civilized and humane society, the old man he encountered "shrieked, loudly, and, quitting the hut, ran across the field" when he saw the narrator. (49-50). This shows the hypocritical nature of humans in that they claim to be civilized and humane, yet are anything but that as seen by the old man's frantic and wild response while seeing the narrator.

Mary Shelly uses irony throughout the excerpt to reinforce man's hypocritical nature. While in the above instance, the "monster" was curious and enchanted in his innocence, the old man of "civilized" society was immediately judgemental, never caring to understand or help this stranger in need who came

to his door. Another ironic instance that shows how humanity is hypocritical is when the narrator goes into the village and he was stoned and attacked because the villagers thought he was a monster as seen in the following quote.

"The whole village was roused; some fled, some attacked me, until, grievously bruised by stones and many other kinds of missile weapons, I escaped." ⁽⁶⁵⁻⁶⁸⁾

However, the stereotypical image of a monster is not something with feelings and, repeatedly, the narrator has shown such innocent feelings as joy, curiosity, surprise, fear and enchantment.

The irony here is that the people attacking the "monster" exhibit traits that are stereotypical of a monster.

This just reinforces the idea of human hypocrisy.

The villagers in the story attacked the narrator out of fear that he was a monster. However,

the reader has not seen the narrator commit any monstrous acts and, it seems the "civilized" humans are the true monsters hurting this

innocent narrator. This irony makes it clear that humans are often hypocritical in nature and in the acts they commit.

Anchor Level 4–A

CONTENT AND ANALYSIS:

- The response introduces a well-reasoned central idea (*humanity is hypocritical*) and a writing strategy (*she uses irony to show how humans claim to be civilized and humane, yet are often just the opposite*) that clearly establish the criteria for analysis.
- The response demonstrates a thoughtful analysis of the author’s use of irony to develop the central idea (*the “monster” was curious and enchanted in his innocence, the old man of “civilized” society was immediately judgemental and The irony here is that the people attacking the “monster” exhibit traits that are stereotypical of a monster*).

COMMAND OF EVIDENCE:

- The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*the old man he encountered “shrieked, loudly, and, quitting the hut, ran across the field” and “The whole village was roused; some fled, some attacked me, until, grievously bruised by stones and many other kinds of missile weapons, I escaped.”*).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits logical organization of ideas and information to create a cohesive and coherent response, with an opening paragraph that introduces a central idea and writing strategy, followed by a second paragraph that focuses on how *humans often act contradictory to how they say they believe they should act*, followed by a third paragraph that presents examples of the use of irony to emphasize *man’s hypocritical nature*, concluding with a reaffirmation of how irony supports the central idea (*This irony makes it clear that humans are often hypocritical in nature and in the acts they commit*).
- The response establishes and maintains a formal style, using precise language and sound structure (*the narrator has shown such innocent feelings as joy, curiosity, surprise, fear and enchantment and it seems the “civilized” humans are the true monsters hurting this innocent narrator*).

CONTROL OF CONVENTIONS:

- The response demonstrates control of conventions with infrequent errors (*contradictory and shrieked; loudly*).

The central idea of this passage is the true barbarity of man. This is exemplified by man's poor treatment of the supposed monster, Frankenstein. Frankenstein's knowledge of the world in this passage is little more than a babe's. He had not yet mastered control over his senses as shown by him saying "It was, indeed a long time before I learned to distinguish between the operations of my various senses." Along with this, the poor monster is entirely unknowledgeable when it comes to worldly affairs. His incident with fire exemplifies this as the ignorant being "thrust my [his] hand into the live embers" out of delight of their warmth, unknowing of his future pain. Despite Frankenstein having the innocence of a child, he is villainized for the way he looks. His monstrous figure and uncouth speech cause ~~an~~ the entirety of a village to turn on and maul him. This poor, ignorant being was merely in the search of ~~food and~~ shelter and nourishment, yet was driven from the town as ~~the~~ the Gauls from Southern France. The villagers judged a ~~movie~~ film for its box cover and not its actual substance and that is the true barbarity of man. Turning one's back on a babe due only to its disfigurement.

This idea of the inhumane barbarity found in humans is developed through clever use of juxtaposition. The ~~barbarity~~ barbarity and misery of the human experience corrupts the innocence of Frankenstein. While Frankenstein is ignorant and

new to the world and merely attempting to survive, the evil people of a town near Ingolstadt turn him away, batter and bruise him. The delight and joy of the monster is juxtaposed with the deeplying evil found in mankind. The villagers force the monster into refuge despite the monster not ~~not~~ causing any harm. This barbarity is parallel to that of earlier societies as Spartans would leave innocent babes to waste away on cold, unloving rocks, merely for having the slightest of deformities or physical abnormalities. The innocence of Frankenstein is juxtaposed with the aggression and hatred of man to express the barbarity found in human nature.

Anchor Level 4–B

CONTENT AND ANALYSIS:

- The response introduces a well-reasoned central idea (*The central idea of this passage is the true barbarity of man*) and a writing strategy (*This idea of the inhumane barbarity found in humans is developed through clever use of juxtaposition*) that clearly establish the criteria for analysis.
- The response demonstrates a thoughtful analysis of the author’s use of juxtaposition to develop the central idea (*The barbarity and misery of the human experience corrupts the innocence of Frankenstein and The delight and joy of the monster is juxtaposed with the deep-lying evil found in mankind*).

COMMAND OF EVIDENCE:

- The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*the poor monster is entirely unknowledgeable ... His incident with fire exemplifies this as the ignorant being “thrust my [his] hand into the live embers” and While Frankenstein is ignorant and new to the world and merely attempting to survive, the evil people of a town near Ingolstadt turn him away, batter and bruise him*).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits logical organization of ideas and information to create a cohesive and coherent response, beginning with a paragraph that states and supports the central idea of *the true barbarity of man*, followed by a second paragraph which focuses on the author’s use of juxtaposition to support the central idea with a summarizing final statement (*The innocence of Frankenstein is juxtaposed with the aggression and hatred of man to express the barbarity found in human nature*).
- The response establishes and maintains a formal style, using precise language and sound structure (*His monstrous figure and uncouth speech cause the entirety of a village to turn on and maul him*).

CONTROL OF CONVENTIONS:

- The response demonstrates partial control of conventions with occasional errors that do not hinder comprehension (*saying “It; societies as Spartans; aggression*).

Attitude can be impacted ~~by many things~~ ^{as easily} as human nature is dependent upon its environment. In this passage called "~~Frankenstein~~" "Frankenstein", ~~the~~ the author's use of diction helps to convey this central idea surrounding the impact of one's environment on attitude.

The diction of this passage does help to convey the theme or central idea that attitude is impacted by one's environment. In the second paragraph, lines 17-21, the narrator is alone in empty place in nature, and is damp from the dew on the ground. This obviously is not a pleasurable environment to be in, and the diction reflects the narrator's thoughts regarding such an environment. His attitude suggests uncomfortableness and concern because of the use of words like "cold", line 17, "desolate", line 18, "insufficient", line 19, and "miserable wretch", line 20. These words ~~convey~~ support a negative tone that is ~~also~~ crucial to this paragraph in the passage. The narrator's feelings are being conveyed through the vocabulary he utilizes ~~in~~ in the paragraph.

Another excellent example of diction ~~conveying~~ aiding in the conveyance of a central idea would be the first half of the ~~to~~ sixth paragraph, from lines 58 to 65. The narrator wakes up in an amazing place, he hadn't felt true joy since finding the house with all essentials. This really had a positive impact on his mental and physical well-being. The

Anchor Paper – Part 3 – Level 3 – A

tone of the passage changed to a much more uplifting type. This change in tone was conveyed by the diction of the author. The author used words like "allured," "warmth," and "miraculous" to show ~~the~~ the attitude the narrator was attempting to convey. The diction of the sixth paragraph really showed how attitude can be impacted by one's environment.

~~the~~ In the final analysis, the attitude of a particular person ~~can~~ can be impacted by environment. This was the message conveyed by the use of diction in the passage "Frankenstein". Overall, the passage conveyed the message using ~~the~~ diction to convey the tone.

Anchor Level 3–A

CONTENT AND ANALYSIS:

- The response introduces a clear central idea (*Attitude can be impacted easily as human nature is dependent upon its environment*) and a writing strategy (*the author’s use of diction helps to convey this central idea*) that establish the criteria for analysis.
- The response demonstrates an appropriate analysis of the author’s use of diction to develop the central idea (*the diction reflects the narrator’s thoughts regarding such an environment. His attitude suggests uncomfortableness and concern and The narrator’s feelings are being conveyed through the vocabulary he utilizes in the paragraph*).

COMMAND OF EVIDENCE:

- The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*the use of words like “cold”, line 17, “desolate”, line 18, “insufficient”, line 19, and “miserable wretch”, line 20 and The author used words like “allured”, “warmth,” and “miraculous” to show the attitude the narrator was attempting to convey*).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits acceptable organization of ideas and information to create a coherent response, with an introductory paragraph that presents the central idea and the writing strategy, followed by two paragraphs that exemplify how diction is used (*In the final analysis, the attitude of a particular person can be impacted by environment. This was the message conveyed by the use of diction in the passage “Frankenstein”*).
- The response establishes and maintains a formal style, using appropriate language and structure (*Another excellent example of diction aiding in the conveyance of a central idea would be the first half of the sixth paragraph*).

CONTROL OF CONVENTIONS:

- The response demonstrates control of conventions with infrequent errors.

In the story "Frankenstein", the author uses figurative the writing strategy setting to convey the central idea. The central idea of the story is how one's motivation can keep you alive. One example is, "One day when I was oppressed by cold..." This portrays the central idea because no matter what the setting is he still has the motivation to keep going. Another example is "I was enchanted by the appearance of the hut; here, the snow and rain could not penetrate." This shows how the hut protects him and how the setting does not affect him.

In the story the author uses setting to convey the central idea. An example of this is how even though it is winter time in the forest he still has the motivation to keep going. In conclusion the author wanted us to see that with a little motivation we can get stuff done! ~~The author says men~~

Anchor Level 3–B

CONTENT AND ANALYSIS:

- The response introduces a clear central idea and a writing strategy that establishes the criteria for analysis (*In the story “Frankenstein”, the author uses the writing strategy setting to convey the central idea. The central idea of the story is how motivation can keep you alive*).
- The response demonstrates a superficial analysis of the author’s use of setting to develop the central idea (*This portrays the central idea because no matter what the setting is he still has the motivation to keep going and This shows how the hut protects him and how the setting does not effect him*).

COMMAND OF EVIDENCE:

- The response presents ideas inadequately in an attempt to support analysis (*One example is “One day when I was oppressed by cold ...”*), making use of some evidence that may be irrelevant (*“I was enchanted by the appearance of the hut: here the snow and rain could not penetrate”*).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits acceptable organization of ideas and information to create a coherent response, with an opening paragraph that introduces the central idea and writing strategy and a second paragraph that provides examples of both the writing strategy and the central idea (*In the story the author uses setting to convey the central idea ... the author wanted us to see that with a little motivation we can get stuff done*).
- The response establishes and maintains a formal style, using appropriate language (*even though it is winter time in the forrest he still has the motivation to keep going*) with some deviations (*effect for “affect” and get stuff done*).

CONTROL OF CONVENTIONS:

- The response demonstrates partial control of conventions with occasional errors (*“Frankenstein”, the; is “One; setting is he; forrest he*) that do not hinder comprehension.

If you don't know the world
around you it will then hurt you.

Through use of imagery Shelley demonstrates
Frankenstein's folly. In Lines 33-35
Frankenstein finds a fire. "I thrust
my hand into the live embers."

Frankenstein has not experienced a fire before
so it hurts him. In Line 47 Frankenstein
is amazed at the heat. "This was a
new sight to me"... Frankenstein has
never left the lab; never experienced a structure
as such. After he left the lab a strange
set of sensations were upon him "A strange
multiplicity of sensations seized me..." (Like)

Frankenstein is unsure of how to satisfy
his needs. If you don't know the world
around you it will then hurt you.

Anchor Level 2–A

CONTENT AND ANALYSIS:

- The response introduces a clear central idea (*If you dont know the world around you it will then hurt you*) and a writing strategy (*Through use of imagry Shelley demonstrates Frankensteins folly*) that establish the criteria for analysis.
- The response demonstrates a superficial analysis of the author’s use of imagery (*Frankenstein have never left the lab; never experienced a structure as such*).

COMMAND OF EVIDENCE:

- The response presents ideas inconsistently and inadequately (*“I thrust my hand into the live embers..”*. *Frankenstein has not experienced a fire before so it hurts him and Frankenstein is amazed at the hut. “This was a new sight to me”*), making use of some evidence that may be irrelevant (*After he left the lab a strange set of sensations were upon him “A strange multiplicity of Sensations Seized me”*).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits inconsistent organization of ideas and information, with a single paragraph attempting to prove that Shelley’s use of imagery supports the idea that *if you dont know the world around you it will then hurt you*, but providing a single quote from the text that supports a literal interpretation of the central idea, followed by two other quotations that are irrelevant and a repetition of the central idea as a concluding statement.
- The response establishes and maintains a formal style, using appropriate language and structure (*Frankenstein is unsure of how to sate his needs*).

CONTROL OF CONVENTIONS:

- The response demonstrates emerging control of conventions with some errors that hinder comprehension (*dont; imagry; Frankensteins folly; In Lines; “.I; Frankenstein have never; lab; never; Seized me”(Line 2) Frankenstein*).

The central idea of the text "Frankenstein" is misplaced. He doesn't know where to go. Everywhere he goes that has people, they get scared & run or attack. The moral of this story is don't judge a book by its cover.

Frankenstein comes across a hut he assumes a shepherd owns it. Frankenstein decides to check it out & he finds an old man. The man shrieks & bolted out of the door & across the field. Another thing similar to this is when he comes across a village. He sees fresh food & shops. Kids, men, & women go into a panic some throw rocks & other projectiles at him.

The writing strategy of this text is conflict, because something always seems to happen when he comes across people.

Anchor Level 2–B

CONTENT AND ANALYSIS:

- The response introduces a confused central idea by first stating that *the central idea of the text “Frankenstein” is misplaced* and later saying that *the moral of this story is dont judge a book by it’s cover*.
- The response introduces a writing strategy (*The writing strategy of this text is conflict*) and demonstrates a minimal analysis of the author’s use of *conflict* to develop the central idea (*something alway’s seem’s to happen when he comes across people*).

COMMAND OF EVIDENCE:

- The response presents ideas inadequately in an attempt to support analysis, devoting an entire paragraph to a summary of the plot surrounding Frankenstein’s discovery when he *come’s across a hut ... & he finds an old man* and visits a village (*Kid’s, men, & women go into pannick some throw rocks & other projectiles at him*). Action is described, but analysis is only implied.

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, with an opening paragraph that contains information that is subject to interpretation. Either the central idea or the character Frankenstein is *misplaced*. A second paragraph delivers plot information and a third paragraph of one sentence supplies a broad reference to the conflict in the text.
- The response lacks a formal style, using the ampersand in place of “and” throughout (*get scared & run*) and using language that is basic (*everywhere he goes that has people and Frankensteins decides to check it out*).

CONTROL OF CONVENTIONS:

- The response demonstrates emerging control of conventions with some errors that hinder comprehension (*doesnt; go. everywhere; people; They; it’s; come’s; a hut he; shepord; man, The; see’s; pannick some*).

The central idea of any story plays a big role in what the readers take away from the text. Some central ideas purpose a life lesson while other purpose a story line. While the central idea may be one of these things every single author has a reason for writing their stories. Some use writing as a form of therapy while other use it to entertain others. However there are also many authors who use their short stories, novels, autobiographies, and articles to teach the world a lesson they learned at some point in their life.

In the article story

Frankenstein the first line states "it is with considerable difficulty that I remember the original ~~and~~ original area of my ~~blame~~" This leads me to believe that the central idea of this story is a life lesson.

Anchor Level 1–A

CONTENT AND ANALYSIS:

- The response introduces a confused central idea (*the central idea of this story is a life lesson*), and no analysis of the use of a writing strategy.

COMMAND OF EVIDENCE:

- The response presents little evidence from the text (“*it is with considerable difficulty that I remember the original area of my being*”) to support the central idea.

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits inconsistent organization of ideas and information by introducing the *big role* central ideas have in stories, followed by a series of different purposes a writer may have for *writing their stories*. The response concludes with a statement of the central idea in the text (*This leads me to believe that the central idea of this story is a life lesson*).
- The response lacks a formal style, using basic language (*While the central idea may be one of these things every single author has a reason for writing their stories*).

CONTROL OF CONVENTIONS:

- The response demonstrates emerging control of conventions with some errors that hinder comprehension (*Some central ideas purpose a life lesson; writting; stories some; theripy; However there; autobiographys; states “it*) that hinder comprehension.

The central idea of the text called "Frankenstein" is that just because you look different than the rest of the people treat different

Anchor Level 1–B

CONTENT AND ANALYSIS:

- The response introduces an incomplete central idea (*just because you look different than the rest of the people treat different*) and no analysis or writing strategy.

COMMAND OF EVIDENCE:

- The response presents no evidence from the text.

COHERENCE, ORGANIZATION, AND STYLE:

- The response is minimal, making assessment unreliable.

CONTROL OF CONVENTIONS:

- The response is minimal, making assessment of control of conventions unreliable.

Authors often use writing strategies to develop a central idea in their stories. In Frankenstein by Mary Shelley; point-of-view is used to develop the central idea ~~of~~, don't judge a book by its cover. ~~The book tells the story~~ The story is told from the perspective of Frankenstein, he explains what he experiences on his journey.

While discussing the hardships of his travels, Frankenstein explains his encounters with people. His first encounter is ~~with~~ with an old man, "I perceived a small hut, on a rising ground," ~~which I entered~~ (lines 46-47), upon discovering shelter the narrator enters to find the man inside. Based on his appearance, Frankenstein is immediately judged. "He turned on hearing a noise," and, perceiving me, shrieked loudly, and, quitting the hut, ran across the fields with a speed of which ~~his~~ his debilitated form hardly appeared capable." (lines 49-51). The old man took one look at Frankenstein's appearance and ran without even giving him a chance.

With a continuance of his trip, Frankenstein encounters a small village, "One of the best of these I entered; but I had hardly placed my foot within the door, before the ~~children~~ children shrieked, and one of the women fainted." (lines 64-65). ~~Frankenstein is once again~~ Frankenstein is once again feared for ~~his appearance~~ his appearance, although this ~~experience~~ experience is worse. "The whole village was roused; some fled, some attacked me, until, grievously bruised by stones and many other kinds of

missile weapons, I escaped to the open country, and fearfully took refuge in a low nook, quite bare, and making a wretched appearance after the palace I had beheld in the village." (lines 66-69). Frankenstein wasn't even able to get a word in before he was bruised and beaten due to his appearance.

As you can ~~see~~ see, the author is able to convey her central idea of don't judge a book by its cover by using point-of-view. As readers we knew how ~~the~~ Frankenstein was as a person, we knew that he meant no harm. Due to his appearance other characters were quick to judge him and were fearful of him. The Frankenstein faced many hardships just because of his appearance, when all he wanted was a place to stay.

you should never judge someone based on appearance. That is the central idea. I came up for ~~the~~ the writing piece Frankenstein. I have also use mood as part of the writing strategy for the essay. I used never judge someone based on appearance because the poor guy was chased out by just entering in places, without even talking to the men first. That is unjust and cruel.

The writing strategy mood I ~~would use with this~~ ^{had found that it fit with} this. Because of this part I found in the writing ~~piece~~ piece. "I hardly placed my foot in the door, before the children shrieked, and one of the women fainted." (page 11, line 64). I picked mood to go along with this because you would feel bad ~~but~~ ^{how} they treat him when he just walked in.

"The whole village was roused; some fled, some attacked me until grievously bruised by stones and many other kinds of missile weapons." (page 11 line 66) again the writing strategy is mood. Because I can just feel for the poor guy. he did nothing wrong and he was treated like that.

This is what I say in this writing piece. That they just ~~judged~~ judged him with out a second thought. makes you really feel bad for the guy.

Part 3 – Practice Paper – C

In this excerpt from the text, Shelley uses natural imagery ~~related~~ related to sensory perceptions in order to describe the creature's rebirth and experiences in the world surrounding him, subsequently exploring the human identity.

At the point in the novel that this text is excerpted from, Shelley's creature and his creator have finally encountered one another after the creature's escape. The text represents the words of Frankenstein's creation as he describes his experiences in the natural world. The creature explains, "I saw, felt, heard, and smelt, at the same time; and it was, indeed, a long time before I learned to distinguish between the operations of my various senses" (Shelley 1).

Through this description Shelley instills a sense of humanity in the creature who is perceived as inhuman, or even an abomination. Shelley is prompting her audience to sympathize with the creature as he may not be so different from humanity after all, he feels emotions like all people, which becomes especially present when he states, "I sat down and wept."

Shelley also explores the world through the eyes of Frankenstein's Monster. The creature is akin to a newborn child, unaware of how aspects of the natural world work. Shelley's imagery including, "the clear stream," "trees... with their foliage," "a pleasant sound," "the radiant roof of light," and more, works to emphasize the beauty and mystique of nature, while simultaneously demonstrating how the "monster" can perceive and understand this beauty.

Finally, ~~Shelley~~ Shelley describes the creature's encounter with humans and how they seem to reject him from society because of his differences. This example of the cruelty of humans toward another creature allows Shelley to explore the human identity through the idea that the creature is like all other humans, he feels pain, expresses emotions, and understands beauty, however, he is still rejected from conventional society because of his appearance.

The central idea of this text is a cave man surviving eating berries and taking naps as he avenged to who knew were one writing strategy is characterization found on lines (14) "This rescued me from my nearly dormant state and I ate berries from trees or fallen on the ground" That he really cut their living life searching and wondering for food and heat to survival like it's the stone age again starting fire for heat and hiding in cave for shelter.

The central idea of this excerpt from Frankenstein is humans can be harsher than the wilderness. For example, "Here then I retreated, and lay down, happy to have found a shelter, however miserable, from the inclemency of the season, and still more from the barbarity of man." (lines 75-76). Throughout his journey in the wilderness, every encounter he had with a human was a violent one, or a negative one.

People would run away out of fear when they saw him or be aggressive and harm him. Even though nature could be cold, hot, wet, and uncomfortable, in his eyes humans were worse.

The author uses imagery to develop the central idea. For example, "He turned on hearing a noise; and, perceiving me, shrieked loudly, and, quitting the hut, ran across the fields..." (lines 49-50). An old man was terrified of Frankenstein and ran away from him, when all he wanted was food and shelter.

However, he also encountered more violent situations. For example, "... some attacked me, until, grievously bruised by stones and many other kinds of missile weapons..." (lines 66-67).

The humans automatically attacked him out of fear, not realizing he wasn't any harm at all. The outdoors might've been harsh but the humans attacked him the worst.

Practice Paper A – Score Level 3

Holistically, this is a level 3 response. It introduces a clear central idea and a writing strategy; demonstrates appropriate analysis; presents sufficient evidence and exhibits acceptable organization while maintaining a formal style. The response demonstrates partial control of conventions that do not hinder comprehension.

Practice Paper B – Score Level 2

Holistically, this is a level 2 response. While it introduces a central idea, the identified writing strategy of mood is viewed as pertaining more to the reader of the text than to the atmosphere of the text itself. The response attempts to support analysis, citing two instances when *the poor guy* is judged on appearance alone. The response exhibits inconsistent organization of ideas and information, focusing more on a reader's reaction than on the author's skill. The language is basic and some errors in conventions hinder comprehension.

Practice Paper C – Score Level 4

Holistically, this is a level 4 response. It demonstrates a thoughtful analysis of the author's use of imagery to develop the established central idea, which is sufficiently supported with relevant evidence, though the evidence lacks specifics in the second example. The response is logically and coherently organized, maintaining a formal style and exhibiting precise language, and sound structure with infrequent errors.

Practice Paper D – Score Level 1

Holistically, this is a level 1 response. It introduces a confused central idea with minimal analysis of the writing strategy of characterization. It presents little relevant evidence to support analysis and there is little organization of ideas. Language use is basic but not incoherent. It demonstrates a lack of control of conventions making comprehension difficult at times.

Practice Paper E – Score Level 3

Holistically, this is a level 3 response. It demonstrates an appropriate analysis of imagery to develop a clear central idea, while presenting ideas sufficiently, exhibiting acceptable organization of ideas and information and maintaining a formal style. The response also demonstrates control of conventions with infrequent errors.

**Map to the Learning Standards
 Regents Examination in English Language Arts
 January 2023**

Question	Type	Credit	Weight	Standard
1	MC	1	1	RL.5 (11-12)
2	MC	1	1	RL.5 (11-12)
3	MC	1	1	RL.4 (11-12)
4	MC	1	1	RL.2 (11-12)
5	MC	1	1	L.4 (11-12)
6	MC	1	1	RL.3 (11-12)
7	MC	1	1	RL.3 (11-12)
8	MC	1	1	RL.2 (11-12)
9	MC	1	1	RL.3 (11-12)
10	MC	1	1	RL.3 (11-12)
11	MC	1	1	RL.4 (11-12)
12	MC	1	1	L.4 (11-12)
13	MC	1	1	RL.4 (11-12)
14	MC	1	1	L.5 (11-12)
15	MC	1	1	RI.4 (11-12)
16	MC	1	1	RI.3 (11-12)
17	MC	1	1	L.4 (11-12)
18	MC	1	1	RI.2 (11-12)
19	MC	1	1	L.4 (11-12)
20	MC	1	1	RI.3 (11-12)
21	MC	1	1	RI.4 (11-12)
22	MC	1	1	RI.5 (11-12)
23	MC	1	1	RI.6 (11-12)
24	MC	1	1	RI.2 (11-12)
Part 2 Argument Essay	Essay	6	4	RI.1–6&10(11–12) W.1, 4&9(11–12) L.1–6(11–12)
Part 3 Expository Response	Response	4	2	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 2023 Regents Examination in English Language Arts* will be posted on the Department’s web site at <http://www.nysed.gov/state-assessment/high-school-regents-examinations/> on the day of the examination. Conversion charts provided for previous administrations of the Regents Examination in English Language Arts must NOT be used to determine students’ final scores for this administration.

Online Submission of Teacher Evaluations of the Test to the Department

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

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