



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

New York State Regents Examination in English Language Arts (Common Core)  
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:
<b>Content and Analysis:</b> 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
<b>Command of Evidence:</b> 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
<b>Coherence, Organization, and Style:</b> 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
<b>Control of Conventions:</b> the extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling	-demonstrate control of the 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 as a 0.

The South Pole explorer clearly develops an important and central theme throughout the memoir excerpted from his diary. The explorer conveys that the destruction of the Endurance (the ship that was <sup>more than just</sup> his "floating home") was heartbreaking. The explorer states that it was in the ship that he had "centered ambitions, hopes, and desires." At several points, the explorer states that he finds it difficult to put into words his true feelings about the demise of the Endurance. He ~~is~~ explained that even though he had planned for the possible disaster, and the end of the ship was "looming ahead for many months," he was greatly disturbed by the tragedy. The South Pole <sup>explorer</sup> uses clear details to share his feelings with the audience.

The explorer extensively develops his main theme through the use of figurative language, primarily personification. The explorer gives the ship human qualities to illustrate the importance of the Endurance in his life and heart. The most vivid example of personification was, "Now, straining and groaning... her wounds gaping, she is slowly giving up her sentient life..." This personification shows how the explorer feels the pain of his ship "dying." The explorer also refers to the ship as "her" or "she." On the other hand, the explorer personifies the cause of destruction: the floes. He refers to the event as "the attack of the ice." Secondly, the explorer uses a simile while describing the downfall of the Endurance. He stated the ship was "snapping with a noise like heavy gunfire." The explorer equates the splitting noise to heavy gunfire, using the ~~no~~ word "like." This goes to show that at the moment at which his ship was destroyed, it was as if a loved one was being gunned down. The explorer successfully reached the audience and conveyed his feelings through the beautiful <sup>and</sup> touching use of figurative language.

#### Anchor Level 4–A

The response introduces a well-reasoned central idea [*The explorer conveys that the destruction of the Endurance (the ship that was more than just his “floating home”) was heartbreaking*] and a writing strategy (*The explorer extensively develops his main theme through the use of figurative language, primarily Personification*) that clearly establish the criteria for analysis. The response demonstrates a thoughtful analysis of the author’s use of figurative language to develop the central idea (*This personification shows how the explorer feels the pain of his ship “dying” and This goes to show that at the moment at which his ship was destroyed, it was as if a loved one was being gunned down*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*The explorer states that it was in the ship that he had “centered ambitions, hopes, and desires” and the explorer personifies the cause of destruction: the floes. He refers to the event as “the attack of the ice”*). The response exhibits logical organization of ideas and information to create a cohesive and coherent response by first introducing a central idea that focuses on how the explorer *was greatly disturbed by the tragedy* and then presenting a writing strategy and demonstrating how the use of figurative language *successfully reached the audience and conveyed his feelings*. The response establishes and maintains a formal style, using precise language and sound structure (*The explorer gives the ship human qualities to illustrate the importance of the Endurance in his life and heart and The explorer also refers to the ship as “her” or “she”*). The response demonstrates control of conventions with infrequent errors (*primarily Personification*).

When hope is lingering and strength is draining, one pushes onward. They persevere through the new challenges that await, not because they ~~want~~ <sup>want</sup> to but rather they have to. They fight to survive; they fight for a <sup>chance to make it</sup> future. This attitude is exemplified in an excerpt from the diary of a South Pole explorer whose trip has taken a turn for the worst as him and his crew have been forced to abandon their sinking ship. He details their current predicament and records the circumstances that had ~~lead~~ <sup>led</sup> up to their detrimental situation. However, throughout the entire piece, there is that lingering hope and perseverance to trudge forward. Through strong diction, the explorer ~~conveys~~ <sup>conveys</sup> that underlying sense of hope in his journal to maybe ~~make~~ <sup>make</sup> it home alive with his crew and expresses that if they don't, <sup>they</sup> ~~at least~~ <sup>at least</sup> they need.

The South Pole explorer conveys his main idea through his diction. At first, when he is explaining their predicament, he utilizes diction that personifies their ship. By using phrases such as "straining and groaning" and "her wounds gaping," the author highlights the end of their ship as a death which underlines the severity of their situation as their lifeline is gone. They ~~are~~ <sup>are</sup> are 346 miles from food and shelter. In addition,

the explorer augments his explanation of the disaster by stating, "I cannot describe the impression of the relentless destruction that was forced upon me..." This descriptive statement established the utter mortification of the situation. However, the explorer then goes on to explain their current hope. He utilizes phrases such as "long and strenuous" to describe the current ~~and~~ journey ahead. He states that the journey they are about to embark on is going to be exceptionally difficult yet they are still going to try their absolute hardest to ~~make~~ make it to safety with no lives lost. Although the ~~and~~ challenges that await them will test their strength, ~~and~~ they will ~~their~~ venture forward. The author ends on an optimistic note by stating, "A man must shape himself to a new mark directly <sup>as</sup> the old one goes to ground." This last statement is a testament to his perseverance and ~~hope~~ ~~and~~ underlying hope.

Throughout the piece, the explorer utilizes descriptive diction to establish the severity of their predicament and his perseverance to trudge on even though the odds are against them. The author conveys ~~his~~ his undying hope and strength by establishing that they will venture onward even though there is a greater probability that

they will not <sup>survive</sup> ~~make it~~. That unwavering hope for the future is one of humankind's greatest assets that aids us through the darkest of times as it did ~~as~~ for the South Pole explorer. A chance for a future, a chance for life, that is worth fighting for.

**Anchor Level 4-B**

The response introduces a well-reasoned central idea (*He details their current predicament and records the circumstances that had led up to their detrimental situation. However, throughout the entire piece, there is that lingering hope and perseverance to trudge forward*) and a writing strategy (*Through strong diction, the explorer conveys that underlying sense of hope in his journal to maybe make it home alive with his crew and expresses that if they don't, they at least tried*) that clearly establish the criteria for analysis. The response demonstrates a thoughtful analysis of the author's use of diction to develop the central idea (*he utilizes diction that personifies their ship. By using phrases such as "straining and groaning" and "her wounds gaping," the author highlights the end of their ship as a death and Although the challenges that await them will test their strength, they will venture forward*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*the explorer augments his explanation of the disaster by stating, "I cannot describe the impression of the relentless destruction that was forced upon me" and He utilizes phrases such as "long and strenuous" to describe the current journey ahead. He states that the journey they are about to embark on is going to be exceptionally difficult yet they are still going to try their absolute hardest to make it to safety with no lives lost*). The response exhibits logical organization of ideas and information to create a cohesive and coherent response, first introducing and explaining a central idea and writing strategy, then discussing how the explorer utilizes descriptive diction to establish the severity of their predicament and his perseverance to trudge on even though the odds are against them, and concluding with a summative paragraph (*That unwavering hope for the future is one of humankind's greatest assets that aids us through the darkest of times as it did for the South Pole explorer*). The response establishes and maintains a formal style, using precise language and sound structure (*He details their current predicament and records the circumstances that had led up to their detrimental situation*) The response demonstrates partial control of conventions with occasional errors (*one ... They, him and his crew, strenous, embarck, probility, humankind's*) that do not hinder comprehension.

The language used helps convey a dismal yet hopeful tone in this piece which greatly helps to develop the central idea of perseverance even through the worst conditions. In the excerpt, the day being described is mentioned as "fateful" and the description of the ship breaking in the ice uses language such as "sickening sensation"; "relentless destruction" and "annihilating" which paints a dismal picture and conveys a dismal tone. However, the tone later in the piece, turns hopeful when the author is discussing the ~~the~~ future with language such as "good morale", "trust" and "safety". It can also be noted that the ship is called the Endurance which is exactly what the crew will need to make it to safety.

→ Though the author is worried for the safety of his crew he looks towards the future with an open mind and leaves us with the powerful statement "A man must shape himself to a new mark directly the old one goes to ground". The language used in this excerpt creates a dismal tone with the destruction of the ship but then shifts towards a more hopeful tone when discussing the future. These tones help ~~the~~ the reader to identify the central theme of perseverance even in the worst of times.

### Anchor Level 3–A

The response introduces a well-reasoned central idea and a writing strategy that clearly establish the criteria for analysis (*The language used helps convey a dismal yet hopeful tone in this piece which greatly helps to develop the central idea of perseverance even through the worst conditions*). The response demonstrates a thoughtful analysis of the author’s use of tone to develop the central idea (*The language used in this excerpt creates a dismal tone with the destruction of the ship but then shifts towards a more hopeful tone when discussing the future. These tones help the reader to identify the central theme of perseverance even in the worst of times*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*the description of the ship breaking in the ice uses language such as “sickening sensation”, “relentless destruction” and “annihilating” which paints a dismal picture and conveys a dismal tone and the tone later in the piece, turns hopeful ... with language such as “good morale”, “trust” and “safety”*). The response exhibits acceptable organization of ideas and information to create a coherent response, first identifying the writing strategy and the central idea, then addressing the *dismal tone* and then changing to one of hope *when the author is discussing the future*, and concluding with a recognition of the author’s concern *for the safety of his crew* and a reiteration of the writing strategy and central theme. The response establishes and maintains a formal style, using appropriate language and structure (*It can also be noted that the ship is called the Endurance which is exactly what the crew will need to make it to safety*). The response demonstrates partial control of conventions with occasional errors (*sickening sensation”; piece, turns; crew he; ground”.*; *discussing*) that do not hinder comprehension.



The central idea of this text is that the ~~narrator~~ narrator undergoes the struggle of losing his ship, along with his hopes, desires, and ambition. This text shows us how he coped with the adversity, and how he never gave up during this tough time. The author uses the literary element of point of view, in order to develop this central idea.

Point of view helps develop the central idea of this text, because it gives the reader an idea of what the narrator is going through. His feelings are being portrayed throughout this text so that we can understand the hardships being thrown at the ~~narrator~~ narrator, and how he chooses to deal with the unfortunate circumstances.

~~For example, it states in~~ For example, it states ~~in~~ in lines 41-43, "...relentless destruction that was forced upon me as I looked down and around. The floes, with the force of millions of tons of moving ice behind them, were simply annihilating the ship." This quote from the text illustrates how extreme the destructions of the ship is. This is the extent of the hardship that the narrator goes through, and the reader can better understand the unfortunate situation he is in.

~~Despite this difficult situation he is in,~~ Despite this difficult situation he is in, the narrator still copes with the struggle, and tries to help the people surrounding him, and himself. It states in lines 57-58, "The task was now to secure the safety of the party, and to that I must bend my energies and mental power and apply every bit

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**Anchor Paper – Part 3 – Level 3 – B**

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of knowledge that the experience had given me."  
This quote shows how the ~~the~~ narrator chose to  
deal with this fatal situation.

**Anchor Level 3–B**

The response introduces a clear central idea (*The central idea of this text is that the narrator undergoes the struggle of losing his ship, along with his hopes, desires, and ambition*) and a writing strategy (*The author uses the literary element of point of view, in order to develop this central idea*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of point-of-view to develop the central idea (*Point of view helps develop the central idea of this text, because it gives the reader an idea of what the narrator is going through*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis, using a quote from the text to illustrate *how extreme the destruction of the ship is and the extent of the hardship that the narrator goes through* and a second quote to support how *the narrator still copes with the struggle*. The response exhibits acceptable organization of ideas and information to create a coherent response, first identifying the central idea and a literary element, then addressing the *hardships* the narrator faces and suggesting a focus on *how he chooses to deal with the unfortunate circumstances*, and ending with reference to the narrator's desire to help *the people surrounding him and himself* as he deals with *this fatal situation*. The response establishes and maintains a formal style, using appropriate language and structure (*Despite this difficult situation he is in, the narrator still copes with the struggle*). The response demonstrates partial control of conventions with occasional errors (*losing; view, in order; text, because; himself. it*) that do not hinder comprehension.

Have you ever done something hard (like a sport, test, competition, etc.) and felt so close to giving up? That is exactly what the South explorers ~~felt~~ felt, ~~now~~ <sup>they were</sup> ~~was~~ tired, weary and ready to give up ~~up~~ all hope. ~~was~~ They felt terrible because they had forced to abandon their ship, but they remained hopeful because after all they were still alive. The author of this excerpt used symbolism to ~~develop~~ develop the central idea. ~~The~~ The central idea of this excerpt was Hope. The excerpt teaches us that we must never give up on our dreams. It teaches us that even when we fall we should be able to just pick ourselves back up. We should be able to brush ourselves off and start back up because while there is still hope the dream will never die. We learn that the journey may be long, tiring and ~~very~~ complicated, but we must always be able to keep our eyes on the goal.

The author was able to develop the central idea through the use of symbolism. The Endurance ship was a symbol for the means to the dream. We understand that the author depended on the ship in lines 8-10 "To a sailor his ship is more... I had centered ambitions, hopes, and desires." Then in the following lines "Now straining ... giving up her sentient life ..." We can see that the Hope is ~~was~~ ~~already~~ <sup>already</sup> slowly

fading away. We see how the explorer's journey is ~~being~~ ~~then~~ abruptly stopped. ~~then~~ In lines 11-13 we see that the ship has given and had to be abandoned. This shows the explorer's loss because he feels as if it is the end. Then he realizes it's not the ~~the~~ end because he is still alive, he still has another chance to retry his dream. The death of the ship does not mean the end of the dream.

The author was able to develop the central idea through symbolism. The ship's death was merely an obstacle that the author had to overcome in order to achieve the dream.

**Anchor Level 3-C**

The response introduces a clear central idea (*The central idea of this excerpt was Hope. The excerpt teaches us that we must never give up on our dreams*) and a writing strategy (*symbolism*) that establish the criteria for analysis. The response demonstrates a superficial analysis of the author's use of symbolism to develop the central idea (*The Endurance ship was a symbol for the means to the dream*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*We understand that the author depended on the ship in lines 8-10 "To a sailor his ship is more ... I had centered ambitions, hopes, and desires" and We see how the explorer's journey is abruptly stopped. In lines 11-13 we see that the ship has given and had to be abandoned*). The response exhibits acceptable organization of ideas and information to create a coherent response by introducing the writing strategy and the central idea, followed by a paragraph that illustrates examples of symbolism and then changing emphasis on hope (*Then he realizes it's not the end because he is still alive*) and ending with a reiteration of the central idea and writing strategy (*The author was able to develop the central idea through symbolism. The ship's death was merely an obstacle that the author had to overcome in order to achieve the dream*). The response lacks a formal style, using language that is basic, inappropriate (*Have you ever done something hard ... and felt so close to giving up? and We should be able to brush ourselves off and start back up*) and imprecise (*the South explorers and he still has another chance to retry his dream*). The response demonstrates partial control of conventions with occasional errors (*felt, they; they had forced to; because after all they; its not; alive, he*) that do not hinder comprehension.

The central idea of the text was perseverance and determination in terms of survival. After the crew's ship was stuck in the ice they had no choice but to abandon the ship. As they got on to the ice sheets they had to endure the harsh weather and limited supplies until they made it to where they were headed.

The group was determined to survive ~~there~~ as they got farth

One literary element that emphasizes the central idea is imagery. In the diary he states "To-night the temperature has dropped to  $-16^{\circ}\text{F}$  and most of the men are cold and uncomfortable." This shows that they had to suffer through harsh conditions and goes back to the central idea of perseverance. Another example of imagery is "the destruction and abandonment is no sudden snuck" which shows they wouldn't have shelter and relates back to the central idea.

## Anchor Level 2–A

The response introduces a central idea (*The central idea of the text was perseverance and determination in terms of survival*) and a writing strategy (*One literary element that emphasizes the central idea is imagery*). The response demonstrates a superficial analysis of the author’s use of imagery to develop the central idea (*In the diary he states “To-night the temprature has dropped ... and most of the men are cold and uncomfertable.” This shows that the had to suffer through harsh conditions*). The response presents ideas inadequately and inaccurately by misquoting the text and providing an incorrect example of imagery in an attempt to support analysis (*Another example of imagery is “the destruction and abandoment is no sudden shock”*). The response exhibits acceptable organization of ideas and information to create a coherent response with one paragraph that introduces a central idea and establishes a context for the crew’s determination to survive and a second paragraph that is devoted to the writing strategy, employing two quotes as proposed examples of that strategy and an explanation of each quote. The response lacks a formal style, using language that is basic and imprecise (*they made it to where they were headed, the had to suffer, and goes back to*). The response demonstrates partial control of conventions with occasional errors (*ice they; surivie; temprature; abandoment ... shock.” which shows*) that do not hinder comprehension.

The author's tone in this story is he is brave he knows what's at stake but he will be brave in order to save his crew members he also uses conflict in this story. One central idea ~~to~~ this story is that no matter what happens you can't think about yourself you have to think what is at risk.

In the story the sailor who is captain and probably owner of this ship ~~goes~~ is traveling to the Paulet Island with his crew members. He is 360 miles away from Paulet and another 180 miles from the nearest barrier. During this expedition he is going through some icebergs which damages the ship. Which is called "Endurance". The sailor sees how slowly the "Endurance" is sinking. "Decks were breaking ~~apart~~ upwards and the ~~water~~ <sup>water</sup> was pouring below". The sailor knows what's gonna happen, his ship is sinking. But the sailor isn't dumb he planned ahead in case of emergency his men knew exactly what to do. The plans for abandoning the ship in case of emergency had been made well

in advance, and men and dogs descended to the floe and made their way to the comparative safety of an unbroken portion of the floe without a hitch". He calls upon his crew members and ~~that~~ explains to them, that their Journey has come to an end, all he knows is that he will take his crew member to land safely.

The sailor says "A man must shape himself to a new mark directly the old ones goes to ground" in other words the old him will die with the ship and a new one will rise up to ~~replace~~ help his crew members a brave sailor. The sailor knew what was gonna happen, but always thought ahead, he had a backup plan, he wasn't gonna put his crew members at risk. He didn't think about himself he thought about his crew members. He thanked them for everything they have done for him he should turn their gratitude.



## Anchor Level 2–B

The response introduces a central idea (*One central Idea In this story is that no matter what happens you can't think about yourself you have to think what is at risk*) and two writing strategies (*The authors tone in this story is he is brave and he also uses conflict in this story*). The response demonstrates a superficial analysis of the author's use of conflict to develop the central idea (*The sailor knows whats gonna happen, his ship is sinking*) but does not refer to *tone* specifically. The response presents ideas inconsistently and inadequately in an attempt to support analysis, consisting mainly of plot summary, with no direct reference to *conflict* in the discussion (*During this expedition he is going through some Icebergs which damages the ship*), making use of some evidence that may be irrelevant (*and probably owner of this ship*). There is no discussion of *tone*. The response exhibits inconsistent organization of ideas and information, providing an opening paragraph which refers to the author's use of *tone* and *conflict* and references a central idea (*no matter what happens you can't think about yourself you have to think what is at risk*), a second paragraph that deals mainly with plot summary, and a final paragraph that discusses the *brave sailor* (*He thanked them for evrything they have done for him he should them their gratitude*), failing to create a coherent response. The response lacks a formal style, using language that is inappropriate (*the sailor isn't dumb and he wasn't gonna*) and imprecise (*he should them*). The response demonstrates emerging control of conventions with some errors (*authors tone; Icebergs; abadoning; upons; ground" in other words the old him; about himself he thought*) that hinder comprehension.

I the text an excerpt from memoir of a south pole explorer. There is many central ideas, and many literary elements but the ~~main~~<sup>central</sup> literary element and central idea is conflict and how give up and planning can always help. The central idea is planning for an incident can save your life and it is shown through conflict ~~and~~ human vs state or human vs nature.

This guy that had planned for an expedition to the Antarctica had thought ahead he knew that the ship might break do to its old ~~wood~~ body. It had been stuck twice in the midst of ice once prior to October 27 and on October 27 the ice was pushing on the boat, cracking the hull. The plans for abandoning ship in case of an emergency had been made well in advance, The men and dogs... without a hitch. (Lines 36-38)

To conclude the central ideas that preplanning can save people's lives, and it was shown in conflict human vs nature.

## Anchor Level 2–C

The response introduces a central idea (*Never give up and planing can always help*) and a writing strategy (*it is showed through conflict human vs fate or human vs nature*). The response demonstrates a superficial analysis of the author's use of conflict to develop the central idea (*This guy that had planned for an exploration to the Anartica had thought ahead*). The response presents ideas inadequately and inaccurately in an attempt to support analysis (*It had been stuck twice in the mist of ice onec prior to october 27 and on october 27*). The response exhibits inconsistent organization of ideas and information, with one paragraph that introduces multiple central ideas and a writing strategy, a body paragraph that attempts to discuss the central idea of planning with some evidence that is inaccurate (*he kew that the ship might break do to its old ... body*) and a single quote from the text that is insufficiently copied (*well in advance, The men and dogs ... without a hitch*), and a conclusion with a single sentence that restates one of the central ideas and says it was shown by the writing strategy. The response lacks a formal style, using language that is basic and imprecise (*I the text and This guy*). The response demonstrates a lack of control of conventions with frequent errors (*exccerpt; there is Many; elemenents but; incedant; itish showed through conflict human, boat. cracking; abandng ship incase*) that make comprehension difficult.

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**Anchor Paper – Part 3 – Level 1 – A**

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In the story he uses personification when he says "Her timbers crackig and her wounds gaping, she is slowly giving up her sentient life at the very outside of her career" This personification shows how much he truely values this ship.

**Anchor Level 1–A**

The response introduces a writing strategy (*personification*), but demonstrates a minimal analysis of the author's use of personification (*This personification shows how much he truely values this ship*) to develop the central idea. The response presents ideas inadequately in an attempt to support analysis (*In the story he uses personification when he says "Her timbers crackig and her wounds gaping, she is slowly giving up her sentient life at the very outside of her career"*). The response is minimal, making assessment of coherence, organization, style, and conventions unreliable.

THROUGHOUT OUR LIVES WE GO THROUGH A JOURNEY TO FIND WHO WE TRUELY ARE. WE OFTEN QUESTION WHAT OUR PURPOSE IN THIS WORLD IS. WE GO ON A JOURNEY AS WE GROW TO DISCOVER OURSELVES. SOMETIMES THE JOURNEY IS REAL BUT SOMETIMES IT IS IMAGINED. THE JOURNEY THROUGH OUR SCHOOL YEARS IS TOUGH BUT REWARDING. WE CAN USE THE TIME IN SCHOOL TO LEARN ABOUT THE JOURNYS OF OTHERS AND ABOUT THE DANGERS THEY FACED THAT CAN BE WORSE THAN THE DANGERS WE FACE. I COULD NEVER BE AN EXPLORER.

**Anchor Level 1–B**

The response introduces a central idea that is personal in nature (*Throughout our lives we go through a journey to find who we truly are*), 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 beyond a vague reference to the idea of *explorer*. The response exhibits acceptable organization of ideas and information to create a coherent response, consisting of one paragraph that describes how *we go on a journey as we grow to discover ourselves*. The response establishes and maintains a formal style, using appropriate language and structure (*We often question what our purpose in this world is*). The response demonstrates partial control of conventions with occasional errors (*journy, truly, real but*) that do not hinder comprehension. The response can be scored no higher than a 1 since it is a personal response.

In times of trouble, one must always keep hope. There are a multitude of negative occurrences throughout nearly every decision and event in one's life. In the text excerpt from ~~the~~ a South Pole explorer, ~~the~~ on ~~some~~ extreme downfall is at hand, however, with leadership, hope, and courage, the explorer has increased the survival possibility by a tremendous amount. With the use of the present conflict between the need for survival and doing the best option for his men, the writer is able to develop the central idea of ~~stop~~ being a leader, and never giving up hope.

A sailor and his crew were aboard a ship ~~to~~ on an expedition when the boat became locked in ice. The sailor has realized he needs to get his men off the ship to start to make a journey to find food and shelter, however the conflict of man vs. nature is that the men do not have nearly enough hands and strength to carry enough food to survive them the entire 346 miles to Paulet Island where they could find such necessities. "we could not take from here food enough for the whole journey;

the weight would be too great." (line 23) It becomes apparent that the sailor writer is beginning to see all the negative outcomes and fear of the worst possibilities, however ~~there~~ he never gives up hope. "The task now was to secure the safety of the party, and to that I must bend my energies and mental powers and apply every bit of knowledge and experience of the Antarctic had given me." (lines 56-58) It is clear that the sailor isn't giving up hope on saving his men regardless to the conflicts they face.

The central idea of never giving up hope is apparent throughout the explanation of the conflict of man vs. nature. Even in the darkest time on the expedition, the writer never gives up hope in saving his men. He reacts with courage and strength in saving his men.

The main purpose of the text was to talk about a fatal day on a Wednesday in October. I don't know much more about it. About some one with bad wounds who was giving up. Somewhere 360 miles from an island.



In the excerpt of South Pole talks about a group of people that are trying to survive in the South Pole. This excerpt has a hidden idea that the author is trying to show the reader. The central idea is that anyone that works as a team will farther in life and avoid ~~any~~ any circumstances in their way. The author shows this idea by using a writing strategy that is called first person point-of-view.

In the excerpt, the narrator explains how the ship was ~~sinking~~ slowly sinking into the water in, ~~the~~ perspective, "the ship was here stern up by the pressure, and the driving floe, moving laterally across the stern" (lines 27-28). Because of this, it split the rubber and ripped off the rubber-post and stern-post, which caused the boat to sink. However, with the work of teamwork the group they made it land. Without teamwork they would have drown to death. This shows why teamwork can take them far in their lives and avoid any circumstances that they might face in the way.

Survival is a difficult task, especially in a cold environment like Antarctica. However, even the strongest will learn to adapt to changing situations, regardless of how difficult it gets. A sailor in the Antarctic learns this through experience, and it is best developed through the use of a literary element, particularly conflict.

The sailor's use of conflict best exerts the theme of adapting to changing situations. Exploring Antarctica is depicted to be a very difficult task for sailors. The temperature was  $-8.5^{\circ}\text{F}$ , a gentle southerly breeze was blowing and the sun shone in a clear sky." (Text, lines 2-3). As expected, Antarctica is very cold, which displays the true conflict between the sailor and the forces of nature as the sailor is forced to embrace the frigid climate of Antarctica. A situation like this only gets worse if a disaster were to happen. "The floes, with the force of millions of tons of moving ice behind them, were simply annihilating the ship." (Text, lines 42-43). One of the worst things that could happen when exploring the Antarctic Sea is a shipwreck.

As such, nature has deprived the sailor of his main form of navigation, making it even more difficult for him to survive.

Even at the lowest point of the journey, the sailor knew he had to pick himself up and adapt in order to survive. "The task was likely to be long and strenuous, and an ordered mind and a clear programme were essential if we were to come through without loss of life. A man must shape himself to a new mark directly the old one goes to ground." (Text, lines 58-61).

After the sailor and his crew survived the shipwreck, he knew that in order to survive and complete the task, he would have to adapt to the new environment.

Resolute and experienced, the sailor knew ~~that~~ he should not ~~surrender~~ surrender to the forces of nature, further highlighting the conflict between the sailor and the Antarctic climate.

A resolute mind, the will to live, and the ability to adapt to changing situations were all necessities to survival. This idea was best conveyed through conflict, where a sailor and his crew were exploring the Antarctic while being forced to embrace the ~~climate~~ especially frigid climate. Through the use of a literary

element, particularly conflict, the sailor learns that the ability to adapt to changing environments is vital to survival.

It is a difficult task for one to be on a ship for a long period of time. At times you might want to give up, however, the narrator of this excerpt did not feel that way. The central idea of this passage is the South Pole explorer writing this excerpt from his diary did not give up and ~~could~~ strived to overcome the adversity he faced. This central idea is developed through the use of theme. The theme is determination throughout the passage.

The central idea of the passage is overcoming hardship during this journey on a ship. For instance, in lines 3-7 it is said, "...though we have been compelled to abandon the ship, which is crushed beyond all hope of ever being righted, we are alive and well, and we have stores and equipment for the task that lies before us." This illustrates that the members of the ship know that they will have a hard time reaching the end of their journey, but with the use of determination and ~~was~~ optimism they will ~~could~~ succeed. Additionally, in lines 57-58 the narrator states, "...I must bend my energies and mental power and apply every bit of knowledge that experience

of the Antarctic had given me." This exemplifies the ~~the~~ author showing his ~~possibilities~~ strength and dedication, although hard to reach the task at hand. These attributes add on to the theme of determination and the central idea of overcoming adversity.

**Practice Paper A – Score Level 3**

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

**Practice Paper B – Score Level 1**

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

**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 Common Core Learning Standards  
 Regents Examination in English Language Arts (Common Core)  
 June 2017**

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



**The *Chart for Determining the Final Examination Score for the June 2017 Regents Examination in English Language Arts (Common Core)* 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 (Common Core) 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.