FOR TEACHERS ONLY

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

ELA

ENGLISH LANGUAGE ARTS

Wednesday, June 15, 2022— 9:15 a.m. to 12:15 p.m., only

RATING GUIDE

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Check this web site at http://www.nysed.gov/state-assessment/high-school-regents-examinations and select the link "Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents Examination period.

The following procedures are to be used for rating papers in the Regents Examination in English Language Arts. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Scoring the Regents Examination in English Language Arts*.

Mechanics of Rating

Scoring the Multiple-Choice Questions

For this exam all schools must use uniform scannable answer sheets provided by the regional scanning center or large-city scanning center. **If the student's responses for the multiple-choice questions are being hand scored prior to being scanned, the scorer must be careful not to make any marks on the answer sheet except to record the scores in the designated score boxes. Marks elsewhere on the answer sheet will interfere with the accuracy of the scanning.**

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

Rating of Essay and Response Questions

(1) In training raters to score student essays and responses for each part of the examination, follow the procedures outlined below:

Introduction to the Tasks
- Raters read the task and summarize it.
- Raters read the passages or passage and plan a response to the task.
- Raters share response plans and summarize expectations for student responses.

Introduction to the Rubric and Anchor Papers
- Trainer reviews rubric with reference to the task.
- Trainer reviews procedures for assigning holistic scores (i.e., by matching evidence from the response to the language of the rubric and by weighing all qualities equally).
- Trainer leads review of each anchor paper and commentary. (*Note:* Anchor papers are ordered from high to low within each score level.)

Practice Scoring Individually
- Raters score a set of five practice papers individually. Raters should score the five papers independently without looking at the scores provided after the five papers.
- Trainer records scores and leads discussion until raters feel comfortable enough to move on to actual scoring. (Practice papers for Parts 2 and 3 only contain scores, not commentaries.)

(2) When actual rating begins, each rater should record his or her individual rating for a student's essay and response on the rating sheets provided in the *Information Booklet*, *not* directly on the student's essay or response or answer sheet. Do *not* correct the student's work by making insertions or changes of any kind.

(3) Both the 6-credit essay and the 4-credit response must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point. **Teachers may *not* score their own students' answer papers**. The scoring coordinator will be responsible for coordinating the movement of papers, calculating a final score for each student's essay or response, and recording that information on the student's answer paper.

Schools are not permitted to rescore any of the open-ended questions on any Regents Exam after each question has been rated the required number of times as specified in the rating guide, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately.

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 2 Rubric
Writing From Sources: Argument

Criteria	6 Essays at this Level:	5 Essays at this Level:	4 Essays at this Level:	3 Essays at this Level:	2 Essays at this Level:	1 Essays at this Level:
Content and Analysis: the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of the texts	-introduce a precise and insightful claim, as directed by the task -demonstrate in-depth and insightful analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims	-introduce a precise and thoughtful claim, as directed by the task -demonstrate thorough analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims	-introduce a precise claim, as directed by the task -demonstrate appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims	-introduce a reasonable claim, as directed by the task -demonstrate some analysis of the texts, but insufficiently distinguish the claim from alternate or opposing claims	-introduce a claim -demonstrate confused or unclear analysis of the texts, failing to distinguish the claim from alternate or opposing claims	-do not introduce a claim -do not demonstrate analysis of the texts
Command of Evidence: the extent to which the essay presents evidence from the provided texts to support analysis	-present ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis -demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material	-present ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis -demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material	-present ideas sufficiently, making adequate use of specific and relevant evidence to support analysis -demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material	-present ideas briefly, making use of some specific and relevant evidence to support analysis -demonstrate inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material	-present ideas inconsistently and/or inaccurately, in an attempt to support analysis, making use of some evidence that may be irrelevant -demonstrate little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material	-present little or no evidence from the texts -do not make use of citations
Coherence, Organization, and Style: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	-exhibit skillful organization of ideas and information to create a cohesive and coherent essay -establish and maintain a formal style, using sophisticated language and structure	-exhibit logical organization of ideas and information to create a cohesive and coherent essay -establish and maintain a formal style, using fluent and precise language and sound structure	-exhibit acceptable organization of ideas and information to create a coherent essay -establish and maintain a formal style, using precise and appropriate language and structure	-exhibit some organization of ideas and information to create a mostly coherent essay -establish but fail to maintain a formal style, using primarily basic language and structure	-exhibit inconsistent organization of ideas and information, failing to create a coherent essay -lack a formal style, using some language that is inappropriate or imprecise	-exhibit little organization of ideas and information -are minimal, making assessment unreliable -use language that is predominantly incoherent, inappropriate, or copied directly from the task or texts
Control of Conventions: the extent to which the essay demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling	-demonstrate control of conventions with essentially no errors, even with sophisticated language	-demonstrate control of conventions, exhibiting occasional errors only when using sophisticated language	-demonstrate partial control of conventions, exhibiting occasional errors that do not hinder comprehension	-demonstrate emerging control of conventions, exhibiting occasional errors that hinder comprehension	-demonstrate a lack of control of conventions, exhibiting frequent errors that make comprehension difficult	-are minimal, making assessment of conventions unreliable

- An essay that addresses fewer texts than required by the task can be scored no higher than a 3.
- An essay that is a personal response and makes little or no reference to the task or texts can be scored no higher than a 1.
- An essay that is totally copied from the task and/or texts with no original student writing must be scored a 0.
- An essay that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored a 0.

In today's day and age, technology is playing more and more of a role in daily life. With the advent of A.I. (artificial intelligence) devices, humans are now becoming reliant on electronic devices for a wider array of functions and purposes. This is especially true for the children of today, who are growing up in a world where the idea of talking to a machine with no feelings or consciousness is commonplace. Indeed, many devices such as these have even been marketed specifically to children as toys on account of their perceived benefits for young minds. However, while some may argue that these A.I. devices are useful in teaching important skills to young children, they are, in fact, entirely detrimental due to the privacy issues they pose and their potential to hinder children in their social development.

Perhaps one of the most glaring issues regarding the use of A.I. toys by children is the potential for invasion of personal privacy. In fact, it has been discovered that in one particular toy, an internet-enabled Barbie doll, the device will automatically connect to networks with the name "Barbie" (Text 2, lines 7-9). Thus, "It would be very simple for an attacker to set up a Wi-Fi network with that name and communicate directly with an unsuspecting child" (Text 2, lines 9-11). This is, of course, a rather frightening prospect since anyone who wishes to send any sort of ill-intended message can easily do so and can, thus, corrupt the minds of young children. However, it is not just the ease with which hackers could communicate with innocent children that poses a problem.

Many of the A.I. devices marked to children come equipped with cameras and microphones, intended to send information to companies to improve how their product reacts with children (Text 2, lines 22-24). As was the case with the internet-enabled Barbie doll, "those functions can also be hijacked to listen in on family conversations or take photographs or video of children without the kids or parents noticing" (Text 2, lines 24-26). Once again, this is a major design flaw as it allows people with malicious intentions to gain a form of access to a family's personal life and to gain information that could be used against said family. As such, it is clear that A.I. devices pose a major security and privacy risk for children, and, thus, kids should not use them.

Just as pressing as these serious security concerns is the issue of A.I. devices hindering a child's emotional development. This aspect has been one of the most discussed regarding the use of A.I. devices by children, and for good reason. An article in The Washington Post even contends that "These machines are seductive and offer the wrong payoff: the illusion of companionship without the demands of friendship, the illusion of connection without the reciprocity of a mutual relationship" (Text 4, lines 12-14). This is a major pitfall in A.I. devices since it gives children precisely the wrong idea about relationships with other people. Namely, it fails to show children the responsibility they have for maintaining relationships, thus giving them the impression that a person will be kind to them and will be their friend even if they never return the favor. In addition, these A.I. devices fail to teach

children about the explicitly wrong nature of actions such as bullying. Since they fail to show any real emotions or pain, professor Sandra Chang-Kredl acknowledges that "you can be really mean to these toys and you're not going to hurt it. So, well, what do you learn" (Text 1, 36-39). Thus, it is evident that A.I. devices can give children the idea that bullying is acceptable since they fail to show the problems it can cause. Therefore, A.I. devices can irreparably damage children's social behavior, meaning these devices should not be used by children.

Some people, however, may argue that A.I. devices have some merit in aiding children with developmental issues. In fact, one article contends that the Kaspar robot, which is a "child-sized droid," is "comfortable for autistic children to interact with because of its simplified speech, gestures, and facial and body expressions" (Text 3, lines 27-29). At first, this may seem like a major breakthrough in the treatment of autism that could have incredible results. However, this assertion fails to consider the shortcomings that robots have in encouraging empathy. In fact, that same article later admits that "robots are programmed to follow orders and are unable to experience pain and explain that feeling to children who may bully them" (Text 3, lines 55-56). This essentially negates any other social benefits for children with autism since it will teach them that bullying does not harm others, thus taking away the opportunity to learn empathy. Furthermore, since children with autism are already at a disadvantage in the area of social development, a flaw such as this in robots can have disastrous

consequences by exacerbating any difficulties they already had with social interaction. Therefore, there is no case in which A.I. devices should be used by children.

Indeed, A.I. devices pose major security threats and developmental roadblocks for children, and thus they should not use them. Whether it comes in the form of teachers communicating with children through A.I. toys or people spying on families, these devices represent a major risk to children's privacy. Furthermore, A.I. devices fail to teach children about the reciprocity of relationships and do not admonish them for bullying behavior. A.I. devices can certainly be useful, but they do much more harm than good for the impressionable minds of children.

Anchor Level 6–A

The essay introduces a precise and insightful claim, as directed by the task (*However, while some may argue that these A.I. devices are useful in teaching important skills to young children, they are in fact entirely detrimental due to the privacy issues they pose and their potential to hinder children in their social development*). The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*This is ... a rather frightening prospect since anyone who wishes to send any sort of ill-intended message can easily do so and can thus corrupt the minds of young children* and *This is a major pitfall in A.I. devices since it gives children precisely the wrong idea about relationships with other people*) and to distinguish the claim from alternate or opposing claims (*Some people, however, may argue that A.I. devices have some merit in aiding children with developmental issues*). The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*professer Sandra Chang-Kredl acknowledges that "you can be really mean to these toys and you're not going to hurt it. So, well, what do you learn"* and *In fact, that same article later admits that "robots are programmed to follow orders and are unable to experience pain and explain that feeling to children who may bully them"*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*(Text 2, lines 9-11)* and *(Text 4, lines 12-14)*]. The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, first introducing the topic and negative claim, followed by two body paragraphs focusing on *the potential for invasion of personal privacy* and *the issue of A.I. devices hindering a child's emotional development* and a third body paragraph that presents and refutes the counterclaim's argument on the merits of A.I. devices, and concluding with a paragraph of summation (*A.I. devices can certainly be useful, but they do much more harm than good for the impressionable minds of children*). The essay establishes and maintains a formal style, using sophisticated language and structure (*In addition, these A.I. devices fail to teach children about the explicitly wrong nature of actions such as bullying* and *However, this assertion fails to consider the shortcomings that robots have in encouraging empathy*). The essay demonstrates control of conventions with essentially no errors, even with sophisticated language.

Modern day devices such as Google Home, Amazon Alexa, and Siri have become part of most adults' lives in some way. The same sort of Artificial Intelligence is now becoming as prominent in children's devices as well. Although some may have concern about how these devices impact a child's privacy and developement, this technology is on the rise and here to stay. Such concerns over the effects of Artificial Intelligence is valid, but not monumental enough to try to ban said technology. In fact, in taking a closer look, such technology can actually prove to be quite beneficial to children.

Professors such as Sandra Chang-Kredl argue that children using robots will be at a disadvantage in regard to human interaction. Chang-Kredl does not advocate robots because she worries that children will "think that toys or objects are just as good as actual pets or actual friends or actual humans" which may cause them to become confused over "what's an object and what's a living thing" (Text 1, lines 20-23). In reality, children have had toy companions such as dolls that "talk" and stuffed animals that may "walk" for years with no damaging effects on their developement. Furthermore, the interactions between children and robots has already proved beneficial, Solace Chen of Cornell University argues that "the goal is not to have the robot replace interactions with humans... But more to supplement them" (Text 3, lines 7-10).

In particular, the use of A. I. technology has proven to be beneficial to children with special needs such as autism by aiding in their ability to communicate and interact. This is supported by research that shows that kids with autism or other special needs "respond well to technology in general" and to robots specifically, because they are "less complex and more predictable than people, less intimidating, perpetually patient and consistent in the tone of voice and mood, and highly customizable and adaptable to children's specific needs" (Text 3, lines 19-23). In other words, the robots, in a sense, create a safer, simpler, calmer and thus, more comfortable environment for these children. As a result, researchers have observed such children to be more focused and responsive. The overall question of developement of children with robots should take into account all children, especially those undersupported in the education industry.

Another concern is over privacy issues regarding robotic toys. These devices may be able to record conversations, take pictures and videos, and share data with third parties (Text 4, lines 28-35). This could put children and their families at risk. Although unsettling, the fact is, children are already being watched on security cameras and their images and

actions recorded and shared on social media by technology adults utilize daily. Implementing a device that is kid friendly with those features is no worse than handing a child a smartphone.

Additionally, the question of hackers often comes up as well. The devices often connect wirelessly to a server. Many servers are not secure, allowing almost anyone to breach the barrier between someone's toy and that user's device (Text 2, lines 5-7). Parents worry that hijackers may attempt to talk, take pictures, or endanger their children through the Artificially Intelligent product (Text 2, lines 24-26). Truthfully, that may be plausible, but parents could take precautions like actually monitering their children and applying wireless security to prevent such happenings.

Robots and Artificial Intelligence products are considered by some to be harmful to children. In reality, these products are no more of a threat to safety and developement than any other modern device that a child might encounter in this day and age. The world as a whole is depending on technology more than ever before. Teaching children how to use the products and live in a world in which they are surrounded by A.I devices is actually becoming an integral part of their developement.

Anchor Level 6–B

The essay introduces a precise and insightful claim, as directed by the task (*Such concerns over the effects of Artificial Intelligence is valid, but not monumental enough to try to ban said technology. In fact, in taking a closer look, such technology can actually prove to be quite beneficial to children*). The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*In other words, the robots, in a sense, create a safer, simpler, calmer and, thus, more comfortable environment for these children* and *The world as a whole is depending on technology ... Teaching children how to use the products ... is actually becoming an integral part of their developement*) and to distinguish the claim from alternate or opposing claims (*Professors such as Sandra Chang-Kredl argue that children using robots will be at a disadvantage in regard to human interaction* and *Another concern is over privacy issues*). The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*the interactions between children and robots has already proved beneficial. Solace Chen ... argues that "the goal is not to have the robot replace interactions with humans ... But more to supplement them"* and *This is supported by research that shows that kids ... "respond well to technology in general" ... because they are "less complex and more predictable ... and adaptable to children's specific needs"*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*(Text 3, lines 7-10)* and *(Text 2, lines 5-7)*]. The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, with an introductory paragraph that establishes the claim that Artificial Intelligence technology can be *beneficial to children*, two body paragraphs that present and refute counterclaims that focus on issues regarding the impact of Artificial Intelligence on *human interaction* as it affects a child's *development* and *privacy concerns* associated with wireless technology, and a concluding paragraph that reaffirms the claim. The essay establishes and maintains a formal style, using sophisticated language and structure (*Although unsettling, the fact is, children are already being watched on security cameras and their images and actions recorded and shared on social media by technology adults utilize daily* and *Truthfully, that may be plausible, but parents could take precautions*). The essay demonstrates control of conventions, exhibiting occasional errors (*developement, concerns ... is, interactions ... has, monitering*) only when using sophisticated language.

Since around the turn of the millenium, technology has rapidly developed, creating new and cutting-edge ways to perform our daily tasks. But, with everything new comes a new line of questions about the impacts of the changes made by the new technology. This couldn't be more true when it comes to the long term development of children and their use of A.I. devices. The debate over this is divisive because when it comes to children's development, there are many observable benifits and disadvantages to consider with A.I. use. However, the fact of the matter is that A.I. devices can help teach children social skills and to communicate, and they can also provide companionship.

Learning behaviors that are needed to function properly in society can be a difficult endeavor, particularly for special needs children. This is an area where robots can help, as shown in text 3 which says "robots are appealing to special needs children because they're less complex and more predictable than people" (Text 3, lines 21-22). Many of these children have difficulty interacting with other people because of their struggle to interpret tone, body language and varying personalities. We are complex, irrational and, in many cases, unpredictable to these children. But with A.I. companions, they can be taught behaviors and how to interact with others at a pace that can maintain its simplicity or introduce traits one step at a time. This benifit allows these children to learn communication skills at a pace that is comfortable for them and promotes an easier "fit" into society.

Furthermore, robot teachers can reach some students their human counterparts cannot, "such as isolation units in hospitals" (Text 3, lines 47-48). Imagine the possibilities for a student in this particular situation; not only can the A.I. device / robot allow the student to keep up with classes, but the A.I. unit can also act as a companion or comfort to this child who is not allowed visitors.

Another advantage of the A.I. devices assisting in classrooms is that they do not have the emotional limitations that a human teacher will have. Some may start a school day in a bad mood or grow impatient throughout the day. Other teachers may dislike a certain type of student or personality and [redacted] unsuccessfully mask it. But A.I. robots do not have emotions so they lack this human limitation of personal bias.

Although there are many proponents of using A.I. to benifit children, there are still many who see the technology as a hindrance to development. An example comes from Text 4, lines 22-23, "The children saw the robots as 'sort of alive - alive enough to have thoughts and emotions.'" To many critics, this is a negative impact of A.I. because it may result in childrens" inability to feel empathy. However, children seeing the robots as alive cannot truly be determined to have negative long term effects. Text 1 speaks of Amy Blake's "family of early adopters" whose children are among the first generation to grow up surrounded by artificially intelligent technologies" (Text 1, lines 6-7). She says they now spend "less time in front of digital screens. Instead, they're often using

the devices to listen to music or stories" (Text 1, lines 42-43). She feels they can be helpful with schoolwork and personal problems as well and "are not a threat to real life interactions and relationships" (Text 1, lines 50-51).

The rapid improvement in technology over the past few decades has sparked the development of A.I. technologies which could radically change how children grow and develop. The arguments for A.I. devices benifitting children revolves around its ability to help teach children communication skills, especially those with special needs, and its lack of emotions giving it the ability to be a non-judgemental companion. To throw it out over fears of children not being able to tell if it's alive or not is as silly as saying it necessary to throw out teddy bears. A.I. devices have already come a long way in improving the lives of users; why would it be any different for children?

Anchor Level 5–A

The essay introduces a precise and thoughtful claim, as directed by the task (*A.I. devices can help teach children social skills and to communicate, and they can also provide companionship*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*with A.I. companions, they can be taught behaviors and how to interact with others at a pace that can maintain its simplicity or introduce traits one step at a time* and *A.I. robots do not have emotions so they lack this human limitation of personal bias*) and to distinguish the claim from alternate or opposing claims (*Although there are many proponents of using A.I. to benifit children, there are still many who see the technology as a hindrance to development ... However, children seeing the robots as alive cannot truly be determined to have negative long term effects*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*Learning behaviors that are needed ... can be a difficult endeavor, particularly for special needs children ... "robots are appealing to special needs children because they're less complex and more predictable than people* and *robot teachers can reach some students their human counterparts cannot, "such as isolation units in hospitals"*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*(Text 4, lines 22-23)* and *(Text 1, lines 6-7)*]. The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, with an opening paragraph that introduces the *divisive* debate over *the impacts of the changes made by the new technology of* AI devices on childhood development, followed by three supporting paragraphs that focus on *communication skills* for special needs children, companionship, and AI's lack of *emotional limitations* in a classroom, a fourth body paragraph that refutes the counterclaim, and a concluding paragraph that summarizes the points (*The arguments for A.I. devices benifitting children revolves around its ability to help teach children communication skills ... and its lack of emotions giving it the ability to be a non-judgemental companion*). The essay demonstrates control of conventions, exhibiting occasional errors (*milleniem, benifits, says "robots, companions ... its, technologies"*) only when using sophisticated language.

As each year goes by, more and more technology and AI have been introduced into our lives, some good and some bad. New devices are developed to help and hinder the human race every day, and now, people are ~~wondering~~ starting to wonder what kind of impact this will have on the newest generation. Will all of this new AI help our children, or will it make them complacent? Arguably, children being raised in today's society will highly benefit from new technologies, especially with those marketed to them.

In many cases, AI has been introduced into classrooms, and this has helped kids understand not only the material being taught, but also their emotions and how to handle them. It~~'s a~~ is no secret that children anywhere between the ages of ~~5 to~~ five to twelve have difficulty processing their emotions and learning social skills, but robots added to a class have helped them cope with what they ~~don't~~ do not understand. "The robots [may be] programmed with established negotiation strategies to better ~~help~~ resolve conflicts and further reinforce skills children are developing." (Text 3, Line 13-15). Disputes and quarrels between classmates can turn violent, and having this "teacher's assistant" can de-escalate a situation without causing a commotion while also teaching those involved the importance of civil discussion to work things through.

AI is also used to keep kids engaged in a normal, healthy way. ~~AI~~ Devices have been made that tell them stories, keep them entertained, ~~or~~ listen to music without having a screen in front of them. "Having the Google Home Minis has meant ~~the~~ [their] children spend less time in front of digital screens. Instead, they're often using the devices to listen to music or stories"

(Text 1, Line 41-44). This is a different way of engaging and learning than older generations are used to, but it is still just as good X.

Some may argue that technology is dangerous for children and that they should not have access to it. There have been reports of children's toys being able to "listen in on family conversations or take photographs or video of children without the kids or parents ever noticing" (Text 2, Line 25-26). While this has been proven, police and toy manufacturers have been on top of situations like this to ensure it ~~do~~ cannot happen again. Arguments like this are valid in terms of being concerned for safety, yet people need to understand that a child's safety cannot be solely in the hands of toy manufacturers or police and that the parents/care-givers need to take responsibility as well.

Times are changing and we are entering an era full of AI, a lot of it made to help make every-day life easier. Children having access to it and being exposed to a world of technology will not only bring up a new generation that we have never experienced before, but it will be, quite arguably, a better one.

Anchor Level 5–B

The essay introduces a precise and thoughtful claim, as directed by the task (*Will all of this new AI help our children, or will it make them complacent? Arguably, children being raised in today's society will highly benefit from new technologies, especially with those marketed to them*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*It is no secret that children anywhere between the ages of five to twelve have difficulty processing their emotions and learning social skills, but robots added to a class have helped them cope with what they do not understand* and *people need to understand that a child's safety cannot be solely in the hands of toy manufacturors or police*) and to distinguish the claim from alternate or opposing claims (*Some may argue that technology is dangerous for children and that they should not have access to it*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*"The robots [may be] programmed with established negotiation strategies to better resolve conflicts and further reinforce skills children are developing"* and *There have been reports of children's toys being able to "listen in on family conversations or take photographs"*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*(Text 3, Line 13-15)* and *(Text 1, Line 41-44)*]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, with an opening paragraph that introduces the claim favoring AI device use with children, followed by two paragraphs of support focusing on the positive impact of AI in the emotional and educational development of children as well as keeping *kids engaged in a normal, healthy way* and one paragraph that presents and refutes the counterclaim (*the parents/care-givers need to take responsibility as well*), concluding with a summation. The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*Disputes and quarrels between classmates can turn violent, and having this "teacher's assistant" can de-escalate a situation without causing a commotion while also teaching those involved the importance of civil discussion to work things through*). The essay demonstrates control of conventions, exhibiting occasional errors (*Insted, manufacturors, every-day*) only when using sophisticated language.

In recent years Artificial Intelligence devices have been growing in popularity as personal assissbants, and other products. A new category of these devices, though is emerging. These new devices are specifically targeted for use by children. [redacted] Don't be fooled by the guise that these devices help children. Not only do they fail to deliver on their claims, they also hurt these children in unexpected ways.

One of the main claims of these devices is that they can teach a child empathy. This doesn't make sense though because how can we empathize with devices that don't have feelings. This makes it more difficult for children to develop empathy. (Text 4, Lines 15-16). When children play with things like furred animals they can empathize with their personality because it was made up by the child. When [redacted] dealing with AI devices the children cannot do this because the personality is already there. (Text 1, lines 29-30) If [redacted] these devices actually hinder what their supposed to help then what good are they.

Artificial intelligence devices are also not beneficial to children because they provide relationships that are different than relationships made with real people. This could lead to problems when kids [redacted] assume the role of the master in a human relationships when attempting to replicate their relationship with their AI devices. (Text 3, Lines 53-54) [redacted] After the use of these AI devices, it will be hard to make human connections and relationships. Not using these devices ameliorates this problem. When children interact with these devices, they are given

an illusion of companionship, but don't have to meet the demands of a real friendship (Text 4, Line 13)

The most harmful aspect of these devices is the privacy and security risks that they impose on these children. These devices do things like tracking the movements of children, working with surreptitious companies and use unsecure connections that make them easy to hack. (Text 2, Lines 17, 30-31, 27) It is illogical to put one's child in harm's way and that is exactly what these devices do. The manufacturers of these devices only care about profit not about the children that are going to be using them. Parents should be scared by the possibility their child's conversations are being shared with whomever is willing to give the most money for it. (Text 4, Lines 36-37) Invading the privacy of anyone is bad but we must be especially cautious when letting vulnerable children use AI devices.

As you can see, there are countless reasons why AI devices are not beneficial to children they fail to teach empathy, they give children false relationships, and they endanger the privacy and welfare of children. Children shouldn't have to deal with those things while they are developing and going through the most important part of their lives. One could say that these devices are beneficial because they take children away from screens, but is replacing one evil with another really any better? This new wave of AI devices is not the future and they are clearly not beneficial for children.

Anchor Level 5–C

The essay introduces a precise and thoughtful claim, as directed by the task (*Don't be fooled by the guise that these devices help children. Not only do they fail to deliver on their claims, they also hurt those children in unexpected ways*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*After the use of these AI devices, it will be hard to make human connections and relationships. Not using these devices ameilorates this problem* and *Parents should be scared by the possibility their child's conversations are being shared with whomever is willing to give the most money for it*) and to distinguish the claim from alternate or opposing claims (*One of the main claims of these devices is that they can teach a child empathy. This doesn't make sense ... how can we empathice with devices that don't have feelings*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*This could lead to problems when kids assume the role of the master in a human relationships when attempting to replicate their relationship with their AI devices* and *These devices do things like tracking the movements of children, working with surreptitious companies and use unsecure connections that make them easy to hack*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*(Text 4, Lines 15-16)* and *(Text 3, Lines 53-54)*]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, with an introduction that presents a negative claim followed by a second paragraph that addresses the counterclaim with a focus on a child's development of empathy and a third and fourth paragraph that further support the claim, concluding with a summation and reiteration of the claim (*This new wave of AI devices is ... not beneficial to children*). The essay establishes and maintains a formal style, using fluent and precise language and structure (*It is illogical to put one's child in harm's way and that is exactly what these devices do* and *One could say that these devices are beneficial because they take children away from screens, but is replacing one evil with another really any better?*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*assisstants; devices, though is; though because; devices the; in a human relationships; ameilorates; like tracking ... working ... use; children ... they; wellfare*) that do not hinder comprehension.

With every new generation born, these children are exposed to an increasingly amount of technological access. Unlike before where children world play with stationary toys that don't make sound or movement and used their imagination, they now have a robot companion that does everything for them. However, with the new inventions of artificial intelligent toys for children, many parents and researchers are concerned on the aspects of imagination, understanding of emotions, and human connections. Although artificial intelligent toys could be beneficial for those with mental disabilities, Overall artificial intelligent devices are not beneficial to children because it deprives them of a real emotional human connection and it can be a threat to a child's safety.

Some may argue that artificial intelligent devices are beneficial to children because it can help create a connection with children who have mental disabilities. Children who suffer from autism or down syndrome struggle with human interaction. Thus, research shows that "robots are appealing to special needs children because they're less complex and more predictable than humans..." (text 3, lines 21-22). This shows why some people may argue that artificial intelligent toys are beneficial to children because for those who mentally are incapable of having an human interaction, artificial intelligent toys can be used to open these children up to some type of interaction that doesn't damage them.

Yet, others argue that artificial inteligience

devices are not beneficial to children because it deprives them from a real emotional human connection. A study was conducted in 2001 to see the impact of social robots on children. The results are worrisome as "the children saw the robots as 'sort of alive' ... they asked the robots: Are you happy? Do you love me?" (Text 4, Lines 22-25). This shows why many believe these artificial intelligence devices deprive emotional human connection because for a child so young to be questioning a robot who has no human emotions wether it loves them or if it's happy shows they are depending on something that isn't real instead of their parents or friend who can give a genuine emotional response.

Additionally, many also argue that artificial inteligience devices are not beneficial to children because they can posses a threat to a child's safety. Today's technology posses a lot of location trackers, cameras, and microphones in these devices. For example, in 2015 there was a discovery to the toy 'Hello Barbie' in which an internet enabled barbie doll meaning that "it would be very simple for an attacker to set-up a WIFI network with that name and communicate directly with an unsuspecting child" (Text 2, Lines 9-11). This shows that these artificial intelligence devices can create a threat to a child because if someone's child is playing with these devices alone and some type of phedophile, human

trafficking, or kidnapper gets in contact with them, they can give the child unsuspected instructions leading them to a set-up.

In Conclusion, although these artificial intelligence toys can be helpful in creating a mental development and connection for those with mental disabilities, overall the devices can be more harmful in many more ways that outweigh the benefits. Without a child knowing how to create and form real emotional human connections, it would be harder for them to develop real critical thinking, do well in school, and connect with others. On top of that, no parent wants their children in harm's way to being exposed to the dangers out in the world all because of the toy.

Anchor Level 4–A

The essay introduces a precise and thoughtful claim, as directed by the task (*Overall artifical intelligent devices are not beneficial to children because it deprives them of a real emotional human connection and it can be a threat to a child's safety*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*for a child so young to be questioning a robot who has no human emotions ... shows they are depending on something that isn't real instead of their parents or friend who can give a genuine emotional response*) and to distinguish the claim from alternate or opposing claims (*Some may argue that artificial intelligent devices are beneficial to children because it can help create a connection with children who have mental disabilities*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*"the children saw the robots as 'sort of alive' ... they asked the robots: Are you happy? Do you love me?"* and *Today's technology posses a lot of location trackers ... meaning that "it would be very simple for an attacker to set-up a WiFi network with that name and communicate directly with an unsuspecting child"*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*(Text 4, Lines 22-25)* and *(Text 2, Lines 9-11)*]. The essay exhibits acceptable organization of ideas and information to create a coherent essay, first introducing the topic and claim, following with a paragraph that focuses on a counterclaim (*artificial intelligent toys are beneficial to children because for those who mentally are incapable of having an human interaction, artificial intelligent toys can be used to open these children up*) and two paragraphs that focus on AI's lack of emotional connections and AI's *threat to a child's safety*, concluding with a summation (*overall the devices can be more harmful in many more ways that outweigh the benefits*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Without a child knowing how to create and form real emotional human connections, it would be harder for them to develop real critical thinking, do well in school, and connect with others*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*before where, devices ... it, an human, because for ... happy shows, Addittionally, posses, phedophile*) that do not hinder comprehension.

With each passing day our daily lives are becoming more and more integrated with technology, especially for children. There are many advantages to this, but there are also many apparent problems with the integration of technology with young children such as AI toys. Overall, AI toys are detrimental to the development of young children.

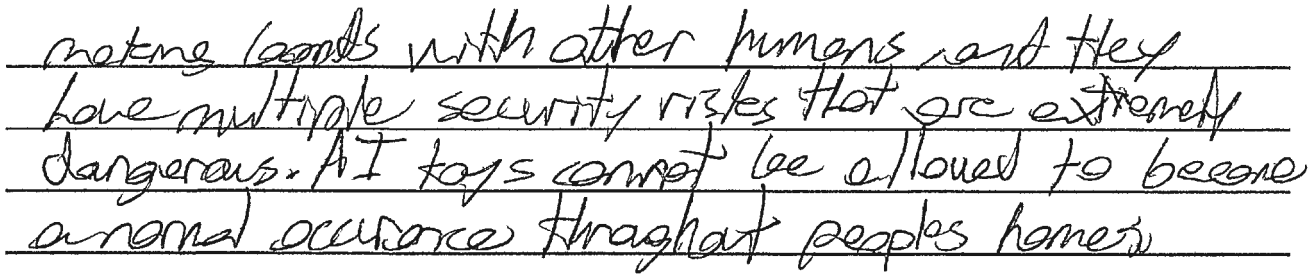
One of the clearest impacts of AI toys on children is that they interfere with the development of children's emotions and morals. These AI toys will "seriously affect young peoples ability to simply sit alone with their feelings, since, at any time, these technologies may allow them to avoid difficult feelings by connecting with someone or something" (Source 1, 33-35). As a result of AI toys children will not be able to develop empathy fully and they will be less motivated to make real friends when they can just talk to their AI Friend. Since AI toys cannot be banned emotionally by children, kids will be able to say or do what they want to the toys with no consequences. Children "may bully them, will this affect what children believe to be socially acceptable behaviors?" (Source 3, 55-57). It is critical for children to develope proper morals and etiquite of a young age or else their behavior make stick with them for the

rest of their lives.

Besides the emotional and mental setbacks AI toys pose for children, there are also many security risks associated with these AI toys. Most AI toys only have extremely minimal security or only at all. Many of these toys have ~~photographic~~ cameras and microphones that can be hijacked to listen in on family conversations or take photographs or videos of children without the kids or parents ever noticing (Source 2, 25-26). The companies that create these toys can also "share the information their devices collect." (Source 4, 29-30). It is apparent that AI toys pose numerous risks to the safety of children.

~~The~~ Even though there is a plethora of disadvantages with AI toys, there are still many people who advocate for their use by children. Supporters of AI toys point out that "robots can also help improve the emotional and social development of children with special needs" (Source 3, 16-17). While this is true, the cons of AI toys still heavily outweigh the pros and AI toys are no substitute for real People with Real emotions.

AI toys have some benefits but they do not make up for the numerous problems that they also have. They disrupt the emotional and moral development of children, discourage them from



Anchor Level 4–B

The essay introduces a precise claim, as directed by the task (*Overall, AI toys are detrimental to the developement of young children*). The response demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*As a result of AI toys children will not be able to develop empathy fully and they will be less motivated to make real friends* and *It is apparent that AI toys pose numerous risks to the safety of children*) and to distinguish the claim from alternate or opposing claims (*Even though there is a plethora of disadvantages ... there are still many people who advocate for their use by children*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*children "may bully them, will this affect what children believe to be socially acceptable behaviors?"* and *Supporters of AI toys point out that "robots can also help improve the emotional and social development of children with special needs"*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*(Source 1, 33-35)* and *(Source 4, 29-30)*]. The essay exhibits acceptable organization of ideas and information to create a coherent essay, with an opening paragraph that introduces the issue and establishes a negative claim, followed by two body paragraphs of support that focus on *the emotional and mentel setbacks AI toys pose for children* and the *many security risks associeted with these AI toys*, a third paragraph that addresses the counterclaim, and a concluding paragraph of summation (*They disrupt the emotional and moral development of children, discourage them from making bonds with other humans, and they have multiple security risks that are extremely dangerous*). The essay establishes and maintains a formal style, using precise and appropriate language (*With each passing day our daily lives are becoming more and more integrated with technology, especially for children*) that is sometimes inexact (*make* for "may" and *their* for "there"). The essay demonstrates partial control of conventions, exhibiting occasional errors (*will "seriously affect, toys children, etiquite, setbacks AI, true the, occurence, peoples*) that do not hinder comprehension.

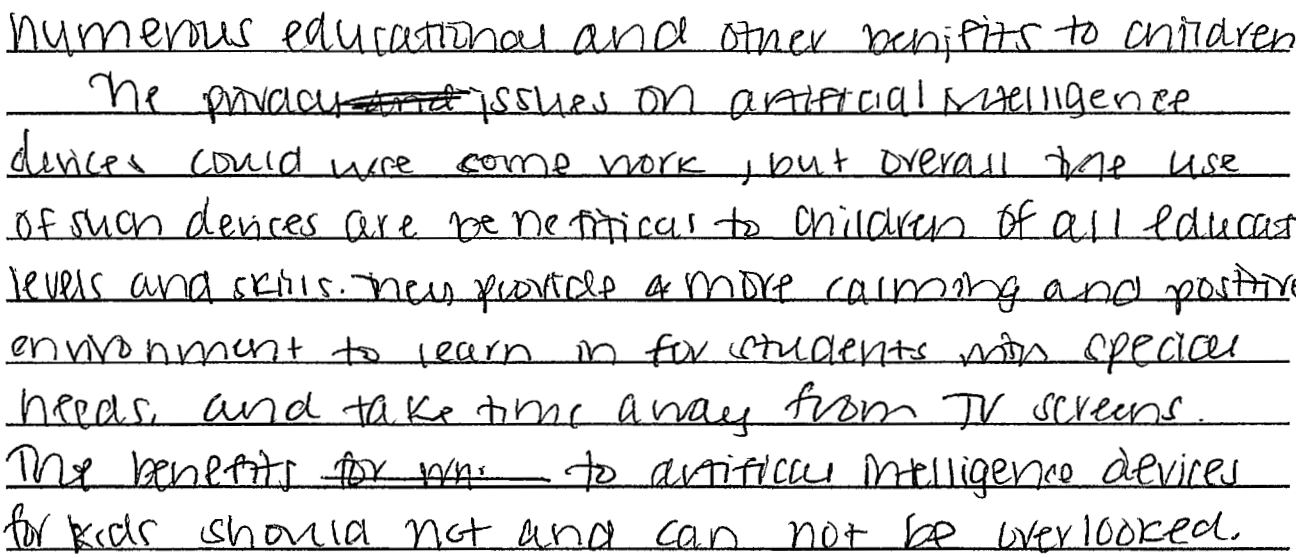
Artificial intelligence devices are an up and coming controversial topic in American society. Artificial Intelligence devices range from Siri on an iphone to Google Echo's to actual robots. When it comes to whether or not these devices are beneficial to children is the main question at hand. When taken all the positive and negatives into account, AI devices are in fact beneficial due to the fact that they're a healthier-more convinient kind of entertainment and they improve social and emotional development with kids of needs. The argument gets dicy when it comes to the safety of these devices.

One reason as to why these devices are beneficial and should be used by children is because they take away from unhealthy entertainment, like staring at a TV screen for hours. A parent on the topic said, "Her family find the devices ~~fun~~ fun and entertaining, and they make life more convenient" (Text 1). In this case, his mom was talking about their family Google Home mini speaker which can play ~~his~~ her son's music instead of watching a video on TV and even helps her daughter go to bed by making the lights in her room ~~at~~ her favorite light ~~color~~ color of pink. The ~~effect~~ effect of their Google home has made her children spend less time watching TV, by their own choice, instead they find themselves listening to stories read by the device (Text 1).

A second reason why these new artificial

intelligence devices are beneficial is that they can increase emotional and other skills to needy kids especially. Specifically, Robots can increase needs to special children due to the fact that these robots have many characteristics that attract them to students with autism and down syndrome, for an example (text 3). This is due to the fact that the robots are "less complex and more predictable than people, less intimidating, perpetually patient and consistent in the tone of voice and mood" (Text 3). With robots being overall more understanding to these special needs children, it makes the child more comfortable, which causes them to be more willing to learn then if they felt a teacher was getting frustrated with them. ~~Like all stories,~~

Like all issues, there is a downside to the artificial intelligence devices that should be taken into consideration. In some cases such devices are not safe for children because of privacy issues. Some devices allow connection to smart phones without any form of authentication from a parent or adult. This means that "it would be very easy simple for an attacker to set up a wifi network with that name and communicate directly with an unsuspecting child" (Text 2). Clearly, this is an issue, but parents can avoid this by researching and looking closely to all privacy agreements of the device before they purchase it for their home or child. Although privacy is an issue, Artificial intelligence devices provide


numerous educational and other benifits to children.
The privacy ~~issue~~ issues on artificial intelligence
devices could use some work, but overall the use
of such devices are beneficial to children of all education
levels and skills. They provide a more calming and positive
environment to learn in for students with special
needs, and take time away from TV screens.
The benefits ~~for~~ to artificial intelligence devices
for kids should not and can not be overlooked.

Anchor Level 4–C

The essay introduces a precise claim, as directed by the task (*AI devices are in fact benefitical due to the fact that they're a healthier more convinient kind of entertainment and they improve social and emotional development with kids of needs*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*With robots being overall more understanding to these special needs children, it makes the child more comfortable, which causes them to be more willing to learn*) and to distinguish the claim from alternate or opposing claims (*there is a downside to the artificial intelligence devices ... In some cases such devices are not safe for children because of privacy issues*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*A parent on the topic said, "her family find the devices fun and entertaining, and they make life more convenient"* and *the robots are "less complex and more predictable than people*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material, identifying only the text [*(Text 1)* and *(Text 3)*] and not providing line numbers. The essay exhibits acceptable organization of ideas and information to create a coherent essay, first introducing the claim, then following with two body paragraphs supporting the claim (*they take away from unhealthy entertainment, like staring at a TV screen for hours* and *they can increase emotional and other skills to needy kids especially*) and a paragraph addressing the counterclaim, ending with a summative conclusion (*The benefits to artifical intelligence devices for kids should not and can not be overlooked*). The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*When it comes to whether or not these devices are benefitical to children is the main question at hand* and *The privacy issues on artificial intelligence devices could use some work*) that is sometimes imprecise (*taken* for "taking", *Robots can increase needs, then* for "than") and informal (*dicy*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*artifical; benefitical; entertainment and; google home mini; choice, instead; down syndrome; the child ... them*) that do not hinder comprehension.