

FOR TEACHERS ONLY

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

CCE

ENGLISH LANGUAGE ARTS (Common Core)

Thursday, August 13, 2015—12:30 to 3:30 p.m., only

SCORING KEY AND RATING GUIDE

Mechanics of Rating

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.p12.nysed.gov/assessment/> 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 (Common Core). 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 (Common Core)*.

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. The scoring key for this exam is provided below. **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.

Correct Answers				
Part 1				
1 1	6 2	10 1	15 4	20 2
2 2	7 4	11 3	16 1	21 1
3 4	8 3	12 1	17 3	22 3
4 1	9 2	13 3	18 2	23 4
5 2		14 4	19 1	24 4

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 (Common Core)
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 the conventions, exhibiting occasional errors only when using sophisticated language	-demonstrate partial control, exhibiting occasional errors that do not hinder comprehension	-demonstrate emerging control, exhibiting occasional errors that hinder comprehension	-demonstrate a lack of control, 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 as a 0.

American citizens should not be required to vote, ~~for this~~ because compulsory voting contradicts the fundamental purpose of democracy itself. When one thinks of democracy, the word 'freedom' often comes to mind. This freedom that is linked to a democratic society includes the right to vote, but it also includes the right not to vote or voice opinion. If people were required to cast their vote by law, an ~~then a large~~ array of problems would arise ~~that~~ ~~could~~ ~~eventually~~ ~~alter~~ ~~the~~ ~~foundations~~ ~~of~~ ~~the~~ ~~voting~~ ~~system~~ ~~and~~ ~~the~~ ~~freedoms~~ ~~that~~ ~~many~~ ~~citizens~~ ~~often~~ ~~take~~ ~~for~~ ~~granted~~. Although successful in other countries, compulsory voting in the United States would only be problematic due to the American people's belief in the freedom to choose or not to choose.

The purpose of voting is to elect officials that resolve and reform problems ~~in a matter~~ ~~that~~ ~~pertains~~ ~~to~~ ~~the~~ ~~voter's~~ ~~personal~~ ~~opinion~~ ~~and~~ ~~viewpoint~~. Mandating ~~the~~ voting may "discourage the political education of the electorate" (text 2, line 20) by forcing ~~some~~ ~~voters~~ to "choose candidates arbitrarily or for the wrong reasons because they do not want to be fined or punished for not doing their hypothetical duty" (text 3, lines 31-32). Random voters do not legitimize a democracy and its ~~ideals~~ ~~and~~ ~~its~~ ~~ideals~~, but rather contradict it, for their participation was forced and insincere. If voter turnout is in decline

as it is stated in text 4, ~~then~~ what difference do careless votes make just to simply avoid penalty?

It all comes down ~~to~~ to the politicians themselves.

~~It~~ "It's much more likely politicians will fight for the welfare of the poor and uneducated if they have to go out and seek their vote" (text 4, lines 24-25).

If a person wants to vote for a politician that represents their opinion then they certainly have the option to and can legally do so. But, ~~if~~ if one has no opinion on the matter than what good is their vote? "Voting should be carried out by those who care, by those who want to vote" (text 4, line 46).

Granted, there are some upsides to mandatory voting.

~~Text~~ In text 1, an argument is made that lists out the reasons to introduce compulsory voting, and ~~one~~ one of the reasons is that it would voice the opinion of all ~~people~~ citizens so that the country as a whole can decide on elections or issues. However, "it should never be used to avoid tackling the root of political disengagement" (text 3, line 31). The current ~~system~~ ~~system~~ system of voting is fully functional and provides a basis for a true democracy by giving people the right to or to not vote.

Although positive in certain aspects, compulsory voting should not be instituted into the United States electoral system. The ~~idea~~ ~~idea~~ fundamental parts of being a member of democracy, ~~such~~ such as the right to vote or not to vote, would

Anchor Paper – Part 2 – Level 6 – A

be challenged if voting was mandated. The freedoms of the American people would be questioned if voting became a requirement, and that is reason enough to not enstate a system of compulsory voting.

Anchor Level 6–A

The essay introduces a precise and insightful claim, as directed by the task (*American citizens should not be required to vote because compulsory voting contradicts the fundamental purpose of democracy itself and This freedom ... includes the right to vote, but it also includes the right not to vote or voice opinion*). The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims, stating that *Although successful in other countries, compulsory voting in the United States would only be problematic due to the American people's belief in the freedom to choose or not to choose*. The essay presents ideas fully and thoughtfully (*The purpose of voting is to elect officials that resolve and reform problems in a matter that pertains to the voter's personal opinion and viewpoint*), making highly effective use of a wide range of specific and relevant evidence to support analysis (*Random voters do not legitimize a democracy and its ideals, but rather contradict it, for their participation was forced and insincere*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*text 2, line 20*). The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, first introducing a claim against mandatory voting as an act from which *an array of problems would arise that could eventually alter ... the freedoms that many citizens often take for granted*, then addressing the counterclaim as a means of supporting the claim which is reaffirmed in the conclusion (*The freedoms of the American people would be questioned if voting became a requirement, and that is reason enough to not enstate a system of compulsory voting*). The essay establishes and maintains a formal style, using sophisticated language and structure (*Granted, there are some upsides to mandatory voting and The current system of voting is fully functional and provides a basis for a true democracy*). The essay demonstrates control of conventions with essentially no errors, even with sophisticated language.

As early as Ancient Greece, parts of the world have been privileged with the gift of representative democracy. The American Revolution was fought over the ideals of a democracy – the right of citizens to choose their own representatives to national government. Currently, however, many U.S. citizens of voting age are not exercising this hard-won Freedom, even though "participating in national elections is not only a right of citizenship but a citizen's civic responsibility" (Text 2, lines 1-2). A mandatory voting law for national elections should be enacted in the United States to create responsible citizens, to ensure a more democratically elected national government and to reduce the polarization that now exists in our government.

Some opponents of a mandatory voting law argue that compulsory voting "is not consistent with the freedom associated with democracy" (Text 2, lines 17-18), but neither is voter apathy. A democracy is government by the people – all people eligible to vote. "Moreover, when compelled to vote, citizens begin to be more involved in political life" (Text 3, line 22). When citizens must vote, they will become more politically aware, educating themselves about issues that pertain to their lives as U.S. citizens. There probably will be an increase in "strong learning democracy programs for students" (Text 3, line 39) and for adults as well to prepare citizens for mandatory voting. "A democracy

can't be strong if its citizenship is weak" (Text 1, lines 20-21).

A mandatory voting law will guarantee a more democratically elected national government. Politicians play to the voting audience, dismissing those who historically don't vote. This undemocratic but human tendency will be eliminated when all eligible citizens vote. No longer will politicians ignore "people with lower levels of income and education... young adults and recent first generation immigrants" (Text 1, lines 29-30).

Mandatory voting would force politicians "to argue their cases with more conviction and to educate their constituents" (Text 4, lines 7-8). When all eligible voters are required to vote, the extreme polarization of the national government, which in itself is a travesty of democracy, would slowly end. The U.S. would become a more truly representative form of government. Politicians would be forced to address the needs of all the voting population, working harder to gain the votes of those citizens who have historically been ignored.

Mandatory voting is a must in a true democracy. "Requiring people to vote in national elections ^{once every two years} would reinforce the principle of reciprocity at the heart of citizenship" (Text 1, lines 23-24). As a result, our government would finally become an inclusive democracy, requiring all citizens of voting age to vote. Voting citizens,

Anchor Paper – Part 2 – Level 6 – B

regardless of age or income, education or gender,
race or ethnicity, would use their votes to
create a truly democratic United States of America.

Anchor Level 6–B

The essay introduces a precise and insightful claim, as directed by the task (*A mandatory voting law for national elections should be enacted in the United States to create responsible citizens, to ensure a more democratically elected national government and to reduce the polarization that now exists in our government*). The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims (*Some opponents of a mandatory voting law argue that compulsory voting “is not consistent with the freedom associated with democracy”... but neither is voter apathy. A democracy is government by the people – all people eligible to vote*). The essay presents ideas fully and thoughtfully (*When citizens must vote, they will become more politically aware, educating themselves about issues that pertain to their lives as U.S. citizens and Politicians play to the voting audience, dismissing those who historically don’t vote*), making highly effective use of a wide range of specific and relevant evidence to support analysis (*No longer will politicians ignore “people with lower levels of income and education ... young adults and recent first generation immigrants” and When all eligible voters are required to vote, the extreme polarization of the national government ... would slowly end*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*Text 3, line 22*) and (*Text 4, lines 7-8*). The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay by first introducing the claim and the supporting arguments to be discussed, followed by three body paragraphs that illustrate each argument, and ending with a concluding paragraph that reiterates the claim (*Mandatory voting is a must in a true democracy and As a result, our government would finally become an inclusive democracy, requiring all citizens of voting age to vote*). The essay establishes and maintains a formal style, using sophisticated language and structure (*Voting citizens, regardless of age or income, education or gender, race or ethnicity, would use their votes to create a truly democratic United States of America*). The essay demonstrates control of conventions, exhibiting occasional errors (*Freedom, eligible, undemocratic but human tendency, truly*) only when using sophisticated language.

The democracy of the United States "has come about through determination, hard work, struggle, even bloodshed" (Text 4, lines 1-2). As a nation, the United States has fought to ensure that its people would be represented in government and that the principles of democracy would be available to all. As a united democracy, all people should be required to vote to assure that the government represents everyone. Responsible and effective citizenship requires that every person of voting age, regardless of class, income or education, must vote.

A democracy "can't be strong if its citizenship is weak" (Text 1, line 20). It is everyone's civic duty to voice their opinion to the government. Voting is a natural right and a privilege; voting guarantees that a country does not become oppressive to its ^{citizens} ~~people~~. Some people say mandatory voting is wrong because "it is not consistent with the freedom associated with democracy" (Text 2, lines 17-18), but if one describes democracy as the equal opportunity for everyone to participate freely in government, then it naturally follows that everyone must vote. Voters at no time are forced to vote for any one candidate. They have choices, guaranteed by the democracy they live in.

In our nation where so much inequality exists, voting provides every American with the equal opportunity to cast a ballot, regardless of status, or education. Required voting would guarantee that every minorities' voice is heard. This is true democracy. The politicians would be forced to listen and change their attitudes

if all people were required to vote. Opponents of mandatory voting say that there might be more "random votes" (Text 2, lines 27-28). At least it is a vote, and it helps people get used to going to the polls. Even those voters who vote randomly have participated in their rightful duties. Also, voting equals out tensions between "income, education and age" (Text 1, lines 39-40) and supports the ideals of democracy.

Lastly, every American of voting age should be required to vote because ~~the~~ other democracies have found mandatory voting to be successful. "The system in fact is present in more than 30 democracies around the world (Text 3, line 6). Even though some Americans claim that the right to vote is the right not to vote (Text 3, line 26), what does a non-existent vote say about the willingness of a person to participate in a democracy? If everyone makes an effort to vote in national elections, citizens will "begin to be more involved in political life (Text 3, line 22). In order to have a true popular mandate, everyone in the United States must vote.

In conclusion, every American must be required to vote. Mandatory voting insures participation in government and pride in the outcome of elections. Every voting age citizen will be able to voice their opinion and politicians will have to listen.

Anchor Level 5–A

The essay introduces a precise and thoughtful claim, as directed by the task (*As a united democracy, all people should be required to vote to assure that the government represents everyone. Responsible and effective citizenship requires that every person of voting age, regardless of class, income or education, must vote*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*In our nation where so much inequality exists, voting provides every American with the equal opportunity to cast a ballot, regardless of status, or education*) and to distinguish the claim from alternate or opposing claims (*Some people say mandatory voting is wrong because “it is not consistent with the freedom associated with democracy” ... but if one describes democracy as the equal opportunity for everyone to participate freely in government, then it naturally follows that everyone must vote*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*Required voting would guarantee that every minorities’ voice is heard* and *Lastly, every American of voting age should be required to vote because other democracies have found mandatory voting to be successful. “The system in fact is present in more than 30 democracies around the world*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*Text 2, lines 17-18*). The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, starting with an introductory paragraph stating a specific claim, followed by three body paragraphs, each of which addresses both the claim and counterclaims through the use of specific examples from the texts (*Even those voters who vote randomly have participated in their rightful duties* and *If everyone makes an effort to vote in national elections, citizens will “begin to be more involved in political life*), and concluding with a clear reiteration of the introductory claim (*In conclusion, every American must be required to vote. Mandatory voting insures participation in government and pride in the outcome of elections*). The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*Voters at no time are forced to vote for any one candidate. They have choices, guaranteed by the democracy they live in*). The essay demonstrates control of the conventions with essentially no errors, even with sophisticated language.

As United States voter participation drops to less than half of the population, people question whether voting should be mandatory rather than voluntary. The debate presents two sides to the argument. One side shows mandatory voting as beneficial in increasing citizenship, decreasing disparities, and decreasing political polarization. The other side of the argument shows mandatory voting as an invasion of personal rights of Americans and ineffective in producing a more accurate outcome. ~~Mandatory voting~~ The just answer to this debate should be clear, that requiring American citizens to vote in national elections would be a violation of one's democratic rights.

Democracy is a "free" society in which citizens are given the freedoms they were born with. The government stands by the idea that it is their job to protect our rights. It is not their job to "enforce" our rights or to make them mandatory. All American citizens are given the freedom of speech. This means one has the right to say or propose an opinion, but also to not say or propose an opinion. (Text 4) points out that compulsory voting subverts democracy and what this country fought for. (Text 4, line 14) states that, "The right not to vote... is as fundamental as the right to vote." Making it a law to use our freedom and privilege to vote is a contradiction within itself. It does not make sense to enforce a freedom.

It is argued that mandatory voting can be beneficial. Many times people have tried to institute theories about society that seem logical and beneficial, but actually prove to be the opposite. (Text 1) theorizes the benefits of compulsory

voting and idealizes the positive outcomes it will have on American society. However, these theories are taken out of context of how society works in reality, as well as the other factors that are involved in such a law. (Text 1, lines 23-24) states that compulsory voting will, "reinforce the principle of reciprocity at the heart of citizenship." However, it is more likely that such a ~~new~~ law won't inspire citizenship but instead will cause less of it. Firstly, the law could cause a fierce counter-reaction from those who oppose the law. Secondly, people may feel even less trust in a government that would put such a violating law upon them.

(Text 1) also points out that it will decrease the polarization within politics since the more ~~indifferent~~ ^{indifferenced} public will be forced to participate. However, the law will create even more ~~disunification~~ disunification among those who are in favor of and against the law. Also, the indifferenced public will continue to be indifferent and will not vote based on opinion. This actually lessens the votes of those who believe in what they are voting for. (Text 2, lines 24-25) states that, "It has been proved that forcing the population to vote results in an increased number of invalid or blank votes." (Text 2) also discusses an increase in "random votes".

Requiring people to vote is a violation of the rights that American citizens fought for. Mandatory voting would be ineffective and would likely produce the same outcome.

Anchor Level 5–B

The essay introduces a precise and thoughtful claim, as directed by the task (*The just answer to this debate should be clear, that requiring American citizens to vote in national elections would be a violation of one’s democratic rights*). The essay demonstrates a thorough analysis of the texts, as necessary to support the claim (*Making it a law to use our freedom and privilege to vote is a contradiction within itself. It does not make sense to enforce a freedom*) and to distinguish the claim from alternate or opposing claims [(Text 1, lines 23-24) *states that compulsory voting will, “reinforce the principle of reciprocity at the heart of citizenship.” However, it is more likely that such a law won’t inspire citizenship but instead will cause less of it*]. The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis [(Text 4) *points out that compulsory voting subverts democracy and what this country fought for and This actually lessens the votes of those who believe in what they are voting ... forcing the population to vote results in an increased number of invalid or blank votes.*”]. The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 4, line 14) and (Text 1, lines 23-24)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, starting with an introductory paragraph that states the claim and opposing argument, followed by three body paragraphs and concluding with a final paragraph that clearly reiterates the introductory claim (*Requiring people to vote is a violation of the rights that American citizens fought for*). The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*One side shows mandatory voting as beneficial in increasing citizenship, decreasing disparities, and decreasing political polarization. The other side of the argument shows mandatory voting as an invasion of personal rights of Americans and ineffective in producing a more accurate outcome*). The essay demonstrates control of the conventions, exhibiting occasional errors (*government-their, privilege, disunification, indifferenced*) only when using sophisticated language.

In a democracy, a right is an option, not a mandate. This applies to the right to vote. Forcing people to vote is an infringement on their ~~rights~~ freedoms. Additionally, if citizens don't care enough to vote, they still will not care when they are forced, causing ~~a mess~~ them to vote randomly. Lastly, if politicians have to work to get citizens to vote, they will work even harder to keep those votes. American citizens should not be required to vote in national elections.

No right should ever ^{be} forced upon a citizen. Because voting is a right, making it mandatory would be an infringement on the citizen's freedoms (Text 2, line 19). The right to vote also constitutes the right to not vote (Text 3, line 26), and both are equally important (Text 4, line 14). ~~Forcing~~ ~~the~~ The right to vote is something a citizen chooses whether he or she wants to act upon ~~it~~, just as with any other right. Forcing someone to vote would be just as foolish as forcing someone to buy a gun or speak out against the government. We have the right to do these things, but utilizing our rights needs to be kept an option.

If a citizen doesn't care enough about

a vote to show up for it, this same apathy will be present ~~and~~ if they are forced to vote. The argument is that we should be focused on finding quality in our votes, not quantity (Text 4, lines 46-47). Similarly, voters need to be educated and active, not just simply active (Text 3, line 38). If a voter isn't informed about the politicians running or the current political state of the country, it is impossible for them to make an educated vote. Forcing these people to vote will cause elected ~~officials~~ politicians that aren't necessarily the most politically intelligent (Text 3, lines 29-30). Another factor contributing to this would be citizens voting randomly only because it is the law. Many people will vote for whoever is first on the ballot (Text 2, lines 28-30) or vote for a person for reasons other than politics (Text 3, lines 41-42). In addition, in countries where voting is mandatory, there is a higher number of blank or invalid votes (Text 2, lines 24-26). While some argue that if all citizens are forced to vote, the government would be more legitimate in representing the country's opinions, these factors clearly prove otherwise (Text 2, lines 22-23).

Another argument against that statement is that indifference is an

opinion. If someone doesn't care who wins an election, then not voting is a better indication of their opinion than choosing a candidate randomly. In order to get people to vote, politicians need to excite them. People don't vote because they don't care for either candidate. If there is a politician that highly appeals to them, they will vote. This forces politicians to work harder to gain votes, creating a better political system.

American citizens should not be forced to vote. This would lessen the need of politicians to appeal to voters, and cause a misrepresentation of the country's opinion. If a voter doesn't care about the election, they should by no means be forced to vote. Voting is a right that should never be forced upon anyone.

Anchor Level 5-C

The essay introduces a precise and thoughtful claim, as directed by the task (*Forcing people to vote is an infringement on their freedoms and American citizens should not be required to vote in national elections*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*Forcing someone to vote would be just as foolish as forcing someone to buy a gun or speak out against the government. We have the right to do these things, but utilizing our rights needs to be kept an option*) and to distinguish the claim from alternate or opposing claims (*While some argue that if all citizens are forced to vote, the government would be more legitimate in representing the country's opinions, these factors clearly prove otherwise*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*If a citizen doesn't care enough about a vote to show up for it, this same apathy will be present if they are forced to vote. The argument is that we should be focused on finding quality in our votes, not quantity and Another factor contributing to this would be citizens voting randomly only because it is the law*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*Text 2, line 19*). The essay exhibits acceptable organization of ideas and information to create a coherent essay with an opening paragraph that introduces the arguments to be discussed to support the claim, followed by three paragraphs that address each argument in the form of refuting the counterclaims, and a conclusion that reiterates the claim (*American citizens should not be forced to vote*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*If a voter isn't informed about the politicians running or the current political state of the country, it is impossible for them to make an educated vote*). The essay demonstrates control of the conventions, exhibiting occasional errors (*additionally, whoever, them, candidate*) only when using sophisticated language.

Americans should all be ~~forced~~^{forced} to vote in the United States because if they do, ~~it will~~ help ~~educate~~ educate all the lowerclass, less educated and less wealthy people. Not only can it improve the lives of these people, but ~~the~~ America is a democratic country. Democracy is defined as equality, and to achieve this, everyone in the country must vote. By forcing everyone in the country to vote, it will not ~~not~~ violate ~~any~~^{any} American's freedom, because they live in a democracy and voting ~~is~~ is a civic duty. As a democratic country, the United States should ~~adhere~~ adhere to the concepts of a democracy and adopt compulsory voting, forcing everyone to vote ~~in~~ⁱⁿ all major political elections in this country.

In many ways, ~~the~~ compulsory voting can be beneficial to ~~poor~~^{the} poor and uneducated because everyone that is ~~an~~^{an} American citizen under law ~~would~~ would be forced to vote, it would inspire politicians to reach out to them. They may attempt to make their lives better, increasing their living standards. They may fight for welfare all in an attempt to gain more votes (Text 4, lines 22-25). When every ~~person~~ individual is forced to vote, it can ignite a desire in them to become more educated in politics in order to ~~vote~~ vote for the one they believe is a better choice politically. Forcing citizens to vote is a great way to enhance the education of individuals all across the country (Text 3, lines 21-24).

In order to achieve a successful democracy, everyone must vote in order to increase the legitimacy of the election. ~~Democracy~~ Democracy is government by the people, so that should include everyone. Every citizen holds his/her responsibility to vote for an elected representative, as defined by democracy (Text 2, lines 15-16). Democracy is a gift

That every country is not blessed with, so people should honor their ability to vote. With the struggle that the United States took to get the democracy it has now, there should be no option to whether one should vote or not, everyone should be involved (Text 4, lines 1-2)

Many may make the argument that the right to vote is also their right not to vote. They believe that by forcing everyone in the country to vote in political elections, it is taking away their freedom. This concept of thinking, however, is mainly rejected because the idea is foreign to us as a country (Text 1, line 1-2). But although the idea is foreign to us, does not make it wrong. In fact many other countries practice this concept of compulsory voting. Belgium (1842), Argentina (1914) and Australia (1924) first introduced these ideas of democracy (Text 2, lines 6-7). This system is now present in over thirty democracies around the world. Belgium currently has the oldest tradition of compulsory voting, and if one even contemplates the idea of not voting, they will face a severe social stigma, so much so that it will become increasingly difficult for them to keep a job. They will lose their right to vote for about ten years, and in some countries individuals will be fined (Text 3, lines 6-17). Just because the concept may seem foreign to us, does not make it wrong. Evidence suggests that in all reality, compulsory voting is the "norm" for many people around the world.

There are many benefits to taking on compulsory voting in the United States, and this system of voting should not be rejected. It can help educate and improve the lives of many Americans, some who desperately need it. Democracy is focused on the concept of equality, and if everyone does not place a vote in our country, then what we

Anchor Paper – Part 2 – Level 4 – A

few was never worth it. Not all foreign concepts should be looked at as negative, or restricting. Adopting this system of compulsory voting is logical, and it can help us improve as a country.

Anchor Level 4–A

The essay introduces a precise and thoughtful claim, as directed by the task (*As a democratic country, the United States should adhere to the concepts of a democracy and adopt compulsory voting, forcing everyone to vote in all major political elections in this country*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*Because everyone that is an American citizen under law would be forced to vote ... They may attempt to make their lives better, increasing their living standards and Democracy is focused on the concept of equality, and if everyone does not place a vote in our country, then what we fought for was never worth it*) and to distinguish the claim from alternate or opposing claims (*Many may make the argument that the right to vote is also their right not to vote and although the idea is foreign to us, does not make it wrong*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*Forcing citizens to vote is a great way to enhance the education of individuals all across the country and This system is now present in over thirty democracies around the world*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*Text 4, lines 22-25*). The essay exhibits acceptable organization of ideas and information to create a coherent essay with an opening paragraph that states the claim, two body paragraphs focused on the benefits of and necessity for compulsory voting (*it would inspire politicians to reach out and everyone must vote in order to increase the legitimacy of the election*), followed by a paragraph that addresses the counterclaim (*They believe that by forcing everyone in the country to vote in political elections, it is taking away their freedom*), and a summative conclusion that states that *adopting this system of compulsory voting is logical, and it can help us improve as a country*. The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Democracy is defined as equality, and to achieve this, everyone in the country must vote*). The essay demonstrates partial control, exhibiting occasional errors (*compulsatory; political; benifitial; not, everyone; one ... they*) that do not hinder comprehension.

When people think of the United States, liberty is widely associated with ~~the United States~~ America. It ~~is the same without freedom~~. America would not be the same country that it is today without the freedoms that come with citizenship. The right to vote is extremely significant in maintaining a proper democracy. However, this does not necessarily mean that mandatory voting should be enforced.

"The right not to vote in an election is as fundamental as the right to vote." (Text 4, Line 14) The right that American citizens possess concerning ~~the~~ voting rights is something we choose to use and should ~~never~~ never be forced ^{to do} (Text 4, Lines 16-18) Making voting compulsory truly does not change anything. Those who want to have a say in their government have the ability to freely vote, and those who don't care enough should not be obligated to vote. Forcing voting does not increase an individual's pride if they never had much in

the first place. In some cases, citizens may see this as a threat against their freedom, which can result in anger and frustration. "In fact, some people might even interpret mandatory voting as a violation of First Amendment's prohibition of compelled speech." (Text 3, Lines 27-28) The United States encourages and supports free will; ~~in~~ making voting an obligation with consequences would be a complete contradiction of its own ~~government's~~ fundamental beliefs.

In relation and concern to ~~the~~ the leaders of our country, mandatory voting could result in weak and inefficient officers being brought into the government. "The voter does not care whom they vote for as long as the government is satisfied that they have fulfilled their civic duty." (Text 2, Lines 29-30) Citizens who are being forced to vote may not take the election seriously, or may ^{even} vote for whomever the more popular electorate is. If the ballot is not carefully thought about,

a candidate who is not the best for the job could be elected, which could greatly affect the future lives of Americans

"Numbers are unimportant.

Quality rather than quantity should be the focus of a healthy democracy."

(Text 4, Lines 46-47) Those citizens

who truly want to have their voice heard through their votes

can and will continue to vote.

However, this does not mean that

the citizens who ~~should~~

~~to vote~~ should oppose voting

should be forced to. ~~by law~~

Anchor Level 4-B

The essay introduces a precise claim, as directed by the task (*The right that American citizens possess concerning voting rights is something we choose to use and should never be forced to do*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*The United States encourages and supports free will; making voting an obligation with consequences would be a complete contradiction of its own fundamental beliefs*) and to distinguish the claim from alternate or opposing claims (*The right to vote is extremely significant in maintaining a proper democracy. However, this does not necessarily mean that mandatory voting should be enforced*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*mandatory voting could result in weak and inefficient officers being brought into the government and If the ballot is not carefully thought about, a candidate who is not the best for the job could be elected, which could greatly affect the future lives of Americans*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes (*Text 4, Line 14 and Text 3, Lines 27-28*). However, citation of some paraphrased material is lacking. The essay exhibits acceptable organization of ideas and information to create a coherent essay, starting with an introduction that addresses the claim and counterclaim, followed by two body paragraphs that show how citizens may view mandatory voting as a threat against their freedom and may not take the election seriously, and concluding with a reiteration of the claim. The essay establishes and maintains a formal style, using precise and appropriate language and structure (*However, this does not mean that the citizens who oppose voting should be forced to*). The essay demonstrates partial control, exhibiting occasional errors (*an individual's ... they and Those citizens ... their voice heard*) that do not hinder comprehension.

Voting has been a part of our Country since the beginning, it has always been a key part in our democratic government. Lately there has ~~been~~ been many concerns that not enough people are voting and that voting should be mandatory in the United States. Voting should not be mandatory for many reasons.

If voting was mandatory it would restrict our democracy. American citizens have always had the right to vote. The right to vote is the same as the right not to vote, if you take away one it will be like you are taking away the other.

The biggest problem with mandatory voting is if all citizens are required to vote then the election will ~~be~~ not be accurate. In text 2, lines 27-28 it says "Another consequence of compulsory voting is the possible high number of random votes." There will be a lot of random votes because some of the people, especially the ones that wouldn't usually vote are not politically educated or aware. In text 3, lines 31-32 it states "Some apolitical citizens might choose candidates arbitrarily or for the wrong reasons because they do not want to be fined or punished for not doing their hypothetical duty." In places such as ~~the~~ Belgium and Australia where there is mandatory voting the citizens are fined or punished if they don't vote. Some americans might just randomly select a candidate simply because they cannot afford to pay the fine. Text 4, lines 46-49

Make a very good ~~is~~ point. cdt says "Numbers are unimportant. Quality rather than quantity should be the focus of a healthy democracy. Voting should be carried out by those who care, by those who want to vote. It isn't hard to argue that those who want to vote deserve to be heard more than those who do not". This is a good point because if you have people who want to vote and are politically aware then ~~you~~ it will be a better chance of electing the best candidate.

Mandatory voting is not a good idea for the United States of America. If you take away the right not to vote it will be no ~~the~~ different than taking away the right to vote. Mandatory voting also has those who are unaware of politics and don't want to vote voting in political elections. This can account for many random votes because people wouldn't want to get punished for not voting. So the people that are aware and care about the elections are the ones that deserve to vote.

Anchor Level 4-C

The response introduces a reasonable claim, as directed by the task (*Voting should not be mandatory for many reasons*). The essay demonstrates some analysis of the texts (*There will be a lot of random votes because some of the people, especially the ones that wouldn't usually vote are not politically educated or aware* and *This is a good point because if you have people who want to vote ... it will be a better chance of electing the best candidate*), but insufficiently distinguishes the claim from alternate or opposing claims (*Lately there has been many concerns that not enough people are voting and that voting should be mandatory*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*In text 3, lines 31-32 it states "Some apolitical citizens might choose candidates arbitrarily ..."* and *Some americans might just randomly select a candidate simply because they cannot afford to pay the fine*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*text 2, lines 27-28* and *Text 4, lines 46-49*). The essay exhibits acceptable organization of ideas and information to create a coherent essay, first introducing a claim followed by two body paragraphs that focus on Americans' right to vote or not and the arguments against mandatory voting (*it would restrict our democracy and the election will not be accurate*). The concluding paragraph restates the claim (*Mandatory voting is not a good idea for the United States of America*) and summarizes the argument. The essay establishes and maintains a formal style, although some language is imprecise (*it will be a better chance and Mandatory voting also has those*). The essay demonstrates partial control, exhibiting occasional errors (*there has been many; not to vote, if you; americans; Text 4 ... make*) that do not hinder comprehension.