



**New York State Regents Examination in English Language Arts
Part 3 Rubric**

Text Analysis: Exposition

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

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

In an excerpt from Alfred Kazin's "A Walker in the City", Kazin describes ~~his~~ his early life of living in a tenement in Brooklyn. Kazin's mother made dresses for local women all day long. Kazin develops a central idea of persevering through poverty with detailed imagery of crowded tenements and dressmaking.

Kazin describes this tenement as small and crowded, with few rooms branching off a kitchen. Kazin ~~also~~ uses descriptive imagery to demonstrate how this tenement was transformed into a dress making shop. "Our apartment was always full of women in their houses dresses sitting around the kitchen table waiting for a fitting. My little bedroom next to the kitchen was the fitting room" (11-13). Kazin ~~conveys~~ conveys an image of a crowded New York City tenement in the early 1900s, which were known for ~~being~~ their terrible living conditions and rooms full of people. Despite these conditions, Kazin shows how his mother transformed the apartment into a dressmaking shop, the kitchen being the waiting room for women and his bedroom being a fitting room. This transformation of the tenement demonstrates how the family was able to persevere in an impoverished setting. Kazin's choice of the words "full" and "little" ~~to~~ to describe these rooms also helps convey this poverty.

As the excerpt goes on, Kazin further describes these living circumstances and how the shop ~~helped~~ influenced his childhood. Kazin writes "from my

mother's kitchen I gained my first picture of life as a white, overheated, starkly lit workshop redolent with Jewish cooking, crowded with women in housedresses, strewn with fashion magazines, patterns, dress materials, spools of thread" (45-48). This imagery of the workshop creates a complex image of Kazin's childhood. The crowded, small apartment, full of smells of Jewish cooking, is what Kazin grew up with, making this crowded and hot workshop scene seem more comforting. The imagery once again develops the hardworking mood of his mother while in such crowded living conditions.

This excerpt is incredibly detailed and descriptive in its description of poverty in New York and how people persevered through these times. Kazin's imagery creates a vivid scene of his childhood with a bittersweet feeling, showing that these conditions were bad, but that didn't make his family give up.

Anchor Level 4–A

CONTENT AND ANALYSIS:

- The response introduces a well-reasoned central idea and a writing strategy (*Kazin develops a central idea of persevering through poverty with detailed imagery of crowded tenements and dressmaking*) that clearly establish the criteria for analysis.
- The response demonstrates a thoughtful analysis of the author’s use of *imagery* to develop the central idea (*This transformation of the tenement demonstrates how the family was able to persevere in an impoverished setting, This imagery of the workshop creates a complex image of Kazin’s childhood, and The imagery once again develops the hardworking mood of his mother while in such crowded living conditions*).

COMMAND OF EVIDENCE:

- The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*Kazin conveys an image of a crowded New York City tenement in the early 1900s, which were known for their terrible living conditions and rooms full of people and The crowded, small apartment, full of smells of Jewish cooking, is what Kazin grew up with, making this crowded and hot workshop scene seem more comforting*).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits logical organization of ideas and information to create a cohesive and coherent response, by first introducing the central idea and the writing strategy, then supporting the central idea by providing images of *how this tenement was transformed into a dress making shop*, shifting into a discussion of *how the shop influenced his childhood*, and concluding with a reiteration of the central idea and writing strategy.
- The response establishes and maintains a formal style, using precise language and sound structure (*Kazin’s imagery creates a vivid scene of his childhood with a bittersweet feeling, showing that these conditions were bad, but that didn’t make his family give up*).

CONTROL OF CONVENTIONS:

- The response demonstrates control of the conventions with infrequent errors.

With the use of the writing strategy of point of view, the author of "The Kitchen" was able to convey the central idea of strong people don't give up.

This story is told using a first-person narrative. The narrator tells the story through his perspective of all his mother's hard work throughout his childhood years. We see through his eyes the hard work and effort she had invested into her job and her family. Mrs. Kazin, his mother, "had begun dressmaking in Poland at thirteen." (line 4) The narrator points out that Mrs. Kazin has a tuft of flesh that always lays folded over her palm due to "her left hand... [being] pierced through when [she was a girl]" (lines 39-40) and working at the infamous Triangle Shirtwaist Factory. Even with this injury she still perseveres and works through the day, now using the family's kitchen as her own tailoring shop, and seeing as they were living in a Brownsville tenement, their space was already limited. The narrator says, "When I awoke in the morning she was already at her machine, or in the great morning crowd of housewives at the grocery getting fresh rolls for breakfast. When I returned from school she was at her machine, or conferring over McCall's with some neighborhood woman who had come in pointing... [at an] illustration... When I went to bed at night, often she was still there, pounding away at the treadle, hunched over the wheel, her hands steering a piece of ~~gauze~~ gauze under... the needle with a finesse that always contrasted sharply with her swollen hands and broken nails." (lines 30-35) The narrator goes on to say how even with all this work, she still ~~manages to~~ "mysteriously interrupted herself to make supper for us, and the dishes cleared and washed"

(line 36) for when her husband came home from work. While watching his mother struggle, the narrator gets a view of hard work and determination. While watching his mother struggle but never giving up for any reason, he discovers how "we ourselves were forever burning-to live, to get down the foreboding in our souls, to make good" (lines 65 and 66).

All in all, this is how, with the writing technique of point of view, the author of "The Kitchen" was able to convey the central idea of strong people don't give up.

Anchor Level 4–B

CONTENT AND ANALYSIS:

- The response introduces a clear central idea and a writing strategy (*With the use of the writing strategy of point of view, the author of “The Kitchen” was able to convey the central idea of strong people don’t give up and The narrator tells the story through his perspective of all his mother’s hard work throughout his childhood years*) that clearly establish the criteria for analysis.
- The response demonstrates an appropriate analysis of the author’s use of *point of view* to develop the central idea (*We see through his eyes the hard work and effort she had invested into her job and her family and While watching his mother struggle, the narrator gets a view of hard work and determination*).

COMMAND OF EVIDENCE:

- The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*Mrs. Kazin has a tuft of flesh that always lays folded over her palm due to “her left hand...[being] pierced through when [she was a girl]” and While watching his mother struggle but never giving up for any reason, he discovers how “we ourselves were forever burning – to live, to get down the foreboding in our souls, to make good”*).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits logical organization of ideas and information to create a cohesive and coherent response, by first introducing the writing strategy and the central idea, then discussing the narrator’s memories of his mother’s perseverance and determination despite the difficulty involved, revealing the narrator’s reaction to his mother’s struggles, and concluding with a reiteration of the central idea (*All in all, this is how, with the writing technique of point of view, the author of “The Kitchen” was able to convey the central idea of strong people don’t give up*).
- The response establishes and maintains a formal style, using precise language and sound structure (*Even with this injury she still perseveres and works through the day, now using the family’s kitchen as her own tailoring shop and The narrator goes on to say*).

CONTROL OF CONVENTIONS:

- The response demonstrates control of conventions with infrequent errors.

"The kitchen" by Alfred Kazin is a piece about his hardworking mother and all that she does for the family, and how all that she does somehow revolves around and in the kitchen. A central idea that is present in the piece is that parents sometimes make the biggest sacrifices for their families. This central idea is clearly developed through the characterization of the author's mother, Mrs. Kazin.

The author characterizes his mother as a hardworking, anxious, resilient, and selfless mother. "I can never remember a time when she was not working." (lines 25-26). All of Alfred's memories were of his mother working, not of her taking him to sports games, or going shopping. She was always working, and "when my father came home from work she had somehow mysteriously interrupted herself to make supper for us, and the dishes cleared and washed, was back at her machine. When I went to bed at night, often she was still there, pounding away at the treadle, hunched over the wheel..." (lines 35-37). Not only was she working day and night, she was still managing to take care of the family, and house. The author even expresses how injured her lively mood has made her, with swollen hands, broken nails, and a needle injury to the middle of her hand that burst a vein. She would work through all of that, but why? She was selfless. It wasn't because she didn't want to spend spend time with her family. It was because she loved her family, and was willing to do anything to help support them. That includes working tirelessly, through injury, and stress.

The author at the beginning of the piece said that

the kitchen was her life, and eventually he goes on to say "The kitchen was the great machine that set our lives running, it whirled down a little only on Sundays and holy days" (lines) 44-45). Through this he expressed that it was her that kept their lives running and supporting them, and that all she did was for him and the rest of his family. To further conclude his central idea he goes on to say "what I must have felt most about ourselves, I see now, was that we ~~were~~ we ourselves were like the kindling." (lines) 63-64). The author expressed that ~~it~~ it was their family that kept the fire that was his mother going and burning bright. Alfred's mother made so many big sacrifices for their family, all out of love. She gave up her free time to do work in order

Alfred's mother made so many big sacrifices for their family, all out of love. She gave up her free time to do work in order to financial support her family. This work by Alfred Kazin only proves that sometimes parents make the biggest sacrifices for their families, and this is a story of one of those times.

Anchor Level 3–A

CONTENT AND ANALYSIS:

- The response introduces a well-reasoned central idea (*parents sometimes make the biggest sacrifices for their families*) and a writing strategy (*This central idea is clearly developed through the characterization of the author’s mother*) that establish the criteria for analysis.
- The response demonstrates a thoughtful analysis of the author’s use of characterization to develop the central idea (*All Alfred’s memories were of his mother working, not of her taking him to sports games, or going shopping and Not only was she working day and night, she was still managing to take care of the family, and house*).

COMMAND OF EVIDENCE:

- The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*“I can never remember a time when she was not working” and “when my father came home from work she had somehow mysteriously interrupted herself to make supper for us, and the dishes cleared and washed, was back at her machine”*) although there is one quote with the miscopied words *whirled* for “whirred” and *Sundays* for “Saturdays”.

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits acceptable organization of ideas and information to create a coherent response, with an introductory paragraph that presents the central idea and the writing strategy, followed by a second paragraph that focuses on the mother’s hard work as she sacrifices for the family (*The author even expresses how injured her lively hood has made her: with swollen hands, broken nails, and a needle injury*), a third paragraph that discusses how the mother influenced her children (*It was her that kept their lives running*), concluding with a reiteration of how the characterization of the mother supports the central idea of parental sacrifice.
- The response establishes and maintains a formal style, using appropriate language and structure (*The author characterizes his mother as a hardworking, anxious, resilient, and selfless mother and It wasn’t because she didn’t want to spend time with her family. It was because she loved her family, and was willing to do anything to help support them*).

CONTROL OF CONVENTIONS:

- The response demonstrates partial control of conventions with occasional errors (*sacrafices; chractarization; games, or; lively hood; bursted; tiresly; through injury, and stress; begining*) that do not hinder comprehension.

In the passage excerpted from, "The Kitchen" by Alfred Kazin, there is the central idea, hard work is a beautiful thing. Throughout the author's memoir he talks about how his mother worked hard as a seamstress in the early 20th century. As in lines, 27-28 he explains that his mother's job was her life. "She worked because she would have found life meaningless without work." (Lines 27-28). The author explains how even though his mother was a hard working individual she still found time to feed and take care of her family. Another example of her work being beautiful can be seen on lines 37-38, "When I went to bed at night, often she was still there, pounding away at the treadle, hunched over the wheel her hands steering a piece of gauze under the needle with a finesse that always contricted her swollen hands and broken nails". This example shows the contrast of how her hard work can be beautiful.

In order to convey the central idea the author makes use of metaphors. One such example can be seen on lines, 48-50. "...lashed to her machine that bolts of energy seemed to dance out..." This helps convey the beauty of her working and her determination to work. Another example can be seen on lines, 44, "The kitchen was the great machine that kept our lives running." This helps convey the thought that the kitchen was the most important spot in the home.

Anchor Level 3–B

CONTENT AND ANALYSIS:

- The response introduces a clear central idea (*hard work is a beautiful thing*) and a writing strategy (*to convey the central idea the author makes use of metaphors*) that establish the criteria for analysis.
- The response demonstrates a superficial analysis of the author’s use of metaphor to develop the central idea (*This helps convey the beauty of her working* and *This helps convey the thought that the kitchen was the most important spot in the home*).

COMMAND OF EVIDENCE:

- The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*“She worked because she would have found life meaningless without work”* and *“...lashed to her machine that bolts of energy seemed to dance out...”*) although for one quote a word was miscopied and others were left out.

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, with an opening paragraph that introduces the central idea, two examples of the mother’s hard work (*his mother worked hard as a seamstriss* and *she still found time to feed and take care of he family*) and a second paragraph that introduces metaphor as the writing strategy. One example of metaphor helps convey the central idea while the second example shifts to the importance of the kitchen without explaining how this idea connects to the beauty of hard work.
- The response establishes and maintains a formal style, using appropriate language and structure (*he explains that his mothers job was her life* and *One such example can be seen on lines, 48–50*).

CONTROL OF CONVENTIONS:

- The response demonstrates partial control of conventions with occasional errors (*exerpted; beautiful; authors memoir; seamstriss; lines, 27–28; mothers job; beuty; determanation*) that do not hinder comprehension.

In the Excerpted from "The Kitchen" by Alfred Kazin the central idea of hard work shows up throughout the entire excerpt. This central idea is shown through the writing strategy of conflict. Conflict is a struggle between two or more forces.

In the excerpted you can see the central idea of conflict comes up when Kazin writes "... my mother sitting all day long at her sewing machine" (lines 20-21). This quote shows the central idea of conflict because she has to work hard in order to provide for her family and this is shown through man vs society. Another quote to prove this is when Kazin writes "A needle had gone straight through her hand." This quote shows that even though she had been hurt she worked hard through it to help her family this is man vs society conflict because she has to work through a problem. Finally the last quote to show the central idea of hard work is when Kazin writes, "Mrs Kazin make me a dress like it shows here." (line 24). This quote shows she is working hard making dresses to provide for her family and this is shown through conflict because it is man vs society because she is going against society to help her family.

Anchor Level 2–A

CONTENT AND ANALYSIS:

- The response introduces a central idea (*In the Excerpted from “The Kitchen” by Alfred Kazin the central idea of hard work shows up throughout the entire excerpted*) and a writing strategy (*This central idea is shown through the writing strategy of conflict*).
- The response demonstrates a superficial analysis of the author’s use of conflict to develop the central idea, relying on one-sentence statements that suggest, but do not develop, analysis (*This quote shows the central idea of conflict because she has to work hard in order to provide for her family and this is shown through man v society, this is man vs society conflict because she has to work through a problem, and this is shown through conflict because it is man vs society because she is going against society to help her family*).

COMMAND OF EVIDENCE:

- The response presents ideas inadequately, in an attempt to support analysis, providing three inexact quotes from the text that are thought to illustrate the concept of conflict, specifically *man v society*. The connection of each quote to conflict is more assumed than explained (“...my mother sitting all day long at her sewing machine” and “A needle had gone straight through her hand”), making use of some evidence that may be irrelevant (“Mrs Kazin make me a dress like it shows here”).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits acceptable organization of ideas and information to create a coherent response, with an opening paragraph that presents the central idea, the writing strategy, and a definition of the strategy (*Conflict is an struggle between two or more forces*) and a second paragraph that is organized by addressing three quotes from the text (*This quote, Another quote, the last quote*).
- The response lacks a formal style, using language that is primarily basic and imprecise (*In the excerpted you can see the central idea of conflict come up and Finally the last quote to show the central idea of hard work is when Kazin writes*). The miscopying of material from the text results in imprecision.

CONTROL OF CONVENTIONS:

- The response demonstrates partial control of conventions with occasional errors (*the Excerpted, throughout, strategy, an struggle, straight, hurt she, family this, Finally*) that do not hinder comprehension.

Work will always be a necessity if you want to get by. Author Alfred Kazin used the literary element of tone. The writer used a lot of tone when talking about their mother always working. The mother never had time and was always busy with her work to ever learn or be bothered with learning English.

The excerpt of "the Kitchen" was mainly about the mother always working or looking through magazines with the ladies in town. The central idea of the passage is when you've been working your whole life it starts to become a chore. Not many people realize when work can start to take over and that be the only thing you think of in life.

Anchor Level 2–B

CONTENT AND ANALYSIS:

- The response introduces a central idea (*The central idea of the passage is when you've been working your whole life it starts to become achore*) and a writing strategy (*Author Alfred Kazin used the literary element of tone*).
- The response demonstrates a minimal analysis of the author's use of tone to develop the central idea (*The writer used alot of tone when talking about their mother always working*).

COMMAND OF EVIDENCE:

- The response presents little evidence from the text, only referencing the mother's involvement in her work (*The mother never had time and was always busy with her work*) and supplying a one-sentence summation of the text (*The excert of "the Kitchen" was mainly about the mother always working or looking through magazines withthe ladys in town*).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits inconsistent organization of ideas and information, with an opening paragraph that introduces *the literary element of tone* and a second paragraph that begins with a sentence about the text but then focuses on more personal observations, failing to create a coherent response.
- The response lacks a formal style, using language that is primarily basic and imprecise (*used alot of tone and Not many people relize when work can start to take over and that be the only thing you think of in life*).

CONTROL OF CONVENTIONS:

- The response demonstrates emerging control of conventions with some errors (*nessesity; alot; excert; "the Kitchen"; ladys; life it; achore; relize; that be*) that hinder comprehension.

The extract title "The Kitchen" by Alfred Kazin, uses problem, to establish the ~~lead~~ central idea that, a lot work and a little money. According to the text, on paragraph 5, the author states "For three or four dollar". The means, she a work much but the money is very little for your study. An addition, an extract from extract found, on paragraph 25, is "her life was work, work and anxiety. The means, was working in your life and aways not have money.

The ~~use~~ use for problem help illustrate the central idea that, a lot work and a little money. An example on paragraph 5, is, "for three or four dollar", the means, she a work much but the money is very little for your study. Anotred example is on paragraph 55, is "work my mother had put into them," the means every person is a job work.

Anchor Level 1–A

CONTENT AND ANALYSIS:

- The response introduces a confused or incomplete central idea (*a lot work and a little money*) and a confused writing strategy (*Kazin, uses problem*).
- The response demonstrates a minimal analysis of the author’s use of the writing strategy to develop the central idea (*she a work much bul the money is very litle for your stady*).

COMMAND OF EVIDENCE:

- The response presents ideas inadequately (“*For three or four dollor*” and “*work my mother had put into them*”) in an attempt to support analysis.

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits inconsistent organization of ideas and information that contains frequent repetition with an opening paragraph that attempts to focus on the central idea of *working hard for little money*, followed by a paragraph that inaccurately identifies *problem* as a writing strategy (*The use for problem help illustrate*) which closes with a digression (*the means every person is a work*), failing to create a coherent response.
- The response uses language that is predominantly incoherent (*she a work much but the money is very little for your stady* and *An addition, anoxtract from extract found*) with many words missing in sentences (*a lot work, The means was working, person is a work*) and a repeating misuse of *paragraph* for “line.”

CONTROL OF CONVENTIONS:

- The response demonstrates a lack of control of conventions with frequent errors (*extract; problem, to; Acconding; tex; four dollor; She a work; bul; “her... anxiety. The; aweys; idea that, a lot; means, she; Anotreced*) that make comprehension difficult.

the central idea behind "The Kitchen"
is hard working, the exert is about the
speakers mother who he for his whole
life had observed her

Anchor Level 1–B

CONTENT AND ANALYSIS:

- The response introduces a confused and incomplete central idea (*hard working*) with no writing strategy.
- Although there is no writing strategy, the response demonstrates minimal analysis of the central idea (*the speakers mother who he for his whole life had observed her*).

COMMAND OF EVIDENCE:

- The response presents no evidence from the text beyond referencing the title ("*The Kitchen*").

COHERENCE, ORGANIZATION, AND STYLE:

- The response is minimal, making assessment of organization and language unreliable.

CONTROL OF CONVENTIONS:

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

In the excerpt 'The Kitchen' by Alfred Kazin, a central idea of hard work is developed. Throughout the text, the narrator admires the steadfast work of his mother, despite her large workload. The central idea develops from her character, to her sewing to her organization, and the hard work required for each. The author uses Imagery to develop the idea of hard work. Imagery is when an author uses detailed descriptions to paint a sensory picture for the reader.

In the beginning, the narrator observes the hard work in his mother's character. Kazin writes "The kitchen gave a special character to our lives; my mother's character, all my memories of that kitchen are dominated by the nearness of my mother sitting all day long at her sewing machine, by the clacking of the treadle against the linoleum floor..." (lines 19-21). This explains the trait of hard work she contains. Imagery is used when he mentions the sounds of her work such as the treadle, later in the text, the hard work of her job is described, "... often she was still there, poring away at the treadle, hunched over the wheel, her hands steering a piece of gauze" (lines 37-38). Hard work is developed because it describes the long hours of her work. Imagery is used to emphasize the severity of the narrator's mother's pursuit of her career. Finally, hard work is developed through the description of her organization, "... women in housedresses, strewn with fashion magazines, patterns, dress material, spools of thread - and at whose center, so lashed to her machine..." (lines 47-48). Imagery develops the central idea because it shows her dedication, amongst chaos. In conclusion, the central idea of hard work is developed through imagery.

The central ideas talking about the kitchen and the room also the dress that they want to wear the kitchen to cook different type of food when they dress they want to wear nice clothes and also cleaning the kitchen. She worked because the law of her life was worked and anxiety. She want to learn how to do thing.

She want to make make sure that she could cook good in the kitchen she doing hard work. She go to the grocery to cooked food. In the text it said when I work in the morning at her machine or great Morning Crowes of housewives grocery getting fresh roll breakfast. She could eat than go to school to about more thing. She liked to worked in the kitchen.

A Another reason she want People to tryed her food to see it is good. So she have her own kitchen. The kitchen was great machine that set our lives running it whirred down little only on Saturday and holy days. If you tryed to cooked you doing understand how to cooked.

In *The Kitchen* by Alfred Kazin, ~~the~~ the narrator discusses his early life as being centered around the kitchen of their apartment in the Brownsville tenements. His mother used the kitchen as her workshop for her dressmaking business and Kazin describes this business to show how hard she worked to support the family. The author's use of setting serves to show the reader how hard work can keep even a difficult life going.

The entire passage takes place in this kitchen as the narrator progresses through talking about different aspects of it. He says, "in Brownsville tenements the kitchen is always the largest room and the center of the household" (lines 1 and 2) so right away the reader knows how important the setting of the kitchen is. But then, in the second paragraph, he ~~the~~ continues, "the kitchen gave a special character to our lives; my mother's character. All my memories of that kitchen are dominated by the nearness of my mother sitting all day long at her sewing machine... as I began to take in her fantastic capacity for labor and her anxious zeal, I realized it was ourselves she kept stitched together" (19-25). The narrator's mother works constantly in the kitchen to provide a good life for her family. Since the kitchen is so central to the narrator both physically and mentally ~~the~~ the reader sees through his

thoughts all of the things his mother did. She kept them together and living through her efforts.

The narrator also, ^{compares} ~~the~~ the kitchen ~~to~~ to a "great machine that set [their] lives running" (44). We know that it is really his mother, but this emphasis on how key this room was to their entire operation and how the narrator viewed it shows its importance. "From my mother's kitchen I gained my first picture of life as a white, overheated, starkly lit workshop... at whose center, ~~was my mother~~ so lashed to her machine that bolts of energy seemed to dance out of her hands and feet as she worked... and silently, grimly at war" (45-50). Here the reader sees how difficult it was for the narrator's mother but she just kept going ~~to be~~ in her kitchen to keep their lives running. This kitchen was the hub of all his mother's efforts and this setting serves to show both the narrator and the reader just how perseverance can pay off.

Part 3 – Practice Paper – D

My mother in home dress maker had
workshop in the kitchen she told me
once that she had begun dress making in
(Poland) Poland as thirteen as far back
as far remember, she was always making
dresses for the local woman.

For three or four dollars she would study
the fashion magazines with a customer
to remnants store and store Vermont
avenue to pick out the material, argue
argue the owner down all remnants stores,
for some reason to support to be shady,
as if the owners and sew again.

In the story, the main character's mother is a workaholic at fashion design. The main character is concerned over his/her mother because she can't take a break over her work. In the end, the main character understands that she will never change in the end. First person has been used a lot during the passage. Always has been using I.

An example of first person is line number 2. The line states that "As a child I felt that we lived in a kitchen to which four other rooms were annexed. This establishes the story is coming from the perspective of the main character. Watching his/her mother with her problem of work, an example is that "my mother sitting all day long at her sewing machine. This ~~is~~ supports the idea of the protagonist's overworked mom.

Practice Paper A – Score Level 3

Holistically, this is a Level 3 response. It introduces a clear central idea and the writing strategy of imagery that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author’s use of imagery to develop the central idea, presenting ideas sufficiently with adequate use of relevant evidence. The response exhibits acceptable organization and a formal style, using appropriate language and structure to create a coherent response with occasional convention errors that do not hinder comprehension.

Practice Paper B – Score Level 1

Holistically, this is a Level 1 response. It introduces a confused central idea (*talking about the kitchen*) with no writing strategy. Although the response presents evidence from the text, it is inaccurate in its use. The response exhibits little organization of ideas and information, straying from the proposed central idea by discussing cooking. The use of language is predominantly incoherent. The response demonstrates a lack of control of conventions with frequent errors that make comprehension difficult.

Practice Paper C – Score Level 4

Holistically, this is a Level 4 response. It introduces a well-reasoned central idea and demonstrates a thoughtful analysis of the author’s use of setting which is effectively supported by specific and relevant evidence. The response is logically and coherently organized, maintaining a formal style and exhibiting precise language and sound structure with infrequent errors.

Practice Paper D – Score Level 0

Holistically, this is a Level 0 response. It is totally copied from the text, with no original writing, and must be given a 0.

Practice Paper E – Score Level 2

Holistically, this is a Level 2 response. It introduces a central idea and a writing strategy but demonstrates a superficial analysis of the author’s use of *First Person* to develop the central idea. The response presents ideas inadequately and exhibits inconsistent organization of ideas and information. Language and structure are basic at times. Some errors in conventions hinder comprehension.

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

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

The *Chart for Determining the Final Examination Score for the August 2023 Regents Examination in English Language Arts* will be posted on the Department’s web site at <https://www.nysed.gov/state-assessment/high-school-regents-examinations/> on the day of the examination. Conversion charts provided for previous administrations of the Regents Examination in English Language Arts must NOT be used to determine students’ final scores for this administration.

Online Submission of Teacher Evaluations of the Test to the Department

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

1. Go to <https://www.nysed.gov/state-assessment/teacher-feedback-state-assessments>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.