FOR TEACHERS ONLY

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

ELA   ENGLISH LANGUAGE ARTS

Tuesday, January 21, 2020— 9:15 a.m. to 12:15 p.m., only

RATING GUIDE

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Check this web site at http://www.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. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Scoring the Regents Examination in English Language Arts*.

Mechanics of Rating

Scoring the Multiple-Choice Questions

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

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

ENGLISH LANGUAGE ARTS

Rating of Essay and Response Questions

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

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

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

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

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

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

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

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

New York State Regents Examination in English Language Arts
Part 2 Rubric
Writing From Sources: Argument

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

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

For as long as we can tell, humans have been manipulating information and using their minds creatively to communicate and understand the world around them. ~~Manner~~ From the start of philosophy, to the start of mathematics, to the start of written language, each era that our species has lived through can be defined by the newest type of thinking or newest informational development. Looking at the times we live in "now", it is evident from all the computers and "smart" technology available, that this is the era of the Internet. However, the ubiquitous prescence of the Web in our lives may not be as helpful or healthy as previously thought. In fact, the Internet actually has a negative impact on our thinking processes because it reduces our ability to think critically and diminishes our attention spans, preventing strong connections or memories from being formed.

The first reason why the Internet has a negative effect on our thinking processes, that it reduces critical thinking ability, was described in the article "OK, Google, Where Did I Put My Thinking Cap?" through some experiences Terry Heick had while teaching English at a high school in Kentucky. While teaching, Heick tried to increase his students capacity for deep thinking. However, he found that the technology he provided them with actually halted their progress. For example, when asked how novels could

represent humanity, the students would "... start Googling the question [verbatim]... Heick had intended for his students to take a moment to think, figure out what type of information they needed... [not] to immediately Google the question." (Text 1, Lines 7-11). This shows how people have become more and more reliant on the Internet to provide them with answers and information that they could generate on their own. By giving up their willingness to try to solve problems in return for easy answers from the Internet, these students are decreasing their critical thinking abilities.

The second main reason why the Internet has a negative effect on our thinking processes, that it reduces our attention spans, is discussed in the article "The Web Shatters Focus, Rewires Brain," by Nicholas Carr. The article looks at the impacts of the Internet from a more scientific point of view. According to researchers in the field of neuroplasticity, "We know that the human brain is highly plastic; neurons and synapses change as circumstances change. When we adapt to a new cultural phenomenon, including the use of a new medium, we end up with a different brain" (Text 2, Lines 46-48). This constant ~~modification~~ and continuous modification of our brains can work against us if we do not exercise them enough; the researchers say that having easy access to all the information we need on the Internet makes us lazy and less likely to make an effort to remember facts and ideas that would have otherwise

been stored in our long-term memory.

Another reason why the Internet can have a negative effect on our minds is that, not only does it reduce our capability to ~~the~~ concentrate for long periods of time and remember ~~things~~ information as well, ~~but it actually lowers other~~ making it harder to gain wisdom, but it actually ~~do~~ lowers ~~our capacity to~~ the standard of wisdom we ~~can~~ are able to reach itself. According to the author Nicholas Carr, the information age is inexoraby rendering us incapable of reading ~~books~~ [books effectively] - - - [and ~~prevents~~ prevents] "the type of profound contemplation that leads to real wisdom." (Text 3, Lines 53-56). This fact ~~to~~ shows that, even though we might be able to ~~do away do~~ do away with ~~our~~ good memory because the Internet has all our information, that would indirectly lead to decreased wisdom, ~~which~~ (and) even the Internet cannot compensate for that.

Some people might claim that the Internet helps us learn because it has so many resources~~the~~ and the information is condensed and easy to access. However, this is not the case. ~~th~~ While the Internet is more vast than a ~~thing~~ book or library, that incredibly large amount of information can be too much. People learn better by focusing on little pieces of the bigger puzzle one at a time, not by skimming through several pieces and not fully understanding them. In fact, "The problem is that skimming is becoming our dominant mode

of thought. Once a means to an end, a way to identify information for further study, it's becoming an end in itself — our preferred method of both learning and analysis, [and has the potential to damage] our intellectual lives and even our culture..." (Text 2, Lines 57 to 61) This means that even the amount of information on the Internet, which some claim to be a positive attribute, actually negatively impacts our thinking.

The Internet has a vast expanse of information that is accessible to people all over the world, at any time of day. The degree to which we decide to let ourselves become dependent on this expanse is important to carefully consider, because increased dependence on the Web actually has a negative effect on our thinking processes. In this age of informational technology, it isn't how much one uses the Internet that determines success, it is how (or how little) efficiently and wisely it is used.

Anchor Level 6–A

The essay introduces a precise and insightful claim, as directed by the task (*In fact, the Internet actually has a negative impact on our thinking processes because it reduces our ability to think critically and diminishes our attention spans, preventing strong connections or memories from being formed*). The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*This shows how people have become more and more reliant on the Internet to provide them with answers and information that they could generate on their own* and *This constant and continuous modification of our brains can work against us if we do not exercise them enough*) and to distinguish the claim from alternate or opposing claims (*Some people might claim that the Internet helps us learn because it has so many resources and the information is condensed and easy to access*). The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*For example ... the students would '"...start Googling the question ... Heick had intended for his students to take a moment to think, figure out what type of information they needed…"* and *According to the author Nicholas Carr, the information age is inexorably rendering us incapable of reading ... [and prevents]* "*the type of profound contemplation that leads to real wisdom*"). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*(Text 1, Lines 7-11)* and *(Text 2, Lines 46-48)*]. The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, with an introduction that notes the stages of *informational development* leading up to the claim that the present *computers and "smart" technology ... may not be as helpful or healthy as previously thought*, followed by three paragraphs of support that focus on how the Internet *reduces critical thinking ability* and *attention spans* as well as lowering our *standard of wisdom*, one paragraph that presents and refutes the counterclaim, and a concluding paragraph that reaffirms the claim by cautioning the reader of the danger of *increased dependence on the Web* and the need to use the Internet *efficiently and wisely*. The essay establishes and maintains a formal style, using sophisticated language and structure (*While teaching, Heick tried to increase his students' capacity for deep thinking. However, he found that the technology he provided them with actually halted their progress*). The essay demonstrates control of conventions with essentially no errors, even with sophisticated language.

Reliance on the Internet is a generational phenomenon. From millenials and onward, people have been raised on computers and smartphones in a way that has raised many questions. Most of these concern the mental well-being of individuals constantly immersed in online activity. Despite criticism from older generations, however, humanity's mindset has started to shift in favor of Internet usage. In fact, by eliminating the need to memorize details, the Internet does not eliminate the thinking process, but rather allows it to reach new heights.

One idea that opposes this notion is that people can replace the thinking process with an Internet search. Terry Heick, a former English teacher from Kentucky, made the observation that his students preferred to Google, rather than think about, the answer to an open-ended question he presented to them (Text 1, lines 5-11). Not only does this option reduce the amount of reasoning people need to go through in order to answer a complex question, but it opens up a new margin of errors. Unfortunately, while offering a multitude of facts, the Internet is also full of opinions, satires and lies and people are not always able to tell what is real. According to Michael Bugeja from Iowa State University, "People accept what they read and believe what they see online is fact when it is not" (Text 4, line 29). In a world where "fake news" is entwined in all media outlets, being able to decifer truth is becoming difficult. Despite these setbacks, however, the simplicity and inconsistency of the Internet, ironically, opens up a new medium

for the growth of critical thought. This is because using the Internet requires discerning what is real and what is opinion. It allows humans to learn about what other people think, and apply that to their own thoughts.

The most evident way the Internet is beneficial is through providing access to facts. There are numerous reliable sources on the Internet that allow people to access the facts they need. Based on "the extended mind" idea proposed by philosophers Andy Clark and David Chalmers, the location of facts on an accessable Internet is simply a way for humans to save space on the harddrive that is their brain by saving details elsewhere (Text 3, lines 19-21). Because We no longer need to memorize every detail on a topic to reach a conclusion. Instead, we can think more deeply and draw more educated conclusions by referencing a wide database of information, instantly available to us on the Internet.

Even when facts are wrong or ideas impractical, the thought process is as alive as ever. In a way, the impractical conclusions and false information on the Internet helps the thought process as well. When people are encountered by conflicting facts or interpretations it poses the question of which is correct, if any are. This requires fact-checking on a scale not seen before. More importantly, it raises the question of whether or not the reader agrees with what is being said. When so many interpretations are at every person's fingertips all the time, they are compelled to prove one or produce one of their own. This is the

most important thinking a person can do and certainly supports the fact that "brain scans suggest that searching Google actually stimulates more parts of the brain than reading a book" (Text 3, line 57-58).

One undeniable fact is that the Internet is here to stay as an integral part of human existence. While some may feel intimidated by it or concerned that it may be destroying our ability to think, the reality is quite the contrary. It enhances our critical thinking by offering us more to think about, exposing us to and educating us with a constant and ever-updated flow of information and ideas. In doing so, it most definitely has a positive impact on our thinking process.

Anchor Level 6–B

The essay introduces a precise and insightful claim, as directed by the task (*In fact, by eliminating the need to memorize details, the Internet does not eliminate the thinking process, but rather allows it to reach new heights*). The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*the simplicity and inconsistency of the Internet, ironically, opens up a new medium for the growth of critical thought ... because using the Internet requires discerning what is real and what is opinion* and *We no longer need to memorize every detail ... Instead, we can think more deeply and draw more educated conclusions by referencing a wide database of information*) and to distinguish the claim from alternate or opposing claims (*One idea that opposes this notion is that people can replace the thinking process with an Internet search* and *Unfortunately, while offering a multitude of facts, the Internet is also full of opinions, satires and lies and people are not always able to tell what is real*). The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*According to Michael Bugeja ... "People accept what they read and believe what they see online is fact when it is not"* and *This ... certainly supports the fact that "brain scans suggest that searching Google actually stimulates more parts of the brain than reading a book"*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*(Text 1, lines 5-11)* and *(Text 3, lines 19-21)*]. The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, with an opening paragraph that introduces the concern over how being *constantly immersed in online activity* can affect the *mental well-being of individuals* and leads to the claim as *humanity's mindset has started to shift in favor of Internet usage*, followed by one paragraph that addresses and refutes the counterclaim by explaining how using the Internet can actually enhance rather than *replace the thinking process*, and two paragraphs that support the claim through discussions of the Internet serving as an *"extended mind"* and of how even its false information keeps *the thought process ... as alive as ever*, and a concluding paragraph of summation and reiteration of the claim (*In doing so, it most definitely has a positive impact on our thinking process*). The essay establishes and maintains a formal style, using sophisticated language and structure (*Not only does this option reduce the amount of reasoning people need to go through in order to answer a complex question, but it opens up a new margin of error*). The essay demonstrates control of conventions, exhibiting occasional errors (*decifer, accessable, harddrive, detail on a topic, every person's ... they*) only when using sophisticated language.

Over the last few decades, technological innovations such as the internet and ubiquitous electronic devices have infiltrated our lives, starting when we were babies. In response to this deluge, a debate about whether this progression of technology has a negative effect on our thinking process arose. Despite some benefits in efficiency and providing immediate access to available knowledge, the internet is detrimental to the modern person's thinking process.

First of all, the complexity of the internet greatly affects our brains. The constant distractions hinder our thought processes. According to Nicolas Carr, using an analogy of "filling a bathtub with a thimble" (Text 2, line 16), the internet is giving us too much information at once, overloading our ability to transfer information to long term memory, and, instead, only bits of information from a variety of sources get saved (Text 2, lines 16-24). In addition, Carr explains the concept of switching costs which is "everytime we shift our attention, the brain has to reorient itself, further taxing our mental resources" (Text 2, lines 32-33). This allows even less information to be processed and remembered, further impacting our ability to recall and interpret information. Moreover, adding to the brain's waning ability to store information, other parts of it are being affected as well.

Our ability to think critically is also being impaired. According to Michael Bugeja at the Iowa State University of Science and Technology, "'the technology distraction level is accelerating to the point where thinking deeply is difficult'" as well as "'People accept what they read and believe what

they see online is fact when it is not'''" (Text 4, lines 26-29). Both of these observations mean that we do not feel the need to think critically about online information. These observations also mean that we do not feel the need to double check the sources of the information so readily available on the internet. Terry Heick, an English teacher, asked his students a question about the literature they were studying. His students immediately googled the question, looking for immediate answers from experts instead of thinking on their own (Text 1, lines 5-12). The immediacy of the internet removed any attempt at critical thinking. This is a common occurrence. Students and the general public are choosing not to use any critical thinking, relying on the internet's quick fix.

There are some positives, however, that Andy Clark and David Chalmers point out. The internet can be viewed as our "extended mind" (Text 3, line 20). According to these philosophers, the modern human mind extends beyond the brain to include its surrounding environment, including the technologies we use everyday (Text 3, lines 19-30). According to this idea, technology has actually enhanced our abilities as information is more available than ever. As such, technology does have a good side to our thought process, but overall this positive seems small when compared to the negatives.

In conclusion, despite the way technology and the internet have enhanced the ability to access information quickly and efficiently, the negative effects are detrimental to our thinking processes and far outweigh any small advantages.

The internet is stifling critical thinking and blurring the distinction between credible and incredible news and information. The internet clearly has a negative impact on our thinking process.

Anchor Level 5–A

The essay introduces a precise and thoughtful claim, as directed by the task (*Despite some benefits in efficiency and providing immediate access to available knowledge, the internet is detrimental to the modern person's thinking process*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*the internet is giving us too much information at once, overloading our ability to transfer information to long term memory; The immediacy of the internet removed any attempt at critical thinking; Students and the general public are choosing not to use any critical thinking, relying on the internet's quick fix*) and to distinguish the claim from alternate or opposing claims (*There are some positives, however ... The internet can be viewed as our "extended mind"* and *As such, technology does have a good side to our thought process*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*Carr explains ... "everytime we shift our attention, the brain has to reorient itself, further taxing our mental resources"; " 'the technology distraction level is accelerating to the point where thinking deeply is difficult' "; " 'People accept what they read and believe what they see online is fact when it is not' "*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*(Text 1, lines 5-12)* and *(Text 3, line 20)*]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, with an introductory paragraph that presents the claim that the Internet has a negative impact on our thinking process, followed by two paragraphs that focus on the negative effects of the Internet (*The constant distractions hinder our thought processes* and *Our ability to think critically is also being impaired*), followed by a paragraph that acknowledges an opposing view (*There are some positives, however*), ending with a summative paragraph that reiterates the claim (*The internet clearly has a negative impact on our thinking process*). The essay establishes and maintains a formal style, using sophisticated language and structure (*technological innovations such as the internet and ubiquitous electronic devices have infiltrated our lives* and *we do not feel the need to double check the sources of the information so readily available on the internet*). The essay demonstrates control of conventions with essentially no errors, even when using sophisticated language.

In recent times, the Internet has become a more prominent topic of discussion. Millions upon millions of people use the Internet on a daily basis; it has become an integral part of life in modern society. But as this reliance on the Internet grows stronger, there have been concerns over how it is affecting our brains. Specifically, our thinking process. People such as writer Nicholas Carr believe that the Internet is diminishing our ability to think critically. To some extent, this may be true, but, overall, the Internet is beneficial to our brains and is far from being a complete deterrant to our minds.

Evidence given by those who support the Internet's negative impact focuses on the younger generations. A former English teacher named Terry Heick tells how he was shocked when he asked his students how a novel represents humanity. "Heick had intended for his students to take a moment to think, figure out what type of information they needed, how to evaluate the data and how to reconcile conflicting viewpoints. He did not intend for them to immediately Google the question" (Text 1, lines 7-11). This immediate resort to looking to the Internet for answers without a second thought does display a clear problem. The younger generations that are being raised in this era of technology and the Internet appear to have developed a reliance on it. However, the information being retrieved

can be varied, and even conflicting, which can open up new avenues of conversation. This is supported by the fact that "brain scans" suggest that searching Google actually stimulates more parts of the brain than reading a book" (Text 3, lines 52-58).

Despite the mentioned negative effect the Internet may have, the Internet holds many benefits that outweigh the cons. While it may be true that we are utilizing our long-term memory less (Text 2, line 26), the "brain power" we save by storing things such as recipes and directions is beneficial. With such "easy access to information, we have more space in our brain to engage in creative activities" (Text 1, lines 16-17). As stated in Text 2, "The Net's ability to monitor events and send out messages [is]... one of its great strengths as a communication technology" (Text 2, lines 38-39). It goes on to say how it can be personalized "to our particular needs, interests and desires" (line 41) and keeps us feeling socially active. These qualities can be quite beneficial to an individual's well-being, both mentally and emotionally. They allow the user to spend more time on more imaginative undertakings and personal interests — all while feeling a sense of belonging.

Nicholas Carr observed how "Socrates once bemoaned the rise of the written word"... and

how "15Th-century techno-skeptics fretted that the printing press would weaken people's minds" (Text 3, lines 59-61).

History has proven each of these concerns to be unwarranted. Keeping this in mind, there seems no reason that the same should prove true of the Internet. Time will prove that the Internet as well is nothing to be feared and not a negative influence. Instead, we will only continue to appreciate more and more how it can benefit our lives.

Anchor Level 5–B

The essay introduces a precise and thoughtful claim, as directed by the task (*the Internet is beneficial to our brains and is far from being a complete deterrant to our minds*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*the information being retrieved can be varied, and even conflicting, which can open up new avenues of conversation* and *They allow the user to spend more time on more imaginative undertakings and personal interests — all while feeling a sense of belonging*) and to distinguish the claim from alternate or opposing claims (*Evidence given by those who support the Internet's negative impact focuses on the younger generations* and *looking to the Internet for answers without a second thought does display a clear problem*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*This is supported by the fact that "brain scans suggest that searching Google actually stimulates more parts of the brain than reading a book"* and *With such "easy access to information, we have more space in our brain to engage in creative activities"*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*(Text 3, lines 57-58)* and *(Text 2, lines 38-39)*]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, with an opening paragraph that introduces both sides of the debate on the impact of the Internet with a claim that the Internet is *beneficial to our brains*, followed by a paragraph that analyzes and then refutes a counterclaim, moving to a body paragraph that supports the claim (*These qualities can be quite beneficial to an individual's well-being, both mentally and emotionally*) and then a conclusion that summarizes and reiterates the claim (*Time will prove that the Internet is nothing to be feared and not a negative influence*). The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*Millions upon millions of people use the Internet on a daily basis; it has become an integral part of life in modern society*). The essay demonstrates control of conventions, exhibiting occasional errors (*brains. Specifically; People such as writer Nicholas Carr believe; deterrant*) only when using sophisticated language.

The access to any information through internet search engines like Google has become more more and more easier. Some people believe that this accessibility hinders our original thought process. This is a burning issue as others argue that the use of technology only makes our life simpler and saves time. However, it is undeniable that Internet has a negative impact on our thinking process.

Internet seems to affect our brains in a way that makes us to be inco inconsistent with our tasks. In Text 1, writer Nicholas Carr says, "... what the (Internet) seems to be doing is chipping away my capacity for concentration and contemplation" (lines 24-25) This shows how excessive use of internet leads to loss of concentration which is necessary to accomplish any work successfully and on time. The idea of harmful effects of internet use has been emphasized more in Text 2 when the writer says, "When we go online, we enter an environment that promotes cursory reading, hurried and distracted thinking, and superficial learning. Even as the Internet grants us the easy access to vast amounts of information,

it is turning us into shallower thinkers, literally changing the structure of our brain." (Lines 4-8) This shows how internet browsing is detrimental to thorough analysis and critical thinking. The demerits of internet usage tend to overcast the merits.

Some might think that gathering a massive amount of information helps us gain knowledge and enrich our horizons. However, it might have the opposite outcome. As Text 4 says, "The wealth of communication and information can easily overwhelm our reasoning abilities. What's more, it's ironic that 'ever-growing piles of data and information do not equate to greater knowledge and better decision making." (Lines 8-10) This ~~it~~ is similar to the idea of option ~~███~~ paralysis. Just how too much options paralyze us to choose the right one, too much information makes us confused about its usage.

Opponents argue that Internet ~~████~~ changes our lifestyle, ability to think and process, but in a very positive way. They believe that if changes didn't happen, there would be no civilization. And internet and technology are just another integral

part of civilization. In Text 3, it says, "Long before that, Chalmer says, the advent of oral language might well have reshaped our cortexes to the detriment of some primitive sensory capacities or modes of introspection. "Maybe the Nicholas Carr of the day said, 'Hey, language is making us stupider,' Chalmer jokes." (Lines 64-67) In this quote, Chalmer is criticizing Nicholas Carr in Text 1 for questioning if Internet is making us stupid. Even though, Chalmer's reasoning might sound convincing, but the negative impacts of internet can never be ignored.

Internet is a blessing in our modern life as it has made the world smaller and accessible. But it is responsible for ruining our creativity, authenticity and thought process.

Anchor Level 5–C

The essay introduces a precise and thoughtful claim, as directed by the task (*it is undeniable that Internet has a negative impact on our thinking process*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*This shows how excessive use of internet leads to loss of concentration which is necessary to accomplish any work successfully and on time* and *Just how too much options paralyze us to choose the right one, too much information makes us confused about its usage*) and to distinguish the claim from alternate or opposing claims (*Opponents argue that Internet changes our lifestyle, ability to think and process, but in a very positive way*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*"...what the (Internet) seems to be doing is chipping away my capacity for concentration and contemplation"* and *"The wealth of communication and information can easily overwhelm our reasoning abilities. What's more, ... piles of data and information do not equate to greater knowledge and better decision making"*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*In Text 1,… (Lines 24-25)* and *Text 2 … (Lines 4-8)*]. The essay exhibits acceptable organization of ideas and information to create a coherent essay, with an opening paragraph that presents both sides of the issue and states the claim that the *Internet has a negative impact*, followed by two body paragraphs that support the claim and one that presents and refutes a counterclaim, and a concluding paragraph of summation (*But it is responsible for ruining our creativity, authenticity and thought process*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Some people believe that this accessibility hinders our original thought process* and *Some might think that gathering a massive amount of information helps us gain knowledge and enrich our horizon*) with some lapses (*our life, much* for "many"). The essay demonstrates partial control of conventions, exhibiting occasional errors [*more and more easier; (Lines 24-25) This; civilization. And; Even though, Chalmer's reasoning*] that do not hinder comprehension.

As technology is advancing, people are depending more on it. Technology is a huge part in everyday life. This includes the internet which many people use everyday. The internet can affect our brains and body in many ways. The internet has a negative impact on our thinking process, because it can distract one's thinking process and it leads to cognitive overload.

The distraction of one's thinking process and cognitive overload is caused by the internet. For instance, when using the internet, "we go online enter an environment that promotes cursory reading, hurried and distracted thinking, and superficial learning." (Line 4-6, Text 2) This clearly shows that using the internet can make people less intelligent and shallow thinkers. Moreover, the internet is decreasing peoples' thinking and understanding skills and this also changes "the structure of our brain." (Text 2, Line 7). Also, as studies are showing, "what the [Internet] seems to be doing is chipping away my capacity for concentration and contemplation." (Text 1, Lines 24-25) This shows that the internet is making people lose their concentration unquestionably and it is also taking away the peoples' brain space.

Using the internet had a negative impact on the brain as it leads to cognitive overload. For example, "when the load exceeds our mind's ability to process and store it, we're we're unable to retain the information or to draw connections with other memories." (Text 2, Lines 26-27) This obviously shows that the internet leads to cognitive overload, because when one using the internet, a person takes a lot of information

at once, the person's ability to understand becomes weak. All this leads to cognitive overload." which is bad In addition, studies are showing that "switching between just two tasks can add substantially to our cognitive load, impeding our thinking and increasing the likelihood ~~tot~~ that we'll overlook or misinterpret important information" (Lines 34-36, Text 2). This undoubtedly shows that using the internet where people do several ~~things~~ tasks at once ~~increases~~ adds to their cognitive load.

Despite the fact that the internet has many negative effects, some people still believe ~~a~~ that the internet has a positive impact on our thinking process. For example, people may think this because if people ~~turn off~~ don't use the internet, they "risk feeling out of touch ~~and~~ or even socially isolated." (Text 2, Lines 43-44). This is true because many people use the internet or social media to ~~communic~~ communicate ~~and~~, connect with people and learn about news. Although this may be true, the internet still has a lot more negative effects rather than ~~positive~~ effects. For instance, "we increasingly suffer from Google syndrome. People accept what they read and believe what they see online is fact when it is not." (Text 4, Lines 28-29). This shows that the internet is a dangerous place especially for children as they ~~so~~ believe news on the internet that are false. These false news ~~A~~ can affect their brain into thinking its true ~~and can~~ and that ~~false~~ causes a negative impact on their brain.

The internet causes a negative impact on peoples' thinking process because it distracts the thinking process, ~~decr~~ decreases ~~the~~ understanding skills and leads to

cognitive processes. The internet does have positive things ~~that it~~ like helping people receive information and communicate. However, the negative outweighs the positive as the internet has false information, decreases a person's ability to understand and analyze, and eliminates the process of critical thinking.

Anchor Level 4–A

The essay introduces a precise and thoughtful claim, as directed by the task (*The internet has a negative impact on our thinking process, because it can distract one's thinking process and it leads to cognitive overload*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*This clearly shows that using the internet can make people less intelligent and shallow thinkers;* [and it decreases] *people's thinking and understanding skills; the person's ability to understand becomes weak*) and to distinguish the claim from alternate or opposing claims (*Despite the fact that the internet has many negative effects, some people still believe that the internet has a positive impact on our thinking process*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*For instance, when using the internet, "we enter an environment that promotes cursory reading, hurried and distracted thinking, and superficial learning"* and *studies are showing that "switching between just two tasks can add substantially to our cognitive load, impending our thinking ... we'll overlook or misinterpret important information"*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*(Text 2, Lines 26-27)* and *(Text 4, Lines 28-29)*]. The essay exhibits acceptable organization of ideas and information to create a coherent essay, first introducing the claim, then following with two body paragraphs supporting the claim (*The distraction of one's thinking process and cognitive overload is caused by the internet* and *Using the internet had a negative impact on the brain as it leads to cognitive overload*) and a paragraph addressing the counterclaim, ending with a summative conclusion (*However, the negative outweighs the positive as the internet has false information, decreases a person's ability to understand and analyze, and eliminates the process of critical thinking*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*This undoubtedly shows that using the internet where people do several tasks at once adds to their cognitive load*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*process, because; process and it; learning." (Line 4-6, Text 2) This; load, because when; news ... that are; These false news; thinking its true*) that do not hinder comprehension.

Now a days we all walk around with our smart phones in hand. that mean easy internet access. Internet is taking over most of our lives, our thinking processes included. Internet use is ruining our intellectual capabilities and should therefore be limited. As it says in passage [Text 2] lines 59-60 "Dazzled by the Nets treasures, we are blinded to the damage we may be doing to our intellectual lives." The internet may seem great, however it's leaving its negative mark on all our brains.

"Some argue that with easy access to information, we have more space in our brain to engage in creative activities, as humans have in the past" (text 1, lines 16-17) People believe the internet gives us easy access to information, freeing up our time and allowing us to do other things. However, as it says in text 2, lines 6-7 "Even as the internet grants us easy access to vast amounts of information, it is turning us into shallower thinkers, literally changing the structure of our brain." Yes its a quicker way to get hold of information, but its also a quicker way to deteriorate their a persons brains and thinking capacity. the Internet is quick to get you information, however it simultaneously is slowing you down.

The use of the internet, is making it hard for children to stay focused and concentrate. It's so immediate and fast paced that there is no such thing nowadays as taking time to analize and think. Children want an immediate correct response. "... what the internet seems to be doing is chipping my capacity for concentration and contemplation." wrote Carr in text 1, lines 24-25. People expect and immediate response always, but thats in truth not how life works.

"The problem is that skimming is becoming our dominant mode of thought." (Text 2, lines 57-58) & Everyone must have the skill of skimming things over quickly, but with the internet, its the only think we do know. Children have a hard time reading through long passages and processing it all. They can't understand long articles because theyre used to getting points that are short and concise off the internet. Limiting internet use would allow us to learn how to fully read through material again.

Due to alot of internet use, people get distracted easily, and almost have no thinking time. Attention spans have shortened and people are online so often they forget how to just be alone thinking and coming up with ideas. "the technology distraction level is accelerating to the point where thinking deeply is difficult." (Text 4, lines 26-27) What a scary thought. It just cycles to show how the internet is controlling most peoples lives. They dont know how to think, spend time alone, reflect on their past or dream about their future. People no longer know themselves well because they spend more time online the alone.

Limiting internet use, can limit the deterioration of our intellectual capacity, and therefor it should be limited. With less internet time we people can start focusing again on reality, reading long lengthy writings with patience and interest and most importantly people can begin to think again. If internet use is limited, people will once again be smart; As of now, our phones are smart, the people holding them aren't. And its their own fault.

Anchor Level 4–B

The essay introduces a precise claim, as directed by the task (*Internet use is ruining our intellectual capabilities and should therefor be limited*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*The use of the internet, is making it hard for children to stay focused and concentrate* and *Attention spans have shortened and people are online so often they forget how to just be alone thinking and coming up with ideas*) and to distinguish the claim from alternate or opposing claims (*Yes its a quicker way to get hold of information but its also a quicker way to deteriarate a persons brain and thinking capacity*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*"Even as the internet grants us easy access to vast amounts of information, it is turning us into shallower thinkers, literally changing the structure of our brain"* and *"The problem is that skimmy is becoming our dominant mode of thought"*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*in Text 2, lines 59-60* and *(text 4, lines 26-27)*]. The essay exhibits acceptable organization of ideas and information to create a coherent essay, first introducing the claim, then following with a paragraph that focuses on a counterclaim (*People believe the internet gives us easy access to information, freeing up our time and allowing us to do other things*) and three paragraphs that recognize the Internet's effect on children, the problem of skimming, and the lack of *thinking time*, concluding with a summative paragraph that suggests a remedy (*Limiting internet use, can limit the deteriaration of our intellecual capacity and therefor it should be limited*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Limiting internet use would allow us to learn how to fully read through material again* and *What a scary thought*) with a few exceptions (*and* for "an", *only think, alot, online the alone*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*that mean; Nets treasures; however its leaving; cant; peoples lives; dont; use, can; deteriaration; intellecual capacity and therefor it*) that do not hinder comprehension.

Many may believe that the internet has a negative impact on our thinking process. Does it really? The internet helps people to be more aware of information that may be needed for school or work. It also boosts up a person in wanting to learn. On the other hand, Some say technology is a distraction.

The internet does not harm people and their everyday life. It actually helps people to receive information that they'll need for business. In text 2, lines 41 through 43, it states "we want to be interrupted, because each interruption - email, tweet, instant message, RSS [really simple syndication] headline - brings us a valuable piece of information." This quote basically explains that technology & internet allows people to be able to prepare or be ready for something that can possibly change their life.

Many says that we do not learn anything from the internet, but is that true? The internet encourages us to want to learn something because we also get to do what we love, for instance listening to music. In text 3, lines 57-58, it states "There may be some truth in that, though brain scans suggest that searching Google actually stimulates more parts of the brain than reading a book". This quote says that google is actually what has the brain function more than books.

On the otherhand, many believe the internet is frying our brains. They believe that its a distraction for us. In text 1, lines 38-39, "For small, the problem for younger people is the overuse of the technology that leads to distraction. Otherwise, he is so excited for the new innovations in technology." These lines basically say that because of our interest in new technology, we are distracted.

So, think about it now does technology or the internet impact our life negatively. The internet is something we should be happy about having because it improved the way of life as being prepared for business or school.

Anchor Level 4–C

The essay introduces a precise claim, as directed by the task (*The internet does not harm people and their everyday life*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*This quote basically explains that technology & internet allows people to be able to prepare or be ready for something that can possibly change their life* and *This quote says that google is actually what has the brain function more than books*) and to distinguish the claim from alternate or opposing claims (*Many says that we do not learn anything from the internet, but is that true?*). The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*brain scans suggest that searching Google actually stimulates more parts of the brain than reading a book* and *small … is excited for the new innovations in technology*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*In text 2, lines 41 through 43* and *In text 1, lines 38-39*). The essay exhibits acceptable organization of ideas and information to create a coherent essay, with an opening paragraph that introduces positive attributes of the Internet and leads to the claim, followed by three paragraphs that identify opposing views and address them, ending with a summative paragraph (*The internet is something we should be happy about having because it improved the way of life as being prepared for business or school*). The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*It also boosts up a person in wanting to learn; &; frying our brains; So, think about it*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*recieve; for instance listening; its; it how; our life negatively. The*) that do not hinder comprehension.