

FOR TEACHERS ONLY

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

ELA

ENGLISH LANGUAGE ARTS

Tuesday, January 23, 2024 — 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 <https://www.nysed.gov/state-assessment/high-school-regents-examinations> and select the link "Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents Examination period.

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

ENGLISH LANGUAGE ARTS

Mechanics of Rating

Scoring the Multiple-Choice Questions

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

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

Rating of Essay and Response Questions

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

Introduction to the Tasks

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

Introduction to the Rubric and Anchor Papers

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



**New York State Regents Examination in English Language Arts
Part 2 Rubric**

Writing From Sources: Argument

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

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

Millions of students across the nation read the classic works of Dickens, Fitzgerald, Shakespeare, and many more famous authors. However, the basic principle of whether these classic works should be required reading in schools is being constantly debated in modern day. While some students may not prefer canon literature, it should still remain as an integral part of the English curriculum to promote growth.

One of the main issues with student-based choice in English classrooms is that many students only choose one specific author or genre to read, or they choose a topic they are already knowledgeable about. Holly Korbey perfectly displays this when she shares educator Doug Lemov's observations of a choice-based English class in a special school for elite soccer players. While there, he noted several students were reading books about soccer, a subject they already were well versed in. His response to this was that this approach is based on two false assumptions: "First, that adolescents know enough about books to know what they like to read; and second, that there's greater power in the freedom to 'do your own thing' rather than in developing a deep understanding of what you're reading" (Text 1, lines 49-51). If students only continue to read about what they already know or have a personal interest in, where is there room for growth? Reading the classics can introduce them to new worlds, new ideas, and a more sophisticated vocabulary. This, in turn, will lead to more rounded individuals ~~and with them~~ who are more readily prepared for future experiences.

Sally Law elaborates further on this when she states, "One of the challenges teachers face is the need to edge learners beyond their comfort zones but in doing so, we challenge their

thinking and we bolster their confidence to become even more skilled in the use of their own language" (Text 3, lines 25-27).

If students only pick easy or even mildly challenging books, their vocabulary and overall intelligence or insight will remain stagnant. The adolescent brain requires stimulation and challenge, and presenting classic literature with its unfamiliar people and places and the customs and languages that go with them will fill this need. It allows the student to go above and beyond and rewards them with a sense of accomplishment when the challenge has been met.

However, there are those who argue otherwise. A frustrated English teacher named Jarred Amato surveyed his students and found many students "almost never read outside of school" and "felt like the books they were assigned at school didn't reflect their experiences, and featured characters who didn't look, think, or talk like them" (Text 2, lines 15-18). As a result, he replaced the classic novel with a graphic novel dealing with a more modern topic on the civil rights movement to help eliminate what author Holly Korbey calls a "disconnect" (Text 2, line 19).

~~Students and just that a student~~ An effective educator should be able to take a classic like

Huckleberry Finn or To Kill a Mockingbird and show how such issues are not new. In fact, author Sally Law reasonably counters Amato's and Law's conclusions when stating,

"Understanding a story through the experiences of a character enables us to feel what it could have been like and helps us consider the impact of events, significant or otherwise, on ordinary people. Gaining a broad view of society, through the eyes of another, fosters understanding, tolerance and empathy

and the value of these capacities cannot be underestimated in today's world." (Text 3, Lines 29-33). She further states, "Understanding the past does, we hope, prevent us from repeating the mistakes of our predecessors... it helps us appreciate how attitudes have changed over time... and, in turn, promotes a deeper understanding of why we are who we are today" (Text 3, Lines 34-36). This is what makes the classics so worthwhile. They allow us to go beyond our little present and limited lives and to see the "big picture" of how the past and present do connect, rather than disconnect and how ideas have both grown and remain the same.

Even though when an Iowa State assistant professor surveyed her students and they responded that the classic texts they had read were "bland and ineffective" and they couldn't "relate to any of it", they had to admit them to be "timeless" and important "to improve upon their reading and writing skills" (Text 4, Lines 31-35).

Perhaps if they tried a little harder, they could find ways to relate and understand why this makes them "timeless" and why English classes do need to continue with a focus on the classics.

Anchor Level 6–A

CONTENT AND ANALYSIS:

- The essay introduces a precise and insightful claim, as directed by the task (*While some students may not prefer canon literature, it should still remain as an integral part of the English curriculum to promote growth*).
- The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*If students only continue to read about what they already know or have a personal interest in, where is there room for growth?* and *The adolescent brain requires stimulation and challenge, and presenting classic literature with its unfamiliar people and places and the customs and languages that go with them will fill this need*) and to distinguish the claim from alternate or opposing claims (*However, there are those who argue otherwise* and *Even though when ... surveyed ... students ... responded that the classic texts they had read were “bland and ineffective” and they couldn’t “relate to any of it”, they had to admit them to be “timeless” and important “to improve upon their reading and writing skills”*).

COMMAND OF EVIDENCE:

- The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*While there, he [Doug Lemov] noted several students were reading books about soccer, a subject they already were well versed in and Sally Law reasonably counters ... stating, “Understanding a story through the experiences of a character enables us to feel what it could have been like and helps us consider the impact of events, significant or otherwise, on ordinary people*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*(Text 3, Lines 25–27)* and *(Text 4, Lines 31–35)*]

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, first introducing the issue and a claim in favor of *classic works* remaining as *required reading in schools*, followed by one paragraph that supports the claim (*It allows the student to go above and beyond and rewards them with a sense of accomplishment when the challenge has been met*) and then a paragraph that presents the counterclaim (*“many students ... felt like the books ... didn’t reflect their experiences, and featured characters who didn’t look, think, or talk like them”*) and rebuts it (*An effective educator should be able to take a classic ... and show how such issues are not new*), concluding with a reaffirmation of the claim (*English classes do need to continue with a focus on the classics*).
- The essay establishes and maintains a formal style, using sophisticated language and structure (*If students only pick easy or even mildly challenging books, their vocabulary and overall intelligence or insight will remain stagnant* and *They allow us to go beyond our little present and limited lives and to see the “big picture” of how the past and present do connect, rather than disconnect and how ideas have both grown and remain the same*).

CONTROL OF CONVENTIONS:

- The essay demonstrates control of the conventions with essentially no errors, even with sophisticated language.

Reading classics has always been guaranteed in middle and high school English classes. However, society is constantly changing and aiming to include diverse perspectives. Therefore, the English curriculum should not solely focus on the classics.

When students hear "classics in an English class, they are not immediately excited. They know that the book and perspective will be mostly limited to reflect that of a white male. Including a diverse text can expose "students to different lifestyles and cultures that they wouldn't normally be exposed to" (Text 2, lines 21-22). This exposure can help students learn about something they've never thought about and have an urge to continue to read and grasp a better understanding of. ~~Instead~~ students may begin to view reading not as a chore, but as an enjoyable activity. The more students discover something new as they flip through the pages, the more likely they'll remain engaged throughout the reading. Additionally, students feel as though the classics do not "reflect their experiences, and featured characters who didn't look or talk like them" (Text 1, line 18). A lack of representation in classic books limits students to a certain perspective that may not be expressed by a diverse community surrounding them. Not seeing characters or plots that share some similarities with their own experiences reduces the likelihood of a student wanting to be fully engaged because (s)he knows it will be the same, confirmed perspective. As a result, diverse books become more appealing to students since they'll never know what may be lying on the next page.

Empathy is an essential character trait – especially for high school students who are diving into new experiences. With diverse books, students will be able to look into someone else's life and build empathy. This has been proven by a 2013 study in which it was "discovered that when readers visualize scenes while reading, there is an actual and measurable surge of empathy" (Text 2, . Diverse books can express unique experiences that help students visualize what a fellow peer may have been or is going through. This new-found awareness allows for classmates to take into consideration different perspectives from stronger connections. Furthermore, diverse books are a great tool to help readers "wrestle with and apply new critical lenses to their educational experiences and the world around them," (Text 4, lines 29-30). In other words, students are able to gain a better understanding of their diverse community and what may be happening around them. As more students become aware of these unique experiences, more connections are made that ensure they will prosper when they leave high school and head into the "real world".

Some may argue that reading classics is known to boost higher-level reading skills – which readers may not gain through typical YA books. For instance, many classics are known to "help boost students comprehension and reading proficiency," (Text 1, lines 39-40). Classics are highly regarded this way because they typically contain language from 50-100 years ago. It's not fair,

however, to compare a modern text with one that dates back years ago. The language and style are clearly going to be distinct, but that does not mean that diverse books will not boost reading skills. In fact, complex characters, plots, and experiences can make reading more enriching for students. As for language, diverse books often offer a variety of dialects, foreign phrases and such, allowing the students further awareness and growth in understanding the world they live in.

As author Tiffany Browlee stated, "When the teen can relate to what they're reading through the characters (with an emphasis on characters with diverse backgrounds), settings, or topics discussed in the book, it suddenly becomes so much more engaging for them" (T2, lines 50-52). Isn't this what classroom literature should be focussed on?

Diverse books will get students reading again and appreciating literature which should be the goal of every English class.

Anchor Level 6–B

CONTENT AND ANALYSIS:

- The essay introduces a precise and thoughtful claim, as directed by the task (*society is constantly changing and aiming to include diverse perspectives. Therefore, the English curriculum should not solely focus on the classics*).
- The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*This exposure can help students learn about something they’ve never thought about and have an urge to continue to read and grasp a better understanding of; A lack of representation in classic books limits students to a certain perspective that may not be expressed by a diverse community surrounding them; In other words, students are able to gain a better understanding of their diverse community and what may be happening around them*) and to distinguish the claim from alternate or opposing claims (*Some may argue that reading classics is known to boost higher-level reading skills — which readers may not gain through typical YA books*).

COMMAND OF EVIDENCE:

- The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*Additionally, students feel as though the classics do not “reflect their experiences, and featured characters who didn’t look or talk like them” and Furthermore, diverse books are a great tool to help readers “wrestle with and apply new critical lenses to their educational experiences and the world around them”*).
- The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 2, lines 21–22*) and (*T2, lines 50–52*)] and omitting wording from direct quotes (*look or talk and reading, there*).

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, with an opening paragraph that introduces the topic and claim, a second paragraph that presents and explains the benefits of the reading of a *diverse text*, a third paragraph that places a focus on the creation of empathy (*With diverse books, students will be able to look into someone else’s life and build empathy*) and is followed by a fourth paragraph that addresses the opposing claim. The essay concludes with a final paragraph that reaffirms reasons for having diverse books in the English curriculum.
- The essay establishes and maintains a formal style, using sophisticated language and structure (*Diverse books can express unique experiences that help students visualize what a fellow peer may have been or is going through and As more students become aware of these unique experiences, more connections are made that ensure they will prosper when they leave high school and head into the “real world”*).

CONTROL OF CONVENTIONS:

- The essay demonstrates control of conventions with essentially no errors, even when using sophisticated language.

The "classics" have been praised for decades in classrooms across America. The works of these "great" writers have been revered, and students grow to learn that these, typically white male authors, are ~~historie~~ history's respected and "true" authors. The education system is perpetuating this idea as only some voices and perspectives are being represented in the classroom. While ~~only~~ focusing on only this section of literature, students are missing out on all there is to gain from literature around the world. There is a vast world of writing that still remains undiscovered by America's students.

While much can be said while analyzing Shakespeare, Chaucer, and Dickens, students do not form connections to this type of writing. Educators argue that "students would be more engaged if they saw themselves represented in literature" (text 2, lines 11-12). Reading becomes unenjoyable when students feel they have to force themselves to read a piece of writing written hundreds of years ago by someone they cannot relate to. However, when students are given the opportunities to

discover authors from all kinds of backgrounds and cultures, many will be able to better engage with the writing and its characters. What students read in class should accurately reflect the diversity of communities and include representation of all ages, races, religions, genders, sexual orientations, disabilities, and the unique experiences that make up every individual.

This system that is deeply rooted in society, that things should be done just as they always have been, is apparent in this country's education system. Iowa State University's assistant principal is shining a light on this issue as she examines the reason why these "classics" are so valued in schools. She argues that "This lack of questioning also normalizes the experiences of students who belong to dominant groups" (text 4, lines 12-13).

~~As a~~ Throughout the years, ~~works~~ works of white European men have been made the normal and the ideal school book. Educators have followed along with this idea, until quite recently. Now, educators are realizing that this small group

of privileged people do not accurately represent the student body or this country's population. Writer Sally Law believes that this type of literature provides students with "the wealth of knowledge, enjoyment, and sense of heritage and history" (text 3, line 38). However, this is completely untrue for a large portion of ~~the~~ young students in America. This assumption, that all students can gain a sense of heritage from these "classics" is what perpetuates the idea that there is only one correct perspective.

The value of representation in literature and the media of all individuals is invaluable compared to the value of the "classics." All students should have the right to thrive in school as they see themselves represented in works of literature. This connection creates a whole new level of deeper learning and engagement.

Anchor Level 5–A

CONTENT AND ANALYSIS:

- The essay introduces a precise and thoughtful claim, as directed by the task (*While focusing on only this section of literature [the classics], students are missing out on all there is to gain from literature around the world. There is a vast world of writing that still remains undiscovered by America’s students*).
- The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*Now, educators are realizing that this small group of privileged people do not accurately represent the student body or this country’s population and This assumption, that all students can gain a sense of heritage from these “classics” is what perpetuates the idea that there is only one correct perspective*) and to distinguish the claim from alternate or opposing claims (*Writer Sally Law believes that this type of literature [the classics] provides students with “the wealth of knowledge, enjoyment, and sense of heritage and history”*).

COMMAND OF EVIDENCE:

- The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*“Students would be more engaged if they saw themselves represented in literature” and she argues that “This lack of questioning also normalizes the experiences of students who belong to dominant groups”*), although it mistakenly refers to Iowa State University’s assistant professor as the *assistant principal*.
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(text 2, lines 11–12) and (text 3, line 38)].

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, with an opening paragraph that presents the issue with a claim against focusing on the classics in the English curriculum, followed by two paragraphs explaining why reading contemporary books instead of the classics gives students *the opportunities to discover authors from all kinds of backgrounds and cultures* as well as learn about *the unique experiences that make up every individual* and refuting a counterclaim that students learn about their *heritage and history* from the classics as *completely untrue for a large portion of young students*. The essay concludes with a reaffirmation of the claim that contemporary literature *creates a whole new level of deeper learning and engagement*.
- The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*The education system is perpetuating this idea as only some voices and perspectives are being represented in the classroom and The value of representation in literature and the media of all individuals is invaluable compared to the value of the “classics”*).

CONTROL OF CONVENTIONS:

- The essay demonstrates control of conventions with essentially no errors (*privileged*), even with sophisticated language.

Ever since English has been taught in schools books have been an important source of learning and understanding grammar, spelling, and structure of sentences. Many genres of books exist such as drama, or mystery. Any of them can be studied in school education but one is more studied than the rest. This is the classics, old books that have been written and remembered throughout time. While these books have aged greatly they can still bring lots of knowledge and experience into the classroom.

The classics are books that, since they were written long ago, sometimes have different words in English that are not as common in normal speech today, thus students in school might have trouble understanding what they mean. This on the other hand can bring the opportunity to learn the new words and understand complex topics. From Text 1, lines 39 to 41, "While not all books are enjoyable (or easy) to read, challenging books help boost students' comprehension and reading proficiency, they argue, and force them to grapple with difficult, timeless questions about love, life, and death, and societal dynamics." Old books were naturally written with a complex style of English that is difficult to recreate in new books.

The older books have information about old events and concepts at the time that could be difficult to imagine today. Our thoughts and acceptance have greatly evolved since then and are still growing more today. While not all these concepts are accepted it is important to know where they came

from, In Text 3, lines 34 to 36, "Understanding the past does, we hope, prevent us from repeating the mistakes of our predecessors, but, more than that, it helps us appreciate how attitudes have changed over time. This, in turn, promotes a deeper understanding of why we are who we are today." Past writing may be outdated but that's the point of it, to analyze and dissect what was thought back then.

The ideas of the past are a great way for students to comprehend advanced topics that could help them later in life. Creating arguments and debating are a part of life that can be understood from these texts. From Text 4, lines 28 to 30 "but we must still create opportunities for students to learn, wrestle with and apply new critical lenses to their educational experiences and the world around them." It's important that all students earlier and later in education figure out how to think outside the box and challenge current knowledge because how can a person think of something different without knowing the old?

While yes the classics are meant to understand the past some people say that this is the reason they're unnecessary. In Text 1, lines 17 and 18, "Many students felt like the books they were assigned at school didn't reflect their experiences, and featured characters who didn't look, think, or talk like them." This is true about these books but it is also the part that makes them good in learning systems. Learning about characters who are different is what can improve

and broaden your scope of different personalities and ideas. The old stories can increase creativity and maybe influence others to write about something new, while it is not what students and people are like today, it can still be a learning opportunity.

Anchor Level 5–B

CONTENT AND ANALYSIS:

- The essay introduces a precise and thoughtful claim, as directed by the task (*While these books [the classics] have aged greatly they can still bring lots of knowledge and experience into the classroom*).
- The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*This on the other hand can bring the opportunity to learn the new words and understand complex topics* and *It's important that all students earlier and later in education figure out how to think outside the box and challenge current knowledge*) and to distinguish the claim from alternate or opposing claims (*While yes the classics are meant to understand the past some people say that this is the reason they're unnecessary*).

COMMAND OF EVIDENCE:

- The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*"But we must still create opportunities for students to learn, wrestle with and apply new critical lenses to their educational experiences and the world around them"* and *"Many students felt like the books they were assigned at school didn't reflect their experiences and featured characters who didn't look, think, or talk like them"*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*From Text 4, lines 28 to 30* and *In Text 1, lines 17 and 18*).

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, with an introductory paragraph that presents a claim in favor of keeping classic literature the focus of English curriculums, followed by three paragraphs of support focusing on the benefits of using the classics (*Past writing may be outdated but that's the point of it, to analyze and dissect what was thought back then*) and concludes with a paragraph that addresses a counterclaim and reiterates the claim (*while it is not what students and people are like today, it can still be a learning opportunity*).
- The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Old books were naturally written with a complex style of English that is difficult to recreate in new books* and *The old stories can increase creativity and maybe influence others to write about something new*).

CONTROL OF CONVENTIONS:

- The essay demonstrates partial control of conventions, exhibiting occasional errors (*taught in schools books; genres; drama, or; education but one is; This on the other hand can; opportunity; dissect; unnecessary; your*) that do not hinder comprehension.

As the struggle to get students to read and the diversity of the books around increase, the English curriculum should not focus on the classic works of literature. Despite there being benefits to reading classics such as "The Great Gatsby" and "Lord of the Flies", reading itself has been a diminishing activity in today's world and to ~~reach~~ get students to read more and understand different viewpoints in the art of literature, the school boards should ~~also study~~ not focus on the classics in the English curriculum.

Reading ~~itself~~ ^{itself} has been a struggle in today's world, students do not read the classics that are assigned to them. The point of reading the classics is to read and improve your literature with them, but how is that ~~possible~~ possible when students do not read them in the first place? "Many students set like the books they were assigned at school didn't reflect their experiences, and featured characters who didn't look, think or talk like them (Text 1 line 17-18). This quote shows that the students have no interest in reading because they do not relate or connect with the art itself. In order for them to gain a passion in reading and more importantly get better in the aspect of literature, students have to start reading books about what interests them. ~~The~~ Having said this, students will gain an interest for reading and read more. Assigning students the classics will not get them motivated or to learn any literature which would just be a lost cause since they won't read. English curriculum should not force the classics on the students because chances are they will not read it.

Classics have also been written in the same viewpoint as they were all written by white males. History and literature sees

no color one should touch all viewpoints. The increase in diversity in books whether it be authors or more. The increase of diversity is needed in the art of literature. It's important that more books by authors of color featuring diverse characters make it into schools because all students should be able to relate to the characters in novels and see that their culture is being represented in literature. (Text 2 lines 16-19). This is a solid reason to let students choose their own books and get to know more things about themselves and others from different cultures and experiences. Literature is an art of the world and it should not be limited to only the classics. The classics do provide a strong base to the students. The classics do apparently "read four to eight times the payoffs compared to students' choosing books" (Text 1 lines 54-55). But the truth about literature is that it is more about connection to the reader and knowledge. Limiting the students to classics will only decrease the connection they have and stop them from learning more about the world and other cultures and more importantly things that relate to them. Jeanne Dychy, assistant professor in Iowa State University's school of Education surveyed ~~the~~ students on the classic texts ~~the~~ the students were reading and "In their responses, students described the texts as 'bland and ineffective' (Text 4 lines 32-33). This shows that the texts ~~have~~ are no connecting to the reader and not gaining their interest. Focusing on the classics has ~~been~~ decreased the will to read and allowing students to choose what they

~~The biggest advantage~~ read will ultimately give more to literature ~~because~~ since they will actually partake in the reading. Having students read what they want exposes them to more things than sticking to the classics. Literature is the art of the world and should not be held to only the classics in the English curriculum.

Anchor Level 4–A

CONTENT AND ANALYSIS:

- The essay introduces a precise and thoughtful claim, as directed by the task (*As the struggle to get students to read and the diversity of the books around increase, the English curriculum should not focus on the classic works of literature*).
- The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*This quote shows that the students have no interest in reading because they do not relate or connect with the art itself and This is a solid reason to let students choose their own books and get to know more things about themselves and others from different cultures and experiences*) and to distinguish the claim from alternate or opposing claims (*The classics do provide a strong base to the students ... But the truth about literature is that it is more about connection to the reader*).

COMMAND OF EVIDENCE:

- The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*“Many students felt like the books they were assigned at school didn’t reflect their experiences, and featured characters who didn’t look, think or talk like them and Jeanne Dyches ... surveyed students on the classic texts the students were reading and “In their responses, students described the texts as ‘bland and ineffective’*).
- The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*(Text 2 lines 16–19)* and *(Text 4 lines 32–33)*].

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits acceptable organization of ideas and information to create a coherent essay, opening with a paragraph that introduces the issue and a negative claim of not focusing *on the classics in the English curriculum*, followed by a supportive paragraph that discusses how *in order for them to gain a passion in reading ... students have to start reading books about what interests them*. A third paragraph addresses the need for *diversity* in order to create a *connection* between the literature and the student while also presenting a counterclaim, which it refutes, and is followed by a paragraph of summation.
- The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Reading itself has been a struggle in today’s world* and *Having said this, students will gain an interest for reading and read more*), although some imprecision exists (*The increase in diversity in books whether it be authors or more, to for “for”, on for “about” and then for “than”*).

CONTROL OF CONVENTIONS:

- The essay demonstrates partial control of the conventions, exhibiting occasional errors (*increase; literature: the; students ... your; “Many ... them (text; History and Literature sees; apparently, ultimately)*) that do not hinder comprehension.

English curriculums should focus on the classics because they are challenging, diverse, and explain history.

The classics challenge us to think about what we are reading. "Challenging books help boost students' comprehension and reading proficiency..." (Korbey 39-40). By engaging our mind, students will start to develop faster. By challenging students they will focus and try and understand the text. "... developing a deep understanding of what you're reading..." (Korbey 51). Understanding the text in a deeper way is what the author is trying to get you to do.

Classic literature can also be diverse. They help explain other cultures. "... the opportunity to understand, analyse, and evaluate language quite different from their own." (Law 17-18). Classic literature is from many different time periods and cultures. Learning about how they lived creates empathy for them. The way they talked in different time periods helps us understand our language and where it came from. "Gaining a broad view of society, through the eyes of another, fosters understanding, tolerance, and empathy..." (Law 31-32).

Focusing on the classics gives a diverse understanding of literature.

The classics can also teach us history. "it helps us appreciate how attitudes have changed over time!" (Law 35-36). We can start to see why we are who we are. We can understand our past in hopes not to repeat it.

Although we can relate more to books of our choosing it will not help us understand where our literature came from. "Relatable topics and topics of personal interest get teens to put down their phones and pick up a book." (Text 2 46-47). We can

still relate to people in our past by putting ourselves in their shoes." Understanding a story through the experiences of a character enables us to feel what it could have been like and helps us consider the impact of events,..." (Text 3 29-31).

English curriculums should focus on the classic because it will challenge us, help us understand different cultures, and teach us history.

Anchor Level 4–B

CONTENT AND ANALYSIS:

- The essay introduces a precise claim, as directed by the task (*English curriculums should focus on the classics because they are challenging, diverse, and explain history*).
- The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*The way they talked in differnt time periods helps us understand our language and where it came from and we can still relate to people in our past by putting ourselves in their shoes*) and to distinguish the claim from alternate or opposing claims (*Although we can relate more to books of our choosing it will not help us understand where our literature came from*).

COMMAND OF EVIDENCE:

- The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*“Challenging books help boost students’ comprehension and reading proficiency” and “Relatable topics and topics of personal intrest get teens to put down their phones and pick up a book*).
- The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*Law 17–18 and Text 3 29–31*), including one paraphrase that is not cited.

COHERENCE, ORGANIZATION, AND STYLE:

- The essay exhibits acceptable organization of ideas and information to create a coherent essay, with an introductory sentence that presents a positive claim, followed by three body paragraphs of support that focus on how *classics challenge us to think about what we are reading*, how *classic literature can also be diverse*, and how *the Classics can also teach us history*. A fifth paragraph briefly addresses a counterclaim and is followed by a concluding, one sentence paragraph that reiterates the claim.
- The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Focusing on the classics gives a diverse understanding of literature*).

CONTROL OF CONVENTIONS:

- The essay demonstrates partial control of conventions, exhibiting occasional errors (*our mind, students ... you; devolp; literature ... They; own.*” (*Law 17–18*); *history. “it; of our choosing it; intrest; on the classic*) that do not hinder comprehension.