



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

Text Analysis: Exposition

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

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

In the text provided, the reader is introduced to Miss Brill, a woman who enjoys going to a park on Sundays to listen to a band play and to entertain herself by observing those around her. The author of the text expertly utilizes punctuation to illustrate the change in Miss Brill's perspective as she moves from viewing herself as an observer in the audience to an actress upon the stage of life. In particular, this is done through the use of exclamation points.

Miss Brill is initially depicted as an observer in the audience, first appreciative of the band and then critical of the people around her. The first thoughts we witness of Miss Brill's come in her reaction to the band playing. While she observes the band, she thinks, "Now there comes a little 'flutey' bit—very pretty!—a little chain of bright drops." The inclusion of the exclamation point emphasizes her appreciation of the band's music and the pleasure it brings to her at this moment in time. This changes, however, as her shift in focus moves from the band to the people around her. Her perspective of the experience begins to deteriorate. The next use of the exclamation point allows the reader to see Miss Brill's view of the day become more critical and agitated. Some justification is given for this change as she thinks of the Sunday before when she is forced to listen to the constant complaining of the woman next to her about the wearing of spectacles. "They'll always be sliding down my nose!" she says, which makes Miss Brill

want "to shake her." In this example, the exclamation point suggests a loudness or forcefulness of the woman's words that breaks the pleasurable way Miss Brill has been perceiving the day. This attitude remains as she continues to observe the rest of the people around her. "They were odd, silent, nearly all old, and from the way they stared they looked as though they'd just come from dark little rooms or even—even cupboards!"

Here the exclamation point further emphasizes Miss Brill's critical and negative attitude towards the people around her. A period would simply indicate that an observation has been made. The use of the exclamation point, however, suggests a strong emotion behind those words.

"Turn—turn—turn tiddle-um! tiddle-um! tiddle-um turn to!" The exclamation points here suggest, perhaps, a loudness or "catchiness" that brings Miss Brill back to a pleasurable feeling. "Oh, how fascinating it was! How she enjoyed it! How she loved sitting here watching it all!" This positive perspective is further depicted as she looks around her and thinks, "It was like a play!" This time the author's use of the exclamation point helps the reader to see how amazed and thrilled Miss Brill is by this realization. Words like "How strange she'd never thought of it like that before!" and "No wonder!" being followed by the exclamation points stress the importance of this new perspective that life is like a

play and she "an actress." This final realization illustrates that she is no longer an observer in an audience, but she has now, to her amazement, become an actress on the stage of life. It is the author's use of exclamation points that helps the reader understand the changes that have brought her to this point.

Anchor Level 4–A

The response introduces a well-reasoned central idea and a writing strategy that clearly establish the criteria for analysis (*The author of the text expertly utilizes punctuation to illustrate the change in Miss Brill's perspective as she moves from viewing herself as an observer in the audience to an actress upon the stage of life. In particular, this is done through the use of exclamation points*). The response demonstrates a thoughtful analysis of the author's use of exclamation points to develop the central idea (*The next use of the exclamation point allows the reader to see Miss Brill's view of the day become more critical and agitated and This time the author's use of the exclamation point helps the reader to see how amazed and thrilled Miss Brill is by this realization*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*While she observes the band, she thinks, "Now there came a little 'flutey' bit—very pretty!—a little chain of bright drops" and This positive perspective is further depicted as she looks around her and thinks, "It was like a play!"*). The response exhibits logical organization of ideas and information to create a cohesive and coherent response, with an opening paragraph that introduces the central idea and writing strategy, followed by a second paragraph that focuses on the idea that *Miss Brill is initially depicted as an observer in the audience*, and a third paragraph that focuses on her final realization *that life is like a play and she "an actress"* and concludes with a reaffirmation of how the writing strategy supports the central idea. The response establishes and maintains a formal style, using precise language and sound structure (*A period would simply indicate that an observation has been made. The use of the exclamation point, however, suggests a strong emotion behind those words*). The essay demonstrates control of conventions with infrequent errors.

Characterization

Through the use of ~~the~~ the author expertly crafts the idea that life is like one big play, and everyone is merely acting out their own parts. Someone would have to notice if a "character" ~~was~~ was missing or out of place. In the story, ~~the author goes on about all of the little details~~ the author goes on about all of the little details Miss Brill notices about those around her, and the other character's quirks or mannerisms or actions, all the while, creating this picture of a play-like town. ~~The author~~ The author paints a picture of Miss Brill to help the reader understand how life is like a play and like being in the audience. The author writes, "She had become really quite expert, she thought, at listening as though she didn't listen, at sitting in other people's lives for a minute while they talked round her" (line 14-15). By describing Miss Brill like this, the author is showing her as an audience member. The people around her are oblivious to her ears, just like actors on stage are normally oblivious to the audience members because they are so caught up in their performances. The author characterizes Miss Brill as a listener or watcher, simply taking in the things around her, trying to make sense of it all. Miss Brill is shown to be quiet and polite to those "performing" so as to not interrupt them, just like the audience in a play should be. The author continues this characterization of Miss Brill by ~~saying~~ stating, "'They'll always be sliding down my nose!' Miss Brill had wanted to shake her" (lines 22-23). The author is describing an incident that had occurred the Sunday before about a lady complaining to her husband about her need for glasses but her ultimate annoyance with them. Just like when watching a movie, Miss Brill had become annoyed with the lady's constant complaining and wanted to snap her back to reality. In the movies, when someone is doing something one perceives as ~~annoying~~ annoying, they want to shake the person to get them back to their senses. Once again, the author is characterizing Miss Brill as

While simultaneously watching of the audience.

an ordinary audience member, watching a play unfold before her, and having no choice but to watch. The play, or life, will go on the way it's supposed to, whether people try to interfere or just sit back and watch.

Miss Brill is later characterized as an actor in her own life. Each Sunday she is at the performance of the band, watching them, and unknowingly, is part of the performance herself. Someone would know if she was absent from her "role." While she had never thought about it this way, "it explained why she made such a point of starting from home at just the same time each week—so as not to be late for the performance" (line 46-50). Miss Brill was acting out her own part in the play of life by attending the little band concerts each week. To someone else, she was a character in the play and they were her audience. The author describes Miss Brill's habit of reading to an "invalid gentleman" in the garden (line 51). To the man, Miss Brill was an actress and he her audience. This description helps develop Miss Brill as an actress, acting out her role. It also emphasizes the central idea ~~about~~ of the passage. Through the author's use of characterization of Miss Brill, the reader can really understand that life is a play, and everyone is both an audience member and an actor.

Anchor Level 4–B

The response introduces a well-reasoned central idea (*Through the use of characterization, the author expertly crafts the idea that life is like one big play, and everyone is merely acting out their own parts*) and a writing strategy (*characterization*) that clearly establish the criteria for analysis. The response demonstrates a thoughtful analysis of the author’s use of characterization to develop the central idea (*By describing Miss Brill like this, the author is showing her as an audience member and This description helps develop Miss Brill as an actress, acting out her role*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*Each Sunday she is at the performance of the band, watching them, and unknowingly, is part of the performance herself and The author describes Miss Brill’s habit of reading to an “invalid gentleman” ... To the man Miss Brill was an actress, and he her audience*). The response exhibits logical organization of ideas and information to create a cohesive and coherent response, first introducing the writing strategy and central idea, followed by analysis and evidence of Miss Brill as an audience member and an actress, concluding with a summative statement that *Through the author’s use of characterization of Miss Brill, the reader can really understand that life is a play, and everyone is both an audience member and an actor*. The response establishes and maintains a formal style, using appropriate language and structure [(The author) *characterizes Miss Brill as a listener or watcher, simply taking in the things around her*]. The response demonstrates partial control of conventions with occasional errors (*character’s quirks, interrupt, occured, glasses but, someone ... they*) that do not hinder comprehension.

The central idea of this text is that when one goes out to do what may seem like a routine, one plays a role in society. It is like acting out a scene over and over again. The author proves this central idea through simile. A simile is when two things are being compared using "like" or "as". A simile is used when Miss Brill states that "It was like a play." (line 40). Miss Brill is realizing how most of the people were at the same place at the same time every Sunday. Every person was playing their part as if it was a play by never changing what they do each Sunday. This simile supports the central idea by comparing the towns people's routine to a play.

The central idea is also supported by the quote in line 56 - 57. Miss Brill ~~smoothed~~ "smoothed the newspaper as though it were the manuscript of her part". Here the author is using simile to compare Miss Brill reading the newspaper to her reading a script. This shows that Miss Brill ~~reads~~ reads the newspaper every Sunday almost as if she was performing the same play every Sunday. Simile supports the main idea of this passage by comparing people's actions to those of a play where people play roles to complete the play.

Anchor Level 3–A

The response introduces a clear central idea (*The central idea of this text is that when one goes out to do what may seem like a routine, one plays a role in society*) and a writing strategy (*The author proves this central idea through simile*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author’s use of similes to develop the central idea (*Every person was playing their part as if it was a play* and *This shows that Miss Brill reads the newspaper every Sunday almost as if she was performing the same play every Sunday*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis, using quotes from the text to identify and explain similes (“*It was like a play*” and “*smoothed the newspaper as though it were the manuscript of her part*”). The response exhibits acceptable organization of ideas and information to create a coherent response by establishing in the first paragraph the central idea and the author’s use of simile to develop the central idea (*This simile supports the central idea*), followed by a second paragraph explaining the use of another simile, and concluding with a summative sentence reiterating how the writing strategy develops the central idea (*Simile supports the main idea of this passage by comparing people’s actions to those of a play where people play roles to complete the play*). The response establishes and maintains a formal style, using appropriate language and structure (*Miss Brill is realizing how most of the people were at the same place at the same time every Sunday*). The response demonstrates control of conventions with infrequent errors [*play.*” (line 40). and *towns people’s*].

In the text provided the reader of the text ~~is~~ reads the story of a woman watching a band play. The woman name is Miss Brill and she always watches the band's play. Miss Brill also observes all the people around on the beach. She notices what ~~they~~ they all do. A central idea of the writing is that the people are not just ~~watching~~ watching a band play, but, are in a sort of play themselves. Miss Brill ~~realizes~~ realizes this and it's she who makes the point. Miss Brill realizes a lot of the same people are always there doing the same things. Almost as if they were acting. The ~~people~~ people at the ~~concert~~ concert are the actors of this play, their lives.

The author uses literary devices throughout the text to enforce the central idea. One device the author uses is metaphors. ~~The~~ The metaphors describe to the reader how Miss Brill and the others are actors of this "play". One example is how Miss Brill tells a man she reads the paper to she is an actress. She says she has been an actress for a very long time. ~~She~~ She ~~says~~ says everyone including herself have a part in the play. If she missed the play the others would notice. Miss

Brill says they are all on a stage is
to act the play out. All three metaphors contribute
to the central idea that Miss Brill says they
are all acting out one big play.

Anchor Level 3–B

The response introduces a clear central idea (*people are not just watching a band play but, are in a sort of play themselves*) and a writing strategy (*One device the author uses is metaphors*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author’s use of metaphors to develop the central idea (*The metaphors describe to the reader how Miss Brill and the others are actors of this “play”*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*Miss Brill tells a man she reads the paper to she is an actress and If she missed the play the others would notice*). The response exhibits acceptable organization of ideas and information to create a coherent response by first introducing and explaining the central idea, then identifying the writing strategy and presenting evidence and analysis that support the central idea, and concluding with a summative statement (*metaphors contribute to the central idea that ... they are all acting out one big play*). The response establishes and maintains a formal style, using appropriate language and structure (*Miss Brill realizes this and it’s she who makes the point*). The response demonstrates partial control of conventions with occasional errors (*a women, writting, samethings. Almost as if, everyone ... have*) that do not hinder comprehension.

In this text, the author shows us how people act. The author sets us in an outdoor "concert". She writes intricate details of what is there and what the main character is witnessing and thinking. She uses imagery to put the reader in the main character's body. People are no longer reading, but experiencing the text.

The author uses wonderfully constructed sentences like, "a little "flutey" bit – very pretty! – a chain of bright drops." (line 8) to describe the music, almost as if they are really hearing it. The author builds the whole scene, while looking through the eyes of the main character. In line 14 the author says "listening as though she didn't listen". This phrase might confuse people but what the author means is that the main character is listening and observing her surroundings. The main character is written to be seated next to a couple. The imagery helps the reader see "a fine old man in a velvet coat... and a big old woman, sitting upright". (lines 10-11). The reader ^{can} really picture these old people. The text is a good example of how imagery helps show how people act.

Anchor Level 3–C

The response introduces a central idea (*In this text, the author shows us how people act*) and a writing strategy (*She uses imagery to put the reader in the main characters body*). The response demonstrates a superficial analysis of the author’s use of imagery to develop the central idea (*the main character is listening and observing her surroundings and The reader can really picture these old people*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*wonderfully constructed sentences like, “a little “flutey” bit-very pretty!-a chain of bright drops” and The imagery helps the reader see “a fine old man in a velvet coat ... and a big old woman, sitting upright”*). The response exhibits acceptable organization of ideas and information to create a coherent response by stating the central idea in the first paragraph, then discussing the author’s use of imagery, followed by a summative sentence that reiterates the central idea (*The text is a good example of how imagery helps show how people act*). The response establishes and maintains a formal style, using appropriate language and structure (*She writes intricate details of what is there and what the main character is witnessing and The author builds the whole scene, while looking through the eyes of the main character*). The response demonstrates partial control of conventions with occasional errors (*“concert”., intricate, characters, people but, written*) that do not hinder comprehension.

This text is about a woman named Miss Brill, who goes to see a band and how the band makes her day. The tone of this text is a happy tone. Everyone who was listening was full of excitement and joy. This text shows how the tone of the story relates to everybody. Throughout this text, each and every person is happy. They all are happy about something.

People were having a good time every Sunday. A Band would play, people loved watching it. It was like a play and people went on stage. All the people were happy and having a bit of fun. People were smiling like never before. "She was sure it would be repeated. It was; she lifted her head and smiled" (lines 8, 9). Smiling is ~~very~~ contagious and throughout this text, almost everyone if not everyone was smiling at some point. The people found the play so exciting to watch and to get to be part of. Each and every person was happy, whether watching or being on stage. Young kids and old people were having a good time.

Anchor Level 2–A

The response introduces a clear central idea (*This text is about a woman named Miss Brill, who goes to see a band and how the band makes her day*) and a writing strategy (*The tone of this text is a happy tone*). The response demonstrates a superficial analysis of the author's use of tone to develop the central idea (*Throughout this text, each and every person is happy. They all are happy about something*). The response presents ideas inadequately in an attempt to support analysis, making use of one quote from the text ("*She was sure it would be repeated. It was; She lifted her head and smiled*") and repetitious references to happiness (*Each and every person was happy, whether watching or being on stage*). The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, with an opening paragraph that moves from introducing a central idea about *Miss Brill, who goes to see a band that makes her day*, to a second paragraph that describes people who are *smiling like never before and having a good time*. The response lacks a formal style, using language that is basic (*They all are happy about something and Young kids and old people were having a good time*). The response demonstrates partial control of conventions with occasional errors (*Brill, who; Sunday; Band; contagious; whether*) that do not hinder comprehension.

In the text the author uses setting to develop the central idea. Expect the unexpected. The author uses this central idea in a play.

The author using uses setting in the begin of the story when Miss Brill say "there ~~exist~~ were a number of people out this afternoon, far more than last Sunday, and band ~~played~~ sound louder and queer" (lines 1-2). The setting takes place on the street with music and lots of people. Miss Brill laughed out loud "She was on the stage" she ~~the~~ thought of the old invalid gentlemen to whom she read the newspaper four afternoons a week while he sits in a garden" (lines 50-52). Miss Brill got so use to the setting of the garden when she read the gentleman a newspaper she didn't realise she was on the stage. The author uses setting to develop the central idea of expect the unexpected cause you never know when somethings going to change.

Anchor Level 2–B

The response introduces a central idea (*expect then unexpected*) and a writing strategy (*In the text the author uses setting to develop the central idea*). The response demonstrates a superficial analysis of the author’s use of setting to develop the central idea (*The setting takes places on the street with music and lots of people, Miss. Brill laughed out loud She was on the stage*). The response presents ideas inadequately and inaccurately (*“there were a number of people out this afternoon, far more than last Sunday and Miss Brill got so use to the setting of the garden when she read the gentlemen a newspaper she didn’t relise she was on the stage*) in an attempt to support analysis. The response exhibits inconsistent organization of ideas and information by beginning with a two-sentence introduction of the central idea and writing strategy, followed by one paragraph of loosely related ideas and a final sentence that reflects the central idea (*The auther uses setting to develop the central idea of expect the unexpected cause you never know when somethings going to change*), failing to create a coherent response. The response lacks a formal style, using language that is basic and imprecise (*expect then unexpected, using uses, begin of, lots of people*) and inappropriate (*cause you*). The response demonstrates emerging control of conventions with some errors (*say; band sound; places; Miss. Brill; loud She; stage “She; relise; somethings*) that hinder comprehension.

a committee always sticks together and tries to help one another. The committee goes and listens to a band every Sunday to enjoy the music and pass time with one another. (She thought of the old invalid general man to whom she used to read news paper 4 or four times a week while he slept in the garden.) Lines 50-53. This shows that she may not be able to help her committee in most ways she can help in others. (Even she had a part and came every Sunday no doubt would have noticed if she hadn't been there she was part of the performance after all.) Lines 44-45 this shows that even if you're not a really part of the show someone would notice that you're not there in a close knit community. She has characterization. being close to your committee, is good for you

*and others even if it is just
for support and concerts.*

Anchor Level 2–C

The response introduces a central idea (*a communitie always sticks to gether and trys to help one another*) and a writing strategy (*She has characterzation*). The response demonstrates a superficial analysis of the author’s use of characterization to develop the central idea (*this shows that she may not be able to help her communitie in most ways She can help in others*). The response presents ideas inconsistently and inadequately in an attempt to support analysis (*She thought of the old invalid gental man to wouhm she used to read news paper to and Even she had a part and came every sunday*). The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, with one paragraph of loosely related ideas, and ending with a short concluding paragraph that restates the central idea (*being close to your communitie is good for you and others even if it is just for support and conserts*). The response lacks a formal style, using language that is basic (*The communitie goes and listens to a band every sunday*). The response demonstrates a lack of control of conventions with frequent errors (*communitie; trys; gental man; wouhm; news paper; 50-53. this; ways She; sunday no doult; there She; your; afishaly; some one; closenit; characterzation; being; conserts*) that make comprehension difficult.

The central idea of the passage is loneliness, the author uses tone to describe the central idea ^{of loneliness} ~~because he~~ ^{at the} ~~beginning~~ beginning of the passage he describes the band playing gayer which is ~~to~~ without enthusiasm.

Anchor Level 1–A

The response introduces a central idea (*The central idea of the passage is loneliness*) and a writing strategy (*The author uses tone to describe the central idea of loneliness*). The response demonstrates minimal and incorrect analysis of the author’s use of tone to develop the central idea (*the band playing gayer which is without enthusiasm*). The response presents no evidence from the text. The response is minimal, making assessment unreliable. The response is minimal, making assessment of conventions unreliable.

THIS has to do with the teacher ~~do~~ doing
stuff to better the student's because
as much as she ~~enjoy~~ appeared
to be enjoying being their "She didn't,
"yes I have been a actress for a long
time" /p5 line 80

Anchor Level 1-B

The response introduces a confused and incomplete central idea (*This has to do with the teacher doing stuff to better the student's*) with no writing strategy. The response presents very little evidence from the text supplying only one quote (*"yes I have been a actress for a long time"*). The response is minimal, making assessment of organization, style, language, and conventions unreliable.

In life sometimes an ordinary experience can be quite enjoyable. The author uses characterization to show that a person (Miss Brill) can enjoy a regular thing that she does every week (go to the park).

It is shown in the way Miss Brill reacts to the band. She hears it every week but on this Sunday "she lifted her head and smiled." So hearing the band at the park is typical; yet Miss Brill especially enjoys it this time. More ~~characterization~~ characterization with Miss Brill is she feels like the park is in a play. "How she enjoyed it! How she ~~enjoyed~~ loved sitting here, watching it all! It was like a play." The two character ~~examples~~ ^{examples} shows Miss Brill enjoying the band and being excited by her entire surroundings and people of the park as if the whole thing is a performance. ^{therefore} The central idea is supported because those experiences are nothing new for Miss Brill.

Often the full experience of a moment doesn't seem real. This concept is explored through the eyes of a woman watching a band play. What she sees and hears from the performers and those around her feels and sounds like a scripted event with actors playing their respective roles. What the woman, Miss Brill, sees seems so perfected that she feels it must be rehearsed. Through the use of comparison the author conveys the central idea that life is often like a play, often appearing unreal to the observer.

The author introduces the concert to the readers as a popular event on a beautiful day. Miss Brill takes note of the people, actions, and sights around them. The lively, colorful day is so action-packed that she starts to view it as a pre-written show.

"How she loved sitting here, watching it all! It was exactly like a play." In a play everything is vividly timed and acted out. Miss Brill is excited by the constant actions and reactions taking place around her, whether it be the conductor flapping "his arms like a rooster about to crow" or "the couples and groups" who "paraded, stopped to talk, to greet, to buy a handful of flowers from the old beggar." The comparisons above show how Miss Brill begins to see her surroundings as part of a theatrical event with the various scenarios and roles of everyday life.

The author's use of comparisons further strengthens the central idea that life is often like a play when he describes the concept of a stage that everyone present in the scene is standing on. "They were all on the stage. They weren't only the audience, not only looking on; they were acting. Even she had a part and came every Sunday." The stage, with actors and a show being put on, is all part of

stage, with actors and a show being put on, is all part of a scripted show. Everyone and everything is a part of it, from the band members, to the sky in the background, to the people sitting down to watch. This comparison continues on as Miss Brill thinks of the old man she reads to in the afternoons as suddenly "having the paper read to him by an actress." These examples support the central idea of scripted moments by showing how everyone is an actor on a grand stage, whereas in reality they're all just people.

People only focus on what concerns themselves and don't worry about others. The woman was performing with the old man who she often ignored. ~~When~~ "If he'd been dead she mightn't have noticed for weeks," she wouldn't have minded (lines 53-54). This quote sounds how like some people in society the woman is very conceited. ~~She doesn't care~~ She may not have 'noticed' if he not died 'for weeks'. This proves that she doesn't regard others lives, ~~she only~~ ~~cares~~ she only cares about herself. She doesn't care enough about this man to even notice if he died. Not only would she notice but she wouldn't have minded. She is too focused on her own life to even care if somebody she frequently talked to died.

The characterization of Miss Brill conveys the central idea that people only on what concerns ~~about~~ themselves and don't worry about others. The two people who shared her seat didn't speak, which made Miss Brill upset. "Miss Brill ~~was~~ always looked forward to the conversation"

(lines 13). Although Miss Brill ~~is~~ may seem to appear as though she cares about the people that share her seat. However, this is not true, just based off the fact that she has a special seat shows how highly she thinks about herself. She doesn't truly care about these people, she just looked forward to the conversation. This is most likely so she can talk about herself and her own significance or success. This is suggested later in the text when she proves she shows no regard for people other than herself. This woman only cares about herself, nobody else.

It was like some one playing with only ~~the family~~ the family to listen; it didn't care how it played if there weren't any strangers present. Wasn't the conductor weaving a new coat, to? She was sure it was new. He scraped with his feet and flapped his arms like a rooster about to crow, and the bandsmen sitting in the green rotunda blew out their cheeks and glared at the music.

The main idea of this passage is how they talk about how the time changes and how the seasons change. In the text it says "The old people sat on the benches still as statues. Never mind, there was always the crowd watch to and fro. In front of the ~~stage~~ flower-bed and the band rotunda, the couples and groups paraded, stopped to talk, to greet, to buy a handful of flowers from the old beggar who had his tray fixed to the railings."

Practice Paper A – Score Level 3

Holistically, the response best fits the criteria for Level 3.

Practice Paper B – Score Level 4

Holistically, the response best fits the criteria for Level 4.

Practice Paper C – Score Level 2

Holistically, the response best fits the criteria for Level 2.

Practice Paper D – Score Level 0

Holistically, the response best fits the criteria for Level 0.

Practice Paper E – Score Level 1

Holistically, the response best fits the criteria for Level 1.

**Map to the Learning Standards
 Regents Examination in English Language Arts
 June 2019**

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

The *Chart for Determining the Final Examination Score for the June 2019 Regents Examination in English Language Arts* will be posted on the Department's web site at <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for previous administrations of the Regents Examination in English Language Arts must NOT be used to determine students' final scores for this administration.

Online Submission of Teacher Evaluations of the Test to the Department

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

1. Go to <http://www.forms2.nysed.gov/emsc/osa/exameval/reexameval.cfm>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.