

FOR TEACHERS ONLY

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

ENGLISH

E

Tuesday, January 24, 2012 — 1:15 to 4:15 p.m., only

SCORING KEY AND RATING GUIDE

Mechanics of Rating

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Check this web site at: <http://www.p12.nysed.gov/apda/> 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 Comprehensive Examination in English. 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 Comprehensive Examination in English*.

Scoring the Multiple-Choice Questions

For this exam all schools must use uniform scannable answer sheets provided by the regional information center or large-city scanning center. The scoring key for this exam is provided below. If these answer sheets are being hand scored prior to being scanned, the scorer must be careful not to make any stray marks on the answer sheet that might later interfere with the accuracy of the scanning.

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

Correct Answers			
Part 1	Part 2		Part 3
1 4	9 1	15 3	21 2
2 2	10 4	16 1	22 4
3 1	11 2	17 1	23 1
4 3	12 3	18 2	24 2
5 4	13 4	19 4	25 3
6 2	14 1	20 3	
7 1			
8 4			

COMPREHENSIVE ENGLISH

Rating of Short-Constructed Responses and Essay

- (1) In training raters to score student 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 (if applicable) 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 Questions 26 and 27 contain scores and commentaries. Practice papers for Question 28 only contain scores.)

- (2) When actual rating begins, each rater should record his or her individual rating for a student's short-constructed responses and essay on the rating sheets provided, *not* directly on the student's essay or answer sheet. Do *not* correct the student's work by making insertions or changes of any kind.
- (3) The 2-credit short responses are to be rated by one qualified rater. Each essay must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point. The scoring coordinator will be responsible for coordinating the movement of papers, calculating a final score for each student's essay, 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.

Question 26

(used for 2-credit responses that refer to two texts)

Score Point 2

- presents a well-developed paragraph
- demonstrates a basic understanding of the texts
- establishes an appropriate controlling idea
- supports the controlling idea with clear and appropriate details from both texts
- uses language that is appropriate
- may exhibit errors in conventions that do not hinder comprehension

Score Point 1

- has a controlling idea
or
- implies a controlling idea
or
- has an unclear controlling idea

AND

- supports the controlling idea with partial and/or overly general information from the texts
- uses language that may be imprecise or inappropriate
- exhibits errors in conventions that may hinder comprehension

Score Point 0

- is off topic, incoherent, a copy of the task/texts, or blank
- demonstrates no understanding of the task/texts
- is a personal response

Even when the product of a person's creativity is imperfect and artistically unimportant, it still has significance for him or her. The artist, Jade Snow, in *Passage I* has a passion for pottery. Even though her "first products are... mediocre," she is proud of them. Her imperfect creations express, as the narrator states, "the impulses of her heart." The person remembering in the poem also finds significance in her imperfect creations. Since she was in grade school when she colored the leaf tracings, they probably were not outstanding by artistic standards. Regardless, they are of great importance to her. This is because they conjure up grade school experiences. The joy of creating the art and discovering how leaves were constructed and the nostalgia this memory brings is what is significant. Although the creations of the people in both ^{the} passage and the poem were artistically imperfect, these creations captured a moment or feeling in time and were very special and significant for each of them.

Anchor Level 2-A

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*Even when the product of a person's creativity is imperfect and artistically unimportant, it still has significance for him or her*) is supported with clear and appropriate details from both texts (*The artist ... in Passage I has a passion for pottery ... Her imperfect creations express ... her heart*" and *The person ... in the poem ... finds significance in her imperfect creations ... because they conjure up grade school*). Language is appropriate, and errors in conventions do not hinder comprehension.

Anchor Paper – Question 26 – Level 2 – B

Creativity itself is an innate quality. However, it can only be developed through constant exploration and dedication towards a task. This ~~is~~ truth is evident in both passages. In Passage I, the narrator states, "... Jade Snow developed a "feeling" for art, an inspiration for good pottery, and the knowledge that sober, hard work was the most important quality of all". This quote exemplifies the development of creativity through hard work. Passage II describes the artwork of grade school students. The students discover that they can manipulate leaves, ultimately creating artwork. This was enabled by their exploration of their surroundings. This curiosity and spirit of innovation are a necessity for creative development. In Passage I, the subject explores her creativity through pottery. In ~~subject~~ Passage II, the creative medium is nature. In both passages the enlightening power of creativity is obvious.

Anchor Level 2-B

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*Creativity ... can only be developed through constant exploration and dedication towards a task*) is supported with clear and appropriate details from both texts ("*... Jade Snow developed a "feeling" for art ... and the knowledge that sober, hard work was the most important quality of all*" and *The students discover that they can manipulate leaves, ultimately creating artwork. This was enabled by their exploration*). Language use is appropriate, and errors in conventions (*towards; all". This; This ... are*) do not hinder comprehension.

Anchor Paper – Question 26 – Level 1 – A

Creativity is the use of your imagination to create something. For example in the first passage Jade turned a plain old bookcase into work of art. She only did this using paint, paper beads, paper dolls and clay. ~~That~~ And in the other passage they describing the leaves but not with color with other objects. That is done with the use of imagination.

Anchor Level 1–A

The response has a controlling idea (*Creativity is the use of your imagination to create something*), supported with partial and overly general information from the texts (*Jade turned a plain old bookcase into work of art ... only ... using paint, paper beads, paper dolls and clay* and *They describing the leaves but not with color with other objects*). Language use is imprecise (*They describing*), and errors in conventions (*example in, And, color with*) may hinder comprehension.

Anchor Paper – Question 26 – Level 1 – B

Creativity can accelerate your ability to feel. In both passage #1 and passage #2, "Gathering Leaves in Grade School," both of the main characters are highly influenced by the touch of art in their lives. Whether it is making pots or gathering leaves, if you find an art form that you appreciate and that you believe in, new worlds can open up for you, and you will find yourself with less emotional restrictions and loving the world a lot more. Art is a way to engrave your soul into a material figure, something someone else can enjoy and identify with one of their senses. Creating something artistic is like molding your feelings and giving them to the world, being left with nothing to hide.

Anchor Level 1-B

The response implies a controlling idea (*Creativity can accelerate your ability to feel*), supported with partial and overly general information from the texts (*both of the main characters are highly influenced by the ... art in their lives*). Language use is imprecise (*touch of art*), and errors in conventions (*wether, potts, someone ... their*) may hinder comprehension.

Anchor Paper – Question 26 – Level 0

As the Sun ~~sets~~ sets over the bright green grassy hills, shades of purple, blue, and black illuminate the sky. Showing us extraordinary colors which no earthly material possesses. These beautiful shades of mystical color hypnotize even the most masculine of eyes, to stop and gaze upon the sunset sky. Showing us how beautiful life is if we just stop and look at the world around us. Same time tomorrow shall I come and examine the beauty that the sunset holds.

Anchor Level 0

The response is a personal response. There is no reference to either text.

Creativity isn't so much a skill you are said to be born with, but an adventure you can discover in your life. In both passages, there are stories told about two people and their strong eye for art and its natural beauty. In Passage I, Jade Snow is a college student who is passionate about pottery and every little detail about it. Jade is happy to have found creativity through the art of clay, although she found it at a later point in life. Passage II also defines being creative, as the author explains how simply tracing a leaf onto a piece of paper can be a very successful project. To them, it is not only about drawing something you picture in your mind, but copying something into a rare form and seeing it in a world that it has never been in.

Question 26 – Practice Paper B

I was born in Yonkers, raised in
Mount Vernon, then moved to New Rochelle.
I hate writing essays and I'm hungry. My friend
took my glasses and he keeps bothering me.
I'm going to hand in my paper now.

Question 26 – Practice Paper C

Many people are Creative in their own why. It can be Art, Dance or Other things. According to Passage 1 and Passage 2 the Two Characters are Creative in their own why but very different. In the fact that ~~they~~ Jade Snow loves to do Pottery and the other Character uses the environment to Create things. These two Character have a very different mind sets because they are Creative in a way that no one would imagine just put Clay together and using leaves to Create Art.

Question 26 – Practice Paper D

Creativity is a passion. It takes a person over and saturates their every ~~thought~~ thought. However someone who has a passion for creativity needs to find some way to express this passion. The Main Character in Passage I, Jade Snow, discovered her form of expressing this passion was through pottery. She loved looking at all the beautiful works that illuminated the shelves. Though some were deformed and imperfect they all showed the love each artist ~~ple~~ exitted while creating the piece. The speaker in Passage II had a passion for impression drawings. He or she loved to create impressions of different leaves. You get the idea that this speaker is of a younger age because the drawings are being hung up in his or her class room. Though none the less the speaker still sits staring at the works on the wall simply infatuated with their color and shape. Neither of the artists can stop thinking about their ~~#~~ forms of expressing their passions for creativity. It saturates their every ~~thought~~ thought.

Question 26 – Practice Paper E

Through the two passages, the reader learns that perfection does not make art. Art is determined by the viewer and his or her interpretation of beauty. Despite the flaws in the leaves or the imperfections in the pottery, beauty was still found.

QUESTION 26

PRACTICE SET ANNOTATIONS

Practice Paper A — Score Level 2

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*Creativity isn't so much a skill you are said to be born with, but an adventure you can discover in your life*) is supported with clear and appropriate details from both texts (*Jade is happy to have found creativity through the art of clay, although she found it at a later point in life* and *the author explains how simply tracing a leaf onto a piece of paper can be a very successful project*). Language use is appropriate, and there are no errors in conventions.

Practice Paper B — Score Level 0

The response is a personal response. There is no reference to either text.

Practice Paper C — Score Level 1

The response has a controlling idea (*Many people are Creative in their own why*), supported with partial and overly general information from the texts (*Jade Snow loves to do Pottery and the other Charater uses the enviroment to Create things*). Language use is imprecise (*own why, do Pottery, mind Sets*), and errors in conventions (*Charater and imagen*) may hinder comprehension.

Practice Paper D — Score Level 2

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*Someone who has a passion for creativity needs to find some way to express this passion*) is supported with clear and appropriate details from both texts (*She loved looking at all the beautiful works ... they all showed the love each artist emitted while creating the piece* and *He or She loved to create impressions of different leaves*). Language use is appropriate, and errors in conventions (*a person ... their, imperfect, none the less*) do not hinder comprehension.

Practice Paper E — Score Level 1

The response has a controlling idea (*perfection does not make art*), supported with partial and overly general information from the texts (*Despite the flaws in the leaves or the imperfections in the pottery, beauty was still found*). Language use is appropriate, and there are no errors in conventions.

Question 27

(used for 2-credit responses that refer only to one text)

Score Point 2

- presents a well-developed paragraph
- provides an appropriate explanation of the literary element or technique chosen
- supports the explanation with clear and appropriate evidence from the text
- uses language that is appropriate
- may exhibit errors in conventions that do not hinder comprehension

Score Point 1

- provides an explanation of the literary element or technique
or
- implies an explanation of the literary element or technique
or
- has an unclear explanation of the literary element or technique
AND
- supports the explanation with partial and/or overly general information from the text
- uses language that may be imprecise or inappropriate
- exhibits errors in conventions that may hinder comprehension

Score Point 0

- is off topic, incoherent, a copy of the task/text, or blank
- demonstrates no understanding of the task/text
- is a personal response

Note: Since the question specifies choosing *one* of the authors, if the student responds using both passages, score the portion of the response that would give the student the higher score.

Anchor Paper – Question 27 – Level 2 – A

Within passage II, there is a clear use of the literary technique known as symbolism as a means of ~~to~~ further developing the passage. The use of symbolism contributes specifically to the depth and meaning of the passage. In the final stanza where the author talks about how the leaves on the board are flapping around, because they are without any branches to hold on to, ~~the author could~~ a connection could be made to the possible life situation of the author. It is possible that the author could feel that ~~that~~ he, like the leaves, is just flapping in the wind without anyone or anything to hold on to. It could be true that the author sees his own life before him when he looked so intently at the leaves. With the use of symbolism in passage II, a much clearer and deeper understanding of the passage and the author can be developed.

Anchor Level 2–A

The response presents a well-developed paragraph that provides an appropriate explanation of the use of symbolism in Passage II (*symbolism contributes specifically to the depth and meaning of the passage*), supported with clear and appropriate evidence from the text (*In the final stanza where the author talks about how the leaves on the board are flapping around ... a connection could be made to the possible life situation of the author*). Language use is appropriate, and errors in capitalization (*passage*) do not hinder comprehension.

Anchor Paper – Question 27 – Level 2 – B

In the passage simile is used to express how Jade felt about art. The author states that, "She played with simple forms, decorations and textures and the hours, like the fishing trips during her childhood, would simply fly while all troubles were forgotten in the joy of creating." This shows that Jade loved to work on art just like she loved to go fishing when she was a kid. It also shows that when Jade is doing art, which she loves to do, time does not exist and she could work forever on what she is doing. If people love something a lot time will not affect what they are doing.

Anchor Level 2–B

The response presents a well-developed paragraph that provides an appropriate explanation of the use of simile in Passage I (*simile is used to express how Jade felt about art*), supported with clear and appropriate evidence from the text ("*She played with simple forms ... and the hours, like the fishing trips during her childhood, would simply fly ... all troubles were forgotten and Jade loved to work on art just like she loved to go fishing*"). Language use is appropriate, and there are no errors in conventions.

Anchor Paper – Question 27 – Level 1 – A

In the poem, the poets use of language was very depth into it. He/she described every ~~the~~ little detail of the leaf & the daction the person was doing. The poet would go from the beautiful outdoors speaking well & delightful, & then would change his/her mood when the story takes place in the classroom. "All day in the stuffy air of the classroom..." (line 17-20). "We put them under tracing paper & rubbed..." (lines 7-10). ~~This~~ This poem ~~was~~ is implying that the beauty outside is gorgeous & more people should be observing more of its beauty rather than not looking at it at all.

Anchor Level 1-A

The response implies an explanation of the literary technique of diction in Passage II (*In the poem, the poets use of language ... described every little detail*), supported with overly general information from the text (*the poet would go from the beautiful outdoors speaking well & delightful*). Language use is imprecise (*very depth*), and errors in conventions (*gorgeous & more and beauty*) may hinder comprehension.

Anchor Paper – Question 27 – Level 1 – B

In passage one the author uses point of view to develop the story. The author uses the point of view of ~~someone~~ ~~at~~ Jade Snow's ~~class~~ to show how things developed throughout the class for Jade Snow. ~~The poem~~ This allows for the reader to see exactly what she was doing as well as what she was feeling. You can really feel how the class was for the students and how she took advantage of the class to develop her skills even outside of class time. ~~He~~^{The author} also portrays some of her thoughts throughout the passage

Anchor Level 1–B

The response implies an explanation of the literary element of point of view in Passage I (*the author uses the point of view to show how things developed throughout the class for Jade Snow*), supported with overly general information from the text (*This allows for the reader to see exactly what she was doing as well as what she was feeling*). Language use is appropriate, and errors in conventions (*the passage*) do not hinder comprehension.

Anchor Paper – Question 27 – Level 0

Each message uses specific imagery
to show what the other is
discussing.

Anchor Level 0

The response demonstrates no understanding of the text, referring to the use of *specific imagery to show what the other is discussing*.

The author of Passage II uses colors as a ~~motif~~ motif; each color ~~is~~ is representative of a different idea and aids the author in furthering the messages within the piece. The first mention of color is within the first stanza in which the author refers to the color of potatoes, evoking a sense of ~~earthiness~~ earthiness and a connection to nature. This is a helpful development because the poem is about leaves and it sets the reader up for a poem that centers on such elements. The second mention of color is the "black, vined calacomb's" in line 11; ~~the~~ here, the author uses black to add a sense of depth and mystery to the piece, depicting the leaves as complex and intricate things. The third stanza employs the colors green, brown, and orange to discuss the different stages of the leaves' lives. Passage II uses ~~the~~ colors ~~to~~ to develop the passage.

Question 27 – Practice Paper B

In passage II the author uses visualization. He describes well of what they do for art that anyone can picture it clearly. ~~22~~ The author describes in detail of how it looks and how they do it. you can really picture the atmosphere.

Question 27 – Practice Paper C

Both passages use symbolism that both describe items and talk about them like they are important to them. They start to develop points that represent something around their life

Question 27 – Practice Paper D

In Passage I the author uses metaphors quite often. For example, "They reflected the quality of her workmanship and the impulses of her heart more than any other material she had used", this means that Jade's heart and soul went into creating pottery. Also she could keep memories by remembering what had inspired her to make each piece. "They" refers to the pottery Jade created.

Question 27 – Practice Paper E

In passage one the narrator ~~gave~~^{used} characterization to describe the teacher. ~~He~~^{The narrator} starts off by saying how the teacher would give simple lessons to start of. But in the next paragraph the narrator explains how the teacher is allways working, and how he knows many methods to teach and do potter- weather it's easy or hard. "He himself seemed a tireless worker, maintaining the best possible equipment and stock of materials for his students, and constantly re-establishing new and higher requirement for making pottery." The narrator described the teacher as a person that works hard for ~~him~~ self and for his students, and that he is always thinking, "when ~~was~~^{ever} he perfected one technique of form ~~he~~ progressed to an unknown form."

QUESTION 27

PRACTICE SET ANNOTATIONS

Practice Paper A— Score Level 2

The response presents a well-developed paragraph that provides an appropriate explanation of the use of motif in Passage II (*The author of Passage II uses colors as a motif; each color is representative of a different idea and aids the author in furthering the messages within the piece*), supported with clear and appropriate evidence from the text (*the author refers to the color of potatoes, evoking a sense of earthiness*). Language use is appropriate, and an error in punctuation (*leaves and*) does not hinder comprehension.

Practice Paper B — Score Level 1

The response has an unclear explanation of the literary technique of visualization in Passage II (*the author ... describes well of what they do for art that anyone can picture*), supported with partial and overly general information from the text (*The author describes in detail how it looks and how they do it*). Language use is imprecise (*describes well of what and picture the atmosphere*), and an error in spelling (*atmosphire*) does not hinder comprehension.

Practice Paper C — Score Level 0

The response demonstrates no understanding of the text, referring to *passages* that *describe items and talk about them*.

Practice Paper D — Score Level 1

The response has an unclear explanation of the literary technique of metaphor in Passage I (*the author uses metaphors quite often*), supported with overly general information from the text (*the impulses of her heart ... means that Jades heart and soul went into creating pottery and she could keep memories by remembering what had inspired her*). Language use is appropriate, and errors in conventions (*for, this, Jades*) do not hinder comprehension.

Practice Paper E — Score Level 2

The response presents a well-developed paragraph that provides an appropriate explanation of the use of *characterization to describe the teacher* in Passage I, supported with clear and appropriate evidence from the text (*the teacher is allways working, he knows many methods to teach, and is constently re-establishing new and higher requirement for making pottery*). Language use is appropriate, and errors in conventions (*narritor, He himself, the narritor*) do not hinder comprehension.

QUESTION 28 – SCORING RUBRIC – CRITICAL LENS

QUALITY	6	5	4	3	2	1
	Responses at this level:	Responses at this level:	Responses at this level:	Responses at this level:	Responses at this level:	Responses at this level:
Meaning: the extent to which the response exhibits sound understanding, interpretation, and analysis of the task and text(s)	-provide an interpretation of the "critical lens" that is faithful to the complexity of the statement and clearly establishes the criteria for analysis -use the criteria to make insightful analysis of the chosen texts	-provide a thoughtful interpretation of the "critical lens" that clearly establishes the criteria for analysis -use the criteria to make a clear and reasoned analysis of the chosen texts	-provide a reasonable interpretation of the "critical lens" that establishes the criteria for analysis -make implicit connections between criteria and the chosen texts	-provide a simple interpretation of the "critical lens" that suggests some criteria for analysis -make superficial connections between the criteria and the chosen texts	-provide a confused or incomplete interpretation of the "critical lens" -may allude to the "critical lens" but do not use it to analyze the chosen texts	-do not refer to the "critical lens" -reflect minimal or no analysis of the chosen texts
Development: the extent to which ideas are elaborated using specific and relevant evidence from the text(s)	-develop ideas clearly and fully, making effective use of a wide range of relevant and specific evidence and appropriate literary elements from both texts	-develop ideas clearly and consistently, with reference to relevant and specific evidence and appropriate literary elements from both texts	-develop some ideas more fully than others, with reference to specific and relevant evidence and appropriate literary elements from both texts	-develop ideas briefly, using some evidence from the text -may rely primarily on plot summary	-are incomplete or largely undeveloped, hinting at ideas, but references to the text are vague, irrelevant, repetitive, or unjustified	-are minimal, with no evidence of development
Organization: the extent to which the response exhibits direction, shape, and coherence	-maintain the focus established by the critical lens -exhibit a logical and coherent structure through skillful use of appropriate devices and transitions	-maintain the focus established by the critical lens -exhibit a logical sequence of ideas through use of appropriate devices and transitions	-maintain a clear and appropriate focus -exhibit a logical sequence of ideas but may lack internal consistency	-establish, but fail to maintain, an appropriate focus -exhibit a rudimentary structure but may include some inconsistencies or irrelevancies	-lack an appropriate focus but suggest some organization, or suggest a focus but lack organization	-show no focus or organization
Language Use: the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety	-are stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice and awareness of audience and purpose -vary structure and length of sentences to enhance meaning	-use language that is fluent and original, with evident awareness of audience and purpose -vary structure and length of sentences to control rhythm and pacing	-use appropriate language, with some awareness of audience and purpose -occasionally make effective use of sentence structure or length	-rely on basic vocabulary, with little awareness of audience or purpose -exhibit some attempt to vary sentence structure or length for effect, but with uneven success	-use language that is imprecise or unsuitable for the audience or purpose -reveal little awareness of how to use sentences to achieve an effect	-are minimal -use language that is incoherent or inappropriate
Conventions: the extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar, and usage	-demonstrate control of the conventions with essentially no errors, even with sophisticated language	-demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language	-demonstrate partial control, exhibiting occasional errors that do not hinder comprehension	-demonstrate emerging control, exhibiting occasional errors that hinder comprehension	-demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult	-are minimal, making assessment of conventions unreliable -may be illegible or not recognizable as English

- If the student addresses only one text, the response can be scored no higher than a 3.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

J.W. von Goethe once said, "No two persons regard the world in exactly the same way." In writing this, Goethe meant that every human being views the world in a unique fashion. The novels The Stranger by Albert Camus and The Adventures of Huckleberry Finn by Mark Twain prove this quotation to be true. Camus uses characterization to show the reader that differing views can result in conflicts that remain unresolved. Twain proves Goethe's statement to be true through characterization as well; however, he creates characters whose conflicting worldviews evolve toward resolution over time.

The Stranger, by Albert Camus, is a novel about a man, Meursault, who is charged with murder after stabbing a man. Meursault's interactions with his friend from the upstairs apartment, Raymond, and the chaplain who visits Meursault in his cell, both show the views of the protagonist, Meursault, to be as unfeeling compared to those of others. Raymond shows emotion when he shares that his girlfriend is cheating on him and explains his desire to seek revenge. When Raymond asks Meursault what he thinks he should do about it, Meursault responds with a very passive, non-descript answer. In this conversation, the reader can see that the two have very different views on how one should respond in this situation. Camus contrasts Raymond's passion with Meursault's passivity clearly in dialogue, and these two worldviews remain unreconciled throughout the novel.

At the end of the book, when Meursault is in prison,

the chaplain visits Meursault's cell to discuss Meursault's pending execution. The chaplain tries to get Meursault to turn to religion and God for his last few days, so that Meursault would have something to keep him from going crazy. Again through dialogue, Camus reveals to the reader the differences between characters' worldviews: Meursault responds to this suggestion, asking the chaplain why he should waste time on God when everyone eventually dies, leaving no ultimate meaning in life. The chaplain and Meursault were able to argue because of their significantly different views of the world, proving Goethe's statement to be true. Finally, Camus himself was an absurdist, meaning he believed that there was no point in life, and conveys those views through the creation of characters in his novel. Not everyone in the world may agree with an absurdist, again proving Goethe's quote true.

Mark Twain also uses characterization in a way that demonstrates that no two people view the world in the same way. In The Adventures of Huckleberry Finn, by Mark Twain, Huck and Jim have different opinions of each other, and this helps to prove Goethe's quote true. Jim, a runaway slave, sees Huck as human and an equal (or maybe even slightly as an inferior as Huck is younger than Jim.) Huck, the southern white boy, sees Jim as inferior because of his skin color and hardly sees him as human. However, after Huck plays a joke on Jim - pretending to fall off the raft and be swept away - his opinion about Jim changes. Huck emerges from the water to see Jim crying and from that

moment or sees him as a human being – someone who feels and, indeed, cares for him. Although Huck's and Jim's views of each other are opposite in the beginning, their views grow, showing that not only do no two persons see the world in the same way, but even one person, over time, ~~is~~ sees the world differently.

A final example of Goethe's quote also comes from The Adventures of Huckleberry Finn when Huck and Tom meet up at the end of the novel. At this point, Jim has been captured and is about to be returned to his owner. Huck and Tom decide to free him, but Tom keeps dragging out the rescue process to make it more adventurous. After an unnecessarily long rescue attempt, Tom reveals that Jim has already been freed by his master. Through Tom's series of actions, he is characterized as immature in many ways, most of all in that he still sees Jim as property. Through Huck's furious response to Tom's actions, Twain shows the reader how Huck's evolved views are still in conflict with those commonly held in the broader society.

The authors of The Stranger and The Adventures of Huckleberry Finn both create characters who see the world in different ways. The collision of these often opposing worldviews impacts each character differently. Some characters remain unaffected by others' views and hold tightly to their own even to the brink of the grave. Others evolve, expanding their views over time. It is true that no two persons regard the world in the same way, and that often in order to resolve the deepest internal and external

Anchor Paper – Question 28 – Level 6 – A

conflicts, one's views must change. Unfortunately for Meursault, ~~his~~ his view remains unchanged and he dies with conflicts unresolved. Fortunately for Huck, and for Jim, Huck's view does change, resolving what was formerly a conflict into an even deeper friendship.

Anchor Level 6 – A

Quality	Commentary
Meaning	<p>The response:</p> <p>Provides an interpretation of the critical lens that is faithful to the complexity of the statement and clearly establishes the criteria for analysis by stating that <i>every human being views the world in a unique fashion</i> and that while <i>differing views can result in conflicts that remain unresolved</i>, some <i>conflicting worldviews evolve toward resolution</i>. The response uses the criteria to make insightful analysis of <i>The Stranger</i> (<i>Camus contrasts Raymond's passion with Meursault's passivity clearly in dialogue, and these two worldviews remain unreconciled</i>) and <i>The Adventures of Huckleberry Finn</i> (<i>Twain shows the reader how Huck's evolved views are still in conflict with those commonly held in the broader society</i>).</p>
Development	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific evidence and appropriate literary elements from both texts to discuss <i>characters who see the world in different ways</i>. The response discusses Meursault's character and conflict for <i>The Stranger</i> (<i>Meursault ... is charged with murder; Meursault's interactions with his friend ... show ... Meursault, to be unfeeling; The chaplain tries to get Meursault to turn to religion</i>) and Huck's character and conflict for <i>The Adventures of Huckleberry Finn</i> (<i>Huck, the southern white boy, sees Jim as inferior; after Huck plays a joke on Jim ... his opinion about Jim changes; Huck and Jim develop a deeper friendship</i>).</p>
Organization	<p>Maintains the focus established by the critical lens on characters who either <i>remain unaffected by others' views and hold tightly to their own</i> or <i>evolve, expanding their views over time</i>. The response exhibits a logical and coherent structure, moving from the introduction of the critical lens and the two texts, using contrast to analyze Meursault's and Huck's responses to views that conflict with theirs, to a summary conclusion. Coherence is strengthened through the skillful use of transitions (<i>Again through dialogue, Through Tom's series of actions, Unfortunately ... Fortunately</i>).</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>Meursault responds with a very passive, non-descript answer</i>), with a notable sense of voice and awareness of audience and purpose (<i>In this conversation, the reader can see that the two have very different views</i>). The response varies structure and length of sentences to enhance meaning (<i>The collision of these often opposing worldviews impacts each character differently</i>).</p>
Conventions	<p>Demonstrates control of the conventions with essentially no errors, even with sophisticated language.</p> <p>Conclusion: Overall, the response best fits the criteria for Level 6 in all qualities.</p>

J.W. von Goethe once said, "No two persons regard the world in exactly the same way..." According to Goethe, two people ~~never~~ ^{rarely} have the exact same point of view in any given situation. This is an accurate assessment, and is evident in the novel Of Mice and Men, by John Steinbeck. In this novel, two men, George and Lennie, have the same dream, but live different realities. This is also evident in the play The Crucible, by Arthur Miller. In this historical drama John Proctor and Abigail Williams both want different things, and Abigail will take extreme measures to make her expectations a reality. Through the use of characterization by the authors, both works of literature demonstrate how two people ~~never~~ ^{seldom} view a situation in the same way.

Set during the Great Depression, Steinbeck characterizes workers George and Lennie as two companions who are very different from one another. Lennie, who is very forgetful and has the mind of a child, seems to continually hold George and himself back from keeping a ^{steady} job in rural California. Lennie tends to lose his focus and concentrates, instead, on soft things more than on his work. Clearly, his childlike innocence contrasts his world view with George's. George wants to hold a job in order to survive and struggles to focus Lennie on their difficult work situation as opposed to Lennie's ~~childlike~~ ^{childlike} wondering. The fact that Lennie does not fully comprehend the necessity of work as survival shows that their interpretations of their desperate circumstances differ. Of course this is due primarily to Lennie's developmental disabilities. However, this characterization sets the stage for what

will ultimately unfold in the plot.

Lennie is cared for by George, and both pursue a dream that they have set for themselves. They plan to own a farm of their own one day and live off "the fatta the land." Whereas George realizes the unlikeliness of that dream, Lennie strongly believes in it. He will get to tend rabbits. He will be surrounded by softness. Unfortunately, when Lennie gets carried away with soft things events typically end tragically. Because of his great size and strength, Lennie sometimes kills soft things either accidentally or in anger.

The climax of Steinbeck's novel involves just this.

When Curley's wife, an unhappy, lonely woman, offers her hair for Lennie to touch, he gets carried away. When Curley's wife becomes uncomfortable and attempts to escape Lennie's caresses, he snaps her neck, then, because he knows he will be in some kind of trouble, he runs away. George finds her lifeless body on the barn floor and the reality of their situation comes crashing down.

There will be no farm and no future for Lennie. As the men gather to hunt Lennie to torture and kill him, George talks softly to Lennie about the dream and then, mercifully, kills him. Clearly, both George and Lennie's perception of reality and the dream are as unlike one another's as they could be.

Arthur Miller's play The Crucible also depicts characters who see the world in very different ways. Set in Salem, Massachusetts, The Crucible shows a religious

town that fears witchcraft more than anything. Abigail Williams, who names people she saw with the devil gains a high, holy status in her town. Unfortunately, she is lying and expects to parlay those lies into a relationship with John Proctor, a married man with whom she has had an affair. Proctor, however, is content with his wife Elizabeth, although they still struggle to fix their broken marriage. Since each character has different expectations, each sees the world in a different way.

Abigail, characterized as a jealous, love-hungry girl, turns the church against the Proctor name by simply stating that John's wife was a witch who ~~stabbed her with a needle~~ ^{stabbed her with a needle that she stuck into her own stomach.} Miller depicts John as a righteous man who has made a mistake, the guilt of which he carries close to his heart. He loves his wife and children, and, although he thinks softly of Abigail from time to time, he does not ~~not~~ love her ~~nor~~ want to be with her. Abigail, out of pride and jealousy, accuses Elizabeth, and Elizabeth is soon arrested. Abigail believes that John will now come to her, and they will be together. However, John denounces Abigail and reveals his lechery, ruining his own name rather than playing into Abigail's fantasy. Because the judges, Hathorne, and Danforth, are unwilling to alter their beliefs, Abigail's testimony as it would make them culpable ^{for the deaths of innocent people}, they refuse to listen to John's admission and arrest him for witchcraft.

as well. Abigail's plan proves futile. John will not be with her; in fact, ^{he} would rather die; thus, each understands their affair in completely opposite ways. John would rather go to his death honorably, retain his good name, reconcile with his wife, and forgive himself rather than run away with Abigail and live.

Clearly, Abigail and John see the world in different ways.

Both works of literature prove that no two people see the world the same way. Experience, intelligence, and expectations temper our world views. Who we are, how we live, and what we believe about right and wrong determine our perspectives. In both *A Mice and Men* and *The Crucible*, authors depict characters who see the world differently.

Anchor Level 6 – B

Quality	Commentary
Meaning	<p>The response: Provides an interpretation of the critical lens that is faithful to the complexity of the statement and clearly establishes the criteria for analysis by stating that <i>two people rarely have the exact same point of view in any given situation</i> and that this difference in perception is revealed in literature through an author’s use of <i>characterization</i>. The response uses the criteria to make insightful analysis of <i>Of Mice and Men</i> (Steinbeck characterizes workers George and Lennie as two companions who are very different from one another) and <i>The Crucible</i> (Since each character has different expectations, each sees the world in a different way).</p>
Development	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific evidence to discuss characters’ <i>different realities</i> based on their <i>experience, intelligence, and expectations</i> (Lenny ... is very forgetful and has the mind of a child; George wants to hold a job in order to survive; Proctor ... is content with his wife; Abigail ... is a jealous, love-hungry girl). The response incorporates the literary device of characterization throughout the discussion (However, this characterization sets the stage for what will ultimately unfold in the plot).</p>
Organization	<p>Maintains the focus established by the critical lens on how <i>no two people see the world the same way</i>. The response exhibits a logical and coherent structure, moving from the introduction of the two texts, to providing information from each text about the characters’ shared experience, their expectations and the dichotomy between their perceptions, and ending with a conclusion that refocuses on the critical lens and its relation to one’s world view (<i>Who we are, how we live, and what we believe about right and wrong determine our perspectives</i>). Transitions are skillfully used (<i>as opposed to, Whereas, As the men gather</i>).</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>Unfortunately, she is lying and expects to parlay those lies into a relationship with John Proctor, a married man with whom she has had an affair</i>), with a notable sense of voice and awareness of audience and purpose (<i>Experience, intelligence, and expectations temper our world views</i>). The response varies structure and length of sentences to enhance meaning (<i>He will get to tend rabbits. He will be surrounded by softness</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in punctuation (<i>things events; neck, then; devil gains</i>).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in conventions.</p>	

J.W. von Goethe once said, "No two persons regard the world in exactly the same way..." I agree with Goethe because everyone emphasizes different aspects of the world as significant, and every person is affected by his environment in a different way. In the novel The Bluest Eye, by Toni Morrison, and the novella Bartleby the Scrivener, by Herman Melville, the dominating issue in both works is that the characters didn't understand each other's perception of society.

In The Bluest Eye, Toni Morrison uses contrasting points of view to characterize the differences between the thoughts of two girls. The main ~~narrator~~ narrator, Claudia, finds herself disgusted with the society she lives in. She views everyone as wrongly trying to imitate the white culture that is so frequently advertised in her town. Claudia, like most in her town, is a poor African American brought up in a time of white supremacy and racism. Yet, while others strive to adopt the aspects of white color, she does not. In part this is because her mother raised her and shielded her from the white ~~consciousness~~ culture forced upon others' children in their town.

In contrast to Claudia, Pecola comes to admire white culture so much that she loses her sanity in order to believe she is white. Unlike Claudia, Pecola did everything she could to imitate it. In Pecola's case, she came from a

dysfunctional family. Thus, different upbringing, ~~environment~~ environment, and circumstance led two people to view the world in opposite ways.

Similarly, Bartleby the Scrivener represents a struggle between points of view. The narrator was a lawyer with his own business. He could not ~~understand~~ understand ^{emotionally detached} his employee, Bartleby, because his own perspective was too business based. Bartleby, on the other hand, had chosen to reject the business world by just giving up. While the lawyer made an effort to help Bartleby, he could not help him because he didn't understand him. This lack of understanding was used by Melville to exemplify two people's varying perspectives of the world and how we are all different.

Thus, varying life circumstances, positions in society, and different upbringings, as seen in the literary works of Bartleby the Scrivener and The Bluest Eye show how differently the world can be viewed, just as Goethe said.

Anchor Level 5 – A

Quality	Commentary
Meaning	<p>The response:</p> <p>Provides a thoughtful interpretation of the critical lens that clearly establishes the criteria for analysis (<i>everyone emphasizes different aspects of the world as significant, and every person is affected by his environment in a different way</i>). The response uses the criteria to make a clear and reasoned analysis of <i>The Bluest Eye</i> (Claudia views everyone as wrongly trying to imitate the white culture) and <i>Bartleby the Scrivener</i> (The narrator could not understand his emotionally detached employee, Bartleby, because his own perspective was too business based).</p>
Development	<p>Develops ideas clearly and consistently, with reference to relevant and specific evidence from both texts to show differences in <i>points of view</i> for <i>The Bluest Eye</i> (Claudia finds herself disgusted with the society she lives in and Pecola comes to admire white culture so much that she loses her sanity in order to believe she is white) and for <i>Bartleby the Scrivener</i> (While the lawyer made an effort to help Bartleby, he could not ... because he didn't understand him).</p>
Organization	<p>Maintains the focus established by the critical lens (<i>varying life circumstances, positions in society, and different upbringings ... show how differently the world can be viewed</i>). The response exhibits a logical sequence of ideas, moving from an interpretation of the critical lens, to an analysis of each work, with references to literary elements, and concluding with a summation. Transitions are appropriately used (<i>In contrast, Thus, Similarly</i>).</p>
Language Use	<p>Uses language that is fluent and original (<i>while others strive to adopt the aspects of white color, she does not</i>), with evident awareness of audience and purpose (<i>the dominating issue in both works is that the characters didn't understand each other's perception of society</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>Bartleby, on the other hand, had chosen to reject the business world by just giving up</i>).</p>
Conventions	<p>Demonstrates control of the conventions with essentially no errors, even with sophisticated language.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat stronger in conventions.</p>	

J. W. von Goethe once said, "No two people regard the world in exactly the same way..."

~~This~~ I agree with this statement, because it ~~means~~ ^{implies} that ~~for~~ any two persons compared, do not have the same experiences in life: the same acquaintances, small conversations, criticism, and reactions that shape ~~a person's~~ ^{someone's} persona. Thus it can be inferred that no two people compared will have the same view of the world, of its past, future, and the ever occurring present. This ~~is~~ ~~the~~ idea is even more prevalent when the people compared are from close yet strikingly different eras, ^{like} the Roaring Twenties and the Great Depression. This interpretation of the quote ~~can be~~ is shown ~~in~~ on how Daisy Buchanan views the world in F. Scott Fitzgerald's novel ~~the~~ The Great Gatsby and ~~on~~ on how that view contrasts with how ~~the~~ Ma Joad's views ~~the~~ the world in John Steinbeck's novel, The Grapes of Wrath.

The Roaring Twenties was a very affluent era in American history, following the Great War. In ~~the~~ Fitzgerald's novel The Great Gatsby, ~~Gatsby~~ ^{Daisy} reflects best the hype of the decade. Preceding World War I, in which Gatsby was to fight, he and Daisy were to get married. Gatsby pleaded Daisy to wait for him while he was ^{fighting} ~~at~~ the war.

Daisy did not; she caved into social pressure and married the wealthy Tom Buchanan instead of poor Gatsby. ~~As a result of the~~ Fitzgerald, using these characters, ^{criticized} ~~criticized~~ the panoramic materialistic ^{attitude} ~~point of view~~ ^{of} ~~during~~ the twenties. Daisy symbolizes the women who were pressured to be "beautiful little fools" and ^{instead} be smart and ~~to~~ marry a rich man. Fitzgerald ~~points out~~ ~~the~~ emphasizes the fact that many put money first and love second.

In contrast to the twenties' view is Ma Joad's from John Steinbeck's novel, The Grapes of Wrath. She was full of love, as shown by always wanting to keep the family together. Her point of view was very different from Daisy's; she was displaced, homeless, and had to deal with problems based on necessities like shelter, food, and water, not excesses of wealth.

~~She~~ In the camps she gave food to the hungry children when their noses smelled her ~~stew~~ stew. It ~~was~~ ^{were} these experiences that shaped what she would appreciate in life.

~~The~~ With the character of Ma, Steinbeck portrayed the theme of endurance. In this era the Joads symbolized those who put survival and family first and not materialism, because well it did not exist with ^{destitute} migrants like the Joads.

So as one can see, nobody sees the world in the exact same way.

Anchor Paper – Question 28 – Level 5 – B

People have very different experiences in life even when comparing eras near each other. This is true ~~with the~~ ~~books~~ when comparing Ma Joad ~~and~~ from the Great Depression ~~and~~ along with the Dust Bowl and Daisy from the earlier Roaring Twenties. They have ~~two~~ ~~as~~ two very different points of view.

Anchor Level 5 – B

Quality	Commentary
	The response:
Meaning	Provides a thoughtful interpretation of the critical lens that clearly establishes the criteria for analysis (<i>no two people compared will have the same view of the world, of its past, future, and ... present</i>). The response uses the criteria to make a clear and reasoned analysis of <i>The Great Gatsby</i> (Daisy ... <i>caved into social pressure and married the wealthy Tom Buchanan instead of poor Gatsby</i>) and <i>The Grapes of Wrath</i> (<i>these experiences ... shaped what she would appreciate in life</i>).
Development	Develops ideas clearly and consistently, with reference to relevant and specific evidence from both texts. The response incorporates a discussion of symbolism (<i>Daisy symbolizes the women who were pressured to be "beautiful little fools" and ... marry a rich man and the Joads symbolized those who put survival and family first</i>) and theme (<i>Fitzgerald emphasizes the fact that many put money first and love second and the character of Ma ... portrayed the theme of endurance</i>) to elaborate the idea of people having different life experiences.
Organization	Maintains the focus established by the critical lens on the idea that <i>nobody sees the world in the exact same way</i> . The response exhibits a logical sequence of ideas, moving from an interpretation of the critical lens, to a contrasting analysis of time periods and characters for both works, concluding that <i>people have very different experiences in life even when comparing eras near each other</i> . Transitions are appropriately used (<i>Thus, In contrast, as one can see</i>).
Language Use	Uses language that is fluent and original, with evident awareness of audience and purpose (<i>This idea is even more prevalent when the people compared are from close yet strikingly different eras</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>Ma Joad's point of view was very different from Daisy's; she was displaced, homeless, and had to deal with problems based on necessities ... not excesses of wealth</i>).
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in punctuation (<i>because well it and So as one can see</i>), grammar (<i>It were</i>), and usage (<i>is shown on how</i>).
Conclusion: Overall, the response best fits the criteria for Level 5 in all qualities.	

J.W. von Goethe once said that "No two persons regard the world in exactly the same way..." People come from a variety of different backgrounds, cultures, values and beliefs. Being individuals, it is near impossible for any two people to view the world just like one another.

These behaviors and characteristics of humans can not only be witnessed in real life but in literature as well.

When Goethe wrote that "No two persons regard the world in exactly the same way..." he was attempting to stress the fact that everybody is different. Every person holds beliefs and values that are important to him or herself personally. That being said, different factors of life will then hold more or less importance to an individual, depending on what they believe. Throughout literature and novels, we are able to see Goethe's quote glorified. ~~two~~ prime examples being

Their Eyes were Watching God by Zora Neale Hurston and Moby Dick by Herman Melville.

Their Eyes were Watching God is the story of a woman named Janie

~~one~~ who, after much devastation and heartbreak, finds herself returning to live in her hometown. She is greeted with sympathetic expressions and the heated gossip concerning what she has been through. Rather than letting words hurt her, however, she instead continues to live life with her head held high. She is known for her love of nature and all God's creations so she simply goes on enjoying what she has always loved. She is characterized as a passionate and carefree human being which blatantly reflects her outlook on life.

Moby Dick is a novel much different from Zora Neale Hurston's. Rather, this story is about a man named Captain Ahab who seeks revenge on the monstrous creature that cost him a leg. Therefore, he sets ~~one~~ out on a boat, over the supervision of his ship mates and crew. They sail the seas in an effort to find Moby Dick, the great white whale that happens to be Captain Ahab's worst enemy. The conflict between the two is Ahab wishes to capture and kill the whale but he always seems to get away.

Ahab's external conflict with the whale clashes with his internal conflict within himself, as he tries to overcome his insecurities by seeking revenge on Moby Dick.

When compared side by side, these two novels prove they contain characters that hold strong views of the world. What their views and beliefs are, ~~however~~ however, is the true difference between them. Janie is a girl who grew up loving and appreciating nature. Ahab is a man who seeks to destroy it. The contradiction of values we see between the two characters proves that depending upon your personality, different aspects of life will ~~be~~ be of more or less importance. This shows that no ~~to~~ two people can possibly view the world in exactly the same way.

Values are introduced to us at a very young age. Different families and cultures may stress the importance of things differently ~~based~~ based on what they believe. Therefore it is accurate to conclude that "No two persons regard the world in exactly the same way..."

Anchor Level 5 – C

Quality	Commentary
Meaning	<p>The response: Provides a thoughtful interpretation of the critical lens that clearly establishes the criteria for analysis, stating that <i>every person holds beliefs and values that are important ... personally</i>. The response uses the criteria to make a clear and reasoned analysis of <i>Their Eyes Were Watching God</i> and <i>Moby Dick</i> (<i>The contradiction of values we see between the two characters proves that depending upon your personality, different aspects of life will be of more or less importance</i>).</p>
Development	<p>Develops some ideas more fully than others. The response discusses the idea that <i>different factors of life ... hold more or less importance to an individual, depending on what they believe</i>, supporting this discussion with details about Janie’s character (<i>a passionate and carefree human being which ... reflects her outlook on life</i>) and Ahab’s conflict (<i>Ahab wishes to capture and kill the whale but he always seems to get away</i>). The discussion of <i>Their Eyes Were Watching God</i> is more general.</p>
Organization	<p>Maintains the focus established by the critical lens on the idea that <i>different families and cultures may stress the importance of things differently based on what they believe</i>. The response exhibits a logical sequence of ideas, moving from an interpretation of the critical lens, to an analysis of each work, followed by a comparison of Janie and Captain Ahab as different individuals, ending with a summary conclusion. Transitions are appropriately used (<i>That being said, When compared side by side, however</i>).</p>
Language Use	<p>Uses language that is fluent and original (<i>These behaviors and characteristics of humans can not only be witnessed in real life but in literature as well</i>), with evident awareness of audience and purpose (<i>Values are introduced to us at a very young age</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>Rather, this story is about a man named Captain Ahab who seeks revenge on the monstrous creature that cost him a leg</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>devestation</i> and <i>ship mates</i>), punctuation (<i>creations so, whale but, Therefore it</i>), and grammar (<i>Being individuals it, near impossible, an individual ... they</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in development and conventions.</p>	

In life, "no two people regard the world in exactly the same way," as J.W. von Goethe says. Everyone sees and reacts to things in different ways. Even though they may see the world in similar ways, no two people's views will ever be exactly the same. This statement is true since everyone sees things from different viewpoints. In the novels As I Lay Dying by Faulkner, and Of Mice and Men by Steinbeck, the characters view the world differently from one another. This can be seen through its presentation.

In the novel As I Lay Dying, Faulkner writes the story through the point of view of each of the members of the Bundren family. Each character has a slant on life, and this can be seen by their actions, thoughts, and voice. For example, Darl, a character with clairvoyance who eventually goes insane, sees the world differently than his father, a large man who constantly complains about his life and blames his children for his misfortunes. Faulkner gives each character a unique voice for the chapters they narrate to show these differences. Faulkner sometimes writes Cash's chapters as a list of reasons for his carpentry. Cora uses God and the Bible to explain events that happen to the family.

In the novel Of Mice and Men, Steinbeck describes the life of two men, Lennie and George. George is characterized as quick-witted but physically weak, while Lennie is ^{characterized as} mentally disabled, but physically strong. They share a dream to own a plot of land they can farm. Lennie wants to "live off the fat of the land" and to take care of rabbits. George wants to be able to support them both and take care of Lennie. This farm would provide a safe-haven for Lennie, where he could avoid getting into trouble, as he had in the past, for wanting to touch soft things and then accidentally hurt or kill them. For George, though, it would mean freedom from the constant need to protect Lennie and the outside world from one another. Unlike the other migrant workers on this Depression-era farm where the novel is set, George and Lennie are held together by their dream for this

Anchor Paper – Question 28 – Level 4 – A

land, but the dream is broken when George is forced to face reality. Lennie even ^{accidentally} kills, and George ^{decides to} kill Lennie to stop him from further suffering. Candy is upset by the news but others are not. The characters view the world and the people around them differently. They may have similar thoughts, but none view things the same exact way. Each character has their own unique perspective, as described in the anchor. This is shown through looks through characters' actions, thoughts and voice.

Anchor Level 4 – A

Quality	Commentary
	The response:
Meaning	Provides a reasonable interpretation of the critical lens that establishes the criteria for analysis (<i>Everyone sees and reacts to things in different ways</i>). The response makes implicit connections between the criteria and the chosen texts, <i>As I Lay Dying</i> and <i>Of Mice and Men</i> (<i>This can be seen through its presentation</i>).
Development	Develops some ideas more fully than others. The response uses relevant and specific evidence from <i>Of Mice and Men</i> to characterize George (<i>quick-witted but physically weak</i>) and Lennie (<i>mentally disabled, but physically strong</i>) and to establish setting (<i>migrant workers on this Depression era farm</i>). The discussion of <i>As I Lay Dying</i> is less developed, presenting a brief description of several characters.
Organization	Maintains a clear and appropriate focus on the idea that <i>characters view the world and the people around them differently</i> . The response exhibits a logical sequence of ideas, first interpreting and agreeing with the lens, then for each work presenting characters and their varying perspectives, ending with a reiteration of the lens as it applies to literature. The abrupt shift to Candy's viewpoint and lack of transition to the concluding paragraph weaken internal consistency.
Language Use	Uses appropriate language, with some awareness of audience and purpose (<i>For George, though, it would mean freedom from the constant need to protect Lennie and the outside world from one another</i>). The response occasionally makes effective use of sentence structure and length (<i>Lenny once again accidentally kills, and George decides to kill Lennie to stop him from further suffering</i>).
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>clairvoyence</i> and <i>migrant</i>) and grammar (<i>each ... they</i> and <i>each ... their</i>).
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in conventions.	

The Quote "No two Persons regard the world in exactly the same way" by J.W von Goethe means that people don't see every thing that other people see.

Two people may see a work of art and one person may think it ugly and the other person may think it the most beautiful thing they've ever seen. "The house on Mango Street" by Sandra Cisneros and "Night" by Eli Weisel both show child perspectives but they are totally different.

"The house on Mango Street" by Sandra Cisneros shows how a young girl named Esperanza or "E" grows up. She goes through many life changing experiences that help her grow up. Symbolism shows how she wants to be free. For example the Red bike tied down represents the fact she wants to be free from her family, to grow up and become something. The setting is also ~~showing~~ showing a different perspective. She lives in a small mexican community so her perspective on life may be different from a kid from the country or major city. Esperanza at the ~~beginning~~ ~~of the~~ beginning of the book seems ~~to be~~ naive and childlike; however, toward the end of the book she seems grown up and more responsible than before. Esperanza's character also may have a different look on life because she is a young child, almost a teenager.

In the book ~~is~~ "Night" by Eli Weisel, Eli is a young Jewish boy living in World War two Poland. As most people know, during WW2 the Jewish people were persecuted by the German third Reich. Hitler believed that

The Jewish people were the cause for Germany's loss in World War one. As a result of this persecution, mass genocide was committed by the German army. This genocide ~~was~~ is called the Holocaust. Eli and his family were apart of the Holocaust. Eli's family died in some of the concentration camps except for Eli himself and his sister. Eli's main perspective on life at the time was mostly to survive and escape. Eli at first was young and naïve but through out his ordeal he grew up quickly so he would be able to live. The quote applies to "Night" because the Germans thought they were right in killing the Jewish people but the Jewish people just wanted to survive.

The quote by von Goethe is accurate in the sense that everyone sees something different, whether it be other people or their own life.

Anchor Level 4 – B

Quality	Commentary
Meaning	The response: Provides a reasonable interpretation of the critical lens, stating that <i>people don't see every thing that other people see</i> . The response makes implicit connections between the criteria and <i>The House on Mango Street</i> (<i>Esperanza's character also may have a different look on life because she is a young child</i>) and <i>Night</i> (<i>Eli and his family were apart of the holocaust</i>).
Development	Develops some ideas more fully than others. The response uses specific and relevant evidence from <i>The House on Mango Street</i> , incorporating appropriate literary elements of symbolism, setting, and characterization into the discussion to explain Esperanza's perspective (<i>the Red baloen ... represents the fact she wants to be free from her family, She lives in a small mexican community, Esperanza ... seems grown up</i>). The discussion of <i>Night</i> is less specifically developed.
Organization	Maintains a clear and appropriate focus on the idea <i>that everyone sees something different</i> . The response exhibits a logical sequence of ideas beginning with an interpretation of the lens, followed by separate paragraphs presenting Esperanza's and Eli's childhood perspectives. Internal consistency is weakened by the shifting discussion in paragraph 3 and by an abrupt conclusion.
Language Use	Uses appropriate language that is sometimes inexact (<i>kid</i> and <i>Germany's lose</i>), with some awareness of audience and purpose (" <i>The house on Mango Street</i> " ... and " <i>Night</i> " ... <i>show child perspectivs</i>). The response occasionally makes effective use of sentence structure and length (<i>Esperanza ... seems naive and childlike; however, toward the end of the book she seems grown up and more resposible than before</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>begining, resposible, commited</i>), punctuation (<i>perspectivs but, For example the, Esperanza at ... book seems</i>), capitalization (<i>Quote, german, Genocide</i>), and grammar (<i>some ... camp and people ... their own life</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

The world is full of diversity and culture and everyone is entitled to their own opinion of life. The quote "No two persons regard the world in exactly the same way" by J.W. von Goethe mentions that everyone has different ways of thinking. In the novel "Catcher in the Rye" Holden had a particular way of viewing life and people. The novel "Beantrees" is also an example of the different ways people think, Taylor was her own person and viewed life in a whole different way.

"Catcher in the Rye" goes with the quote "No two persons regard the world in exactly the same way" because Holden thought that the world was a ~~bad~~ bad place and that everyone was fake. In the entire novel he mentions how much he dislikes people and how he wants to protect his sister from all the bad things. He has a very negative way of thinking, but not everyone interprets life that way. Holden decided to look at the glass half empty and not half full.

In the novel "Beantrees" the main character was very different from everyone else and she knew it. She moved to Arizona from her old town because she didn't want to stay

there like everyone else she wanted to live life and experience things. when she got to arizona she realized how diverse it was and throughout the novel she started viewing life completely different and she would put herself in other peoples shoes. her daughter also gave her a different perspective of life.

Both of these novels support the quote "No two persons regard the world in exactly the same way." in one novel Holden the main character was very negative and in the other novel Taylor was very spiritual and put herself in the place of others. Everyone views and interprets things in different ways it all depends on the type of person you are and how your brought up.

Anchor Level 4 – C

Quality	Commentary
Meaning	<p>The response: Provides a reasonable interpretation of the critical lens that establishes the criteria for analysis, stating that <i>everyone has different ways of thinking</i>. The response makes implicit connections between the criteria and <i>The Catcher in the Rye</i> (<i>Holden thought that the world was a bad place and that everyone was fake</i>) and <i>The Bean Trees</i> (<i>Her daughter also gave her a different perspective of life</i>).</p>
Development	<p>Develops ideas briefly, using some evidence from the texts (<i>he wants to protect his sister from all the bad things and when she got to arizona she realized how diverse it was</i>). The response relies primarily on plot summary.</p>
Organization	<p>Maintains a clear and appropriate focus on the idea that <i>everyone views and interprets things in different ways</i> and exhibits a logical sequence of ideas, first interpreting the lens, then addressing two works in support of the quote as interpreted, ending with a summary conclusion. The response lacks internal consistency by introducing a new idea in the conclusion (<i>it all depends on the type of person you are and how your brought up</i>).</p>
Language Use	<p>Uses appropriate language, with some awareness of audience and purpose (<i>In the Novel “<u>catcher in the rye</u>” Holden had a particular way of viewing life</i>). The response occasionally makes effective use of sentence structure and length (<i>He has a very negative way of thinking, but not everyone interprets life that way</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>reguard</i> and <i>negitive</i>), punctuation (<i>culture and; think, Taylor; way ...</i>), capitalization (<i>catcher in the rye, in the Novel, arizona</i>), and grammar (<i>everyone ... their and Everyone ... you</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in development.</p>	

J. W. Von Goethe once said "No two persons regard the world in exactly the same way." I agree with this quote. This quote means that everyone has different lives therefore everyone sees things differently. Everybody has their own view & opinion. The novels of mice & Men & the Crucible show this.

In the Novel of mice & men Lennie & George have different views on life. George knows how hard life can be & he recognizes the hardships & Lennie ~~is~~ is just care-free. George ~~is~~ is negative & sometimes has negative views on things while Lennie is usually positive & has positive views. They both have different views on the world.

In the ~~book~~ novel The Crucible John Procter & his wife have different views. Procter has a choice to confess he is a witch even though he is not in order to save his wife. ~~To save his wife from being hanged~~ Instead he refused & didn't want to give up his name.

Everybody has different views on the world. Some people have positive views & some people have negative views.

Anchor Level 3 – A

Quality	Commentary
Meaning	<p>The response: Provides a simple interpretation of the critical lens that suggests some criteria for analysis (<i>This quote means that Everyone has different lives therefor Everyone sees things different</i>). The response makes superficial connections between the criteria and <i>Of Mice and Men</i> (<i>They both have different views on the world</i>) and <i>The Crucible</i> (<i>John Proctor & his wife have Different views</i>).</p>
Development	<p>Develops ideas briefly, using some evidence from <i>The Crucible</i> (<i>proctor has a choice To confess he is A witch even though he is not</i>). References to <i>Of Mice and Men</i> are vague (<i>George is negative & sometimes has negative views on things while Lennie is usuelly positive & has positive views</i>).</p>
Organization	<p>Establishes, but fails to maintain, an appropriate focus on the idea that <i>everybody has different views on the world</i>. The response exhibits a rudimentary structure, presenting an introduction, a separate paragraph for each text, and a brief conclusion.</p>
Language Use	<p>Relies on basic vocabulary that is sometimes repetitive (<i>Everyone has different lives, Everyone sees things different, Everybody has their own view</i>) and imprecise (frequent ampersand use), with little awareness of audience or purpose. The response exhibits some attempt to vary sentence structure and length for effect, but with uneven success (<i>George knows how hard life can Be & he recognizes the hardships & lennie is just carefree</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>exactley, therefor, usuelly</i>), punctuation (<i>said "No, Be & didnt</i>), capitalization (<i>the Same, mice & Men, the Novel</i>), and agreement (<i>Everyone ... lives and Everybody ... their</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.</p>	

"No two persons regard the world in exactly the same way." No two people are exactly the same, therefore everyone looks at things differently. This is an agreeable quote because everyone looks at the world in a different way. No two people are the same. Therefore, someone might agree with something when someone else might not.

The short story "Tuesday's with Marrie" written by Mitch Albom proves this quote is true. In the story Marrie has ALS and can now not do a lot of things he used to be able to do. The conflict was Mitch his fellow graduate had to sit here and watch him suffer/ slowly die. Marrie was a well-respected guy and accepted the fact he had ALS. The resolution to this story was Marrie dies. He lived a good life with the help of Mitch coming over every Tuesday, bringing him food... until the day he couldn't eat anymore. A symbol was the food which represents Marrie slowly dying. Where he couldn't even eat full people food anymore.

In the short story Night written by Elie Weisel shows how the quote is agreeable. Everyone in the concentration camps have a different feeling. I'm sure everyone was scared and didn't want to die. But thousands did die when you have a loved one with you and they you still have to continue fighting. But the pain will still always be with

Anchor Paper – Question 28 – Level 3 – B

you. Some people were hoping to die and others were scared for there life. The atmosphere for this story was scary and suspensfull.

"No two people are exactly the same there for, everyone looks at things differently."

From the stories Night by Elie Wisel and Tuesdays With Morrie can prove how this quote is agreeable, with everyone having a different outcome on life and thinking differently.

Anchor Level 3 – B

Quality	Commentary
Meaning	Provides a simple interpretation of the critical lens that suggests some criteria for analysis (<i>No two people are exactly the same, there for everyone looks at things differently</i>). The response makes superficial connections between the criteria and <i>Tuesdays With Morrie</i> (<i>Mitch ... had to sit here and watch him suffer/slowly die and Morrie ... accepted the fact he had ALS</i>) and <i>Night</i> (<i>Everyone in the concentration camps have a different feeling</i>).
Development	Develops ideas briefly, using some evidence from the texts (<i>He lived a good life with the help of mitch coming over every tuesday, bringing him food and thousands did die</i>). The response relies primarily on plot summary of <i>Tuesdays with Morrie</i> , but references to <i>Night</i> are more general (<i>Some people were hoping to die and others were scared for there life</i>).
Organization	Establishes an appropriate focus on how <i>no two people are exactly the same</i> and how <i>everyone looks at things differently</i> but loses focus in the discussion of <i>Night</i> . The response exhibits a rudimentary structure, referring to the critical lens in the introduction and conclusion and providing a separate paragraph for each text.
Language Use	Relies on basic vocabulary that is sometimes imprecise (<i>an agreeable quote, he couldnt eat anyone, full people food</i>), with little awareness of audience or purpose (<i>you have a loved one with you and they you still have to continue fighting</i>). The response exhibits some attempt to vary sentence structure and length for effect, but with uneven success (<i>with everyone having a different outcome on life and thinking differently</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>there for, dieing, suspensfull</i>), punctuation (<i>"Tuesday's with Morrie," Mitch his fellow graduate had, couldnt</i>), capitalization (<i>mitch album, tuesday, But</i>), and grammar (<i>In the short story Night ... shows how, Everyone ... have, From the stories ... can prove</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3 in all qualities.	

The ~~quote~~ quote "no two person regard the world in exactly the same way" by J.W von Goethe means Everybody in the world has a different out look on life. No one is ~~is~~ ever the same about how they feel. I ~~am~~ agree with this statement. In the books Tuesday with Morrie and To kill a mocking bird show how much this quote is true.

In the book Tuesday with Morrie Morrie show how he live in life. ~~he~~ He look at life as if it was his last day. Morrie show tamge in every things he close because he Paints a picture for someone when he tells them about his life. Morrie ~~has~~ has a very Postive out look on his life. He dont take anything for grantie Morrie always ~~is~~ tell people his point of view. because he view his life as a book or a New ~~is~~ lessin in everything he did.

Another book that shows this is To kill a mocking bird. Jem and Scout have a ~~diff~~ different out look then morrie because they view thing from the way the people around them do things. With Jem and Scout they look at thier life in a Posive but negtie kinda way because they No things can be

Anchor Paper – Question 28 – Level 3 – C

better but they try not to think about things like that. One literary element that goes along with this is setting because of where this took place it makes them have to think and act differently. They don't see the world as every one else see it because of the fact that they're younger and because they don't truly know what is going on at that time.

In both books *Tuesdays with Morrie* and *To Kill a Mockingbird*, each person looks at life differently because no two people can view the world the same way.

Anchor Level 3 – C

Quality	Commentary
Meaning	Provides a simple interpretation of the critical lens that suggests some criteria for analysis, stating that <i>everybody in the world has a different outlook on life and no one is ever the same about how they feel</i> . The response makes superficial connections between the criteria and <i>Tuesdays with Morrie</i> (<i>He look at life as if it was his last day</i>) and <i>To Kill a Mockingbird</i> (<i>Jem and Scout have a different outlook than Morrie because they view things from the way the people around them do things</i>).
Development	Develops ideas briefly, using some evidence from <i>Tuesdays with Morrie</i> (<i>he paints a picture for someone when he tells them about his life and Morrie always tells people his point of view</i>). References to <i>To Kill a Mockingbird</i> are more vague (<i>One literary element that goes along with this is setting because of where this took place it makes them have to think and act differently</i>).
Organization	Establishes an appropriate focus on the idea that <i>each person looks at life differently</i> . The response exhibits a rudimentary structure, presenting an introduction, separate paragraphs focusing on the texts, and a conclusion.
Language Use	Relies on basic vocabulary that is sometimes imprecise, with little awareness of audience or purpose (<i>With Jem and Scout they look at their life in a positive but negative kind of way because they know things can be better but they try not to think about things like that</i>). The response exhibits some attempt to vary sentence structure and length for effect, but with uneven success (<i>In the books <u>Tuesdays with Morrie</u> and <u>To Kill a Mockingbird</u> show how much this quote is true</i>).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>statement, positive, lessin</i>), punctuation (<i>doesn't, better but, setting because</i>), capitalization (<i>mocking, morrie, lamge</i>), and grammar (<i>No one ... they, He look, view thing</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in conventions.	

In Romeo and Juliet by Shakespeare and The Street Car Dasher. They both have a situation where they ~~have~~ have to leave someone they love. Because "no two person regard the world in exactly the same way".

Romeo and Juliet loved each other but couldn't be together cause ~~there are~~ their families were different for each other. And they didn't want the seeing each other. They end up dying together because they didn't want to be with anyone else but each other cause there world were different.

In The Street Car Dasher Stela and her sister are two different people. When Stela's sister came to stay with them she was picking on Stela for the way she lived because she wasn't use to it. Stela nosed that her sister and a drinking promble and didn't like that.

In both of these literature it showed that people ~~is~~ are different and are raised ~~in~~ different to have a different world they live in.

Anchor Level 2 – A

Quality	Commentary
Meaning	<p>The response: Provides a simple interpretation of the critical lens that suggests some criteria for analysis, stating that <i>people are different. and are rased differnet to have a different world they live in</i>. The response makes superficial connections between the criteria and <i>Romeo and Juliet (Romeo and Juliet Loved each other But couldnt be together cause their famlies were differnt for each other)</i> and <i>A Streetcar Named Desire (stela and her sister are two different people)</i>.</p>
Development	<p>Is incomplete and largely undeveloped, hinting at ideas, but references to the texts are vague (<i>their famlies were differnt, there world were differnet, she was picking on Stela</i>) and irrelevant (<i>Stela nosed that her sister and a drinking promble</i>).</p>
Organization	<p>Establishes an appropriate focus in the conclusion. The response exhibits a rudimentary structure but is inconsistent, shifting between ideas within and between paragraphs.</p>
Language Use	<p>Uses language that is imprecise (<i>the</i> for “them,” <i>cause</i> for “because,” <i>use</i> for “used”). The response reveals little awareness of how to use sentences to achieve an effect (<i>In both of these literature It showed</i>).</p>
Conventions	<p>Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>Shackphare, daser, differnt</i>), punctuation (<i>Love. Because; didnt; Stelas</i>), and grammar (<i>world were, these literature, rased differnet</i>) that make comprehension difficult.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in meaning and organization.</p>	

Anchor Paper – Question 28 – Level 2 – B

The quote "no two persons regard the world in exactly the same way" I think what quot trying to say is that every body live in there own way. I will connect William Shakspar Romeo & Juliet & Macbet, There is meny difent way I connect the quot & the book's' together

Now Romeo & Julit, this a good one. Cause they love each other & this love at first site. This story is about love & trzady. People I know want to live for how they want to, and should not be Altered.

Anchor Level 2 – B

Quality	Commentary
Meaning	The response: Provides a simple interpretation of the critical lens, stating that <i>every body live in there own way</i> . The response alludes to the lens but does not use it to analyze <i>Romeo and Juliet</i> or <i>Macbeth</i> .
Development	Is incomplete and largely undeveloped, hinting at ideas, but references to <i>Romeo and Juliet</i> are vague (<i>this love at first site</i>) and irrelevant (<i>This story is about love & tragdy</i>). There is no discussion of <i>Macbeth</i> .
Organization	Suggests a focus (<i>People ... live for how they want to</i>) and suggests organization through paragraphing.
Language Use	Uses language that is imprecise and unsuitable for the audience and purpose (<i>there</i> for "their," <i>Romeo & Juliet & Macbet</i> , <i>Cause</i> for "because"). The response reveals little awareness of how to use sentences to achieve an effect (<i>Now Romeo & Julit, this a good one</i>).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>every body</i> , <i>Shakspar</i> , <i>Macbet</i> , <i>quot</i> , <i>tragdy</i>), punctuation (<i>book's together</i> ; <i>Julit, this; to. and</i>), and grammar (<i>what quot trying to say</i> , <i>every body live</i> , <i>There is many</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in meaning.	

Anchor Paper – Question 28 – Level 2 – C

J. W. von Goethe once stated "No two people regard the world the same way". In other words people hate on each other. I strongly accord with J. W. von Goethe Idea that no two people regard the world the same way. For example ~~the~~ the lottery written by Jackson the people though you had to kill people for these crops could grow. ~~the~~ other story "The Crucible" written by Arthur Miller because abigale had no proplem with ~~the~~ lieing and she buried John Proctors a fair. John couldn't take the guilt any more ~~why~~ ^{why} he ~~choose~~ choose to be hunged.

Anchor Level 2 – C

Quality	Commentary
	The response:
Meaning	Provides a confused interpretation of the lens, by stating <i>in other words people hate on each other</i> . The response alludes to the lens but does not use it to analyze "The Lottery" or <i>The Crucible</i> .
Development	Is incomplete and largely undeveloped, hinting at ideas, but references to the texts are vague (<i>the people though you had to kill people for these crops could grow</i>) and unjustified (<i>John couldn't take the guilt any more why he choose to be hunged</i>).
Organization	Lacks an appropriate focus but suggests some organization, beginning with an interpretation of the lens followed by several unconnected statements about both texts. There is no conclusion.
Language Use	Uses language that is imprecise (<i>I strongly accord, though</i> for "thought," <i>choose</i> for "chose"). The response reveals little awareness of how to use sentences to achieve an effect (<i>other story ... because abigale had no proplem with lieing and she buried John Proctors a fair</i>).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>regaurd, writen, proplem</i>), punctuation (<i>stated "No, for example the, story "The Crucible"</i>), capitalization (<i>Idea and abigale</i>), and grammar (<i>hunged</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.	

Anchor Paper – Question 28 – Level 1 – A

The quote "no two persons regard the world the same way" means all people have different outlooks on the world and everyone is different. people have many different view points on life and the world. in my eyes the world is in trouble. But this is all different people. Personally, I steer clear of fighting with people or being pressured. The world is viewed in so many ways. Some people love it and some can't handle it. I agree with this quote entirely. In a way I'm glad no one views the world the same because then everything would be boring and we wouldn't have half the things that make us all different today.

Anchor Level 1 – A

Quality	Commentary
	The response:
Meaning	Provides a simple interpretation of the critical lens that suggests some criteria for analysis (<i>all people have different outlooks on the world and everyone is different</i>). The response does not use the critical lens to analyze any texts, offering only a personal response.
Development	Is incomplete and largely undeveloped. The response reiterates a personal interpretation of the critical lens, but with no evidence of textual development.
Organization	Lacks an appropriate focus but suggests some organization, presenting a series of loosely related ideas about <i>people having different view points</i> and the world being viewed in so many ways. The response offers an unclear conclusion (<i>I'm glad no one views the world the same Because then everything would be Boring</i>).
Language Use	Relies on basic vocabulary (<i>all different people, steer clear, half the things</i>). The response exhibits some attempt to vary sentence structure and length for effect, but with uneven success (<i>in my eyes, But this is, I agree</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>reguard</i> and <i>trouble</i>), punctuation (<i>eyes the, way I'm, wouldnt</i>), capitalization (<i>people, in, Because</i>), and grammar (<i>is all different people</i>) that hinder comprehension.
Conclusion: Although the response fits the criteria for Levels 2 and 3, it remains at Level 1 because the response makes no reference to any text.	

Anchor Paper – Question 28 – Level 1 – B

The quote means that no two people think or view the world the same way. I agree with the quote because everyone has a different opinion and view on topics. I cannot think of any works that support my opinion.

Anchor Level 1 – B

Quality	Commentary
Meaning	The response: Provides an incomplete interpretation of the critical lens. The response restates and expresses agreement with the critical lens, but fails to address any texts. There is no analysis.
Development	Is minimal, with no evidence of development.
Organization	Suggests a focus on the critical lens (<i>no two people think or view the world the same way</i>) but lacks organization.
Language Use	Is minimal.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in meaning and organization.	

Well In The Quote "No two persons regard
The world in exactly the same way"
I agree cause no two people
likes the world for the same
thing. Well In the Book Animal
Farm the animals are being
control by evil man But the
revolt cause the evil man don't
feed them caused they plotted
then they revolted and ran the
The evil man out the house
The evil mans name was Mr. Jones
They there were in a new world
2 live better so they could
eat take breaks not work
for hours. In a other Book
That relates to the topic

J.W. Goethe once said, "No two persons regard the world in exactly the same way..." As individuals, it is difficult for human beings to have an innate sense of perception, but each person has a unique quality. One of the most exciting aspects of literature is the exploring of the different varied reactions of different characters to the same event, setting or conflict. In The Great Gatsby by F. Scott Fitzgerald, Daisy Buchanan and Jordan Baker represent the different roles of lead the same lavish, frivolous lifestyles but represent the different types of women during the 1920s. Nathaniel Hawthorne's novel, The Scarlet Letter, depicts how differently two lovers, Hester Prynne and Arthur Dimmesdale, react to their affair. Both characters committed the crime yet are effected in totally different ways. Although two characters may be experiencing the same thing, they will respond differently because

In The Great Gatsby, both Daisy and Jordan spend their days lounging in summer houses in the most exclusive section of Long Island. They barely have a care in the world as part of a society where men are responsible for everything. On one hand Daisy allows herself to be

controlled by the males around her and believes that the best thing a girl can be is a fool because being ignorant is better than knowing that you are being taken advantage of. Daisy loves Jay Gatsby but stays married to Tom. Not because he could provide her with a life that from the outside appeared perfect. She doesn't love her husband but has interpreted her life in this high-class world to seem flawless. On the other hand, Jordan never feels like she needs a man to be complete. She is independent and not the type to be waiting around for her husband. She is a professional golfer proving that there are some girls who don't fit the meek, dainty image. She has a brief relationship with Nick but never becomes absorbed by the idea of having a man in her life.

In The Scarlet Letter, a Puritan Minister, Arthur Dimmesdale engages in an affair with a married woman and she bears a child. Hester is publicly condemned for her sin and forced to wear a scarlet letter so the whole town knows of her sin. Hester refuses to release the name of her lover because she knows it will ruin Dimmesdale's

Question 28 – Practice Paper – B

reputation. Ironically, Hester is the one who recovers from the event with more dignity and poise. She never allows her public ~~damn~~ damnation to make her feel inferior or unworthy. Dimmesdale on the other hand is eaten away by the guilt and tortures himself mentally and physically. His emotional anguish and inability to cope with his decision lead to his death.

In conclusion, people are affected in many ways by the same occurrence in a myriad of different ways as seen in The Scarlet Letter and The Great Gatsby. Both novels illustrate how personal experience and perspective affect judgement and reaction. Like F. W. von Goethe said

Question 28 – Practice Paper – C

J. W. von Goethe once said "No two persons regard the world in exactly the same way....". When a situation arises there is nobody that has the exact same view point as the other person involved in the situation. This quote is proven true through August Wilson's play Fences and ~~ditto~~ Stephen King's novella Rita Hayworth and the Shawshank Redemption.

In August Wilson's play Fences, two characters have constant disagreements about one particular situation. Troy and Rose's son Corey wants ~~to go~~ has received a scholarship from a college to play football. Corey would love to go and play football but Troy sees the situation completely differently. Troy feels as though Corey will never have a chance to continue on ~~on~~ with his football career since that is what happened to him ^{when he tried to pursue} ~~they have constant~~ his baseball career. Troy feels as though they will not allow ~~in~~ ~~Stephen King's novella~~ Corey to go any further with sport because he is black. Corey, however, doesn't see it this way, he feels as though it no longer pertains to the sports anymore. Since Corey and Troy's points of view ~~completely~~ completely differ about the situation it leads to ~~com~~ constant fighting and eventually someone winning the argument.

In Stephen King's novella Rita Hayworth and the Shawshank Redemption this quote is proven true through symbolism. The rock hammer that Red ~~gets~~ gets for Andy Dufresne is a great example of symbolism in this particular novella. At first, Red had the thought of Andy using the hammer to escape, but quickly dismissed the thought by saying it would take a guy a long time to escape with that. Andy continues to find rocks out in the prison yard and clean them up and keep them nicely in his cell. As soon as everyone falls asleep and it's ~~on~~ lights out he

Question 28 – Practice Paper – C

gets to work on the hole behind the poster in his cell. The rock hammer symbolizes Andy's escape and the fact of how he tricked everyone into believing that he was only using it to clean rocks he found. This relates back to the quote because when Red first got the rock hammer for Andy there point of view was the same, but it quickly changed as the story continued.

The two literary works that support this quote is August Wilson's play Fences and Stephen King's novella Rita Hayworth and the Shawshank Redemption. They prove that ~~when~~ when a situation arises no ~~two people~~ ^{person} ~~have~~ ^{has} the same ~~person's~~ point of view as the other person involved in the situation as well. Thus, shown in J. W. von Goethe quote "No two persons regard the world in the exactly ~~way~~ the same way...".

Question 28 – Practice Paper – D

‘No two persons regard the world in exactly the same way’ ~~written~~ by J.W. von Goethe is ~~also~~ saying if you ~~look~~ ^{look} at two people they completely have different paths in life that exactly the same ^{thing}. I agree with this quote.

In My Sister's Keeper it ~~shows~~ ^{conflict} shows the ^{conflict} characterization between Katie and Anna. Anna is the type of person who ~~is~~ loves her family, but feels like she is being pushed ^{ed} to ~~do~~ ^{something} she doesn't want to do ^{since} her sister Katie has cancer. Katie is the one who has cancer, so she can't do much like Anna can do. Even though there is ^{physical} ~~no~~ ^{conflict} ~~with~~ each other. They are jealousy problems between each other that each one ^{wish} could have. But they ~~do~~ have a different aspect to the world.

In Bodega's Dream, ~~it~~ ^{Sepo} ~~shows~~ and Chino who are main characters have different characteristics from each other. Sepo has an aggressive side and is uneducated, for Chino he knows when to stop and is educated. This shows they would have different ~~views~~ ^{views} on regarding the world since they have different characteristics, but they still ~~are~~ ^{are} close friends.

In conclusion Bodega's Dream and My Sister's Keeper ~~do~~ ^{prove} that 'No two persons regard the world in exactly the same way!'

Question 28 – Practice Paper – E

Two different people will ultimately view the world in two different ways. ~~People~~ A person's perspective on the world they live in will always contrast with another individual's perspective. This is due to a variety of reasons including, hardship, religion, personal experience, where you live, etc, and it results in very unique views of the world. This can be seen in 1984, by George Orwell and Brave New World on multiple occasions.

George Orwell's 1984 is a brilliant example of different views on the world. The main character is constantly put down by the government that virtually watches everything he does. He even explains how he believes he is one of the few people that will even go against Big Brother (a.k.a government). The main character sees the world as a horrible disgusting place and he wants to see it changed. On the other hand the majority of other people, including O'Brien want to keep it exactly the same so that they can stay in power (or they have just been so brainwashed by society they don't know any better). In the end it boils down to this the main character sees the world as dim, and needing change, while O'Brien sees this state as a necessity to maintain balance and order in the world.

Brave New World is another prime example of the theme that two different people will have two different views on the world. The

Question 28 – Practice Paper – E

main character has deviated from the others in his beliefs. He also believes that the world needs to be changed and what is the point of living when everything you do comes so easy. What's the point when there is no lasting connection between people, life in his eyes ultimately becomes meaningless. However someone like Mustapha Mond would argue that the gene manipulation, special class systems, soma, and constant "fun" of life is to maintain a stable society. He would say that without all of this stuff the world would fall into chaos and havoc. They even "tested" this in the book by making a society of Alpha's only. Eventually the ones working lower jobs wanted more, while the higher positions wanted to retain their power resulting in a civil war. This clearly states how two people have different views on the world.

How we see the world we live in, and other people is not predetermined but molded overtime. Two different people, no matter how much they have in common will ultimately differ in their views in some aspect due to all of the different variables that effect this. One's perception of their own reality is slowly crafted through misery, desperation, happiness, love, fear, injury, catastrophe, etc... and in the end the result is a completely unique identity of the world seen only through the eyes of it's respected creator.

Practice Paper A–Score Level 2

<i>Conclusion:</i> Overall, the response best fits the criteria for Level 2 in all qualities.

Practice Paper B–Score Level 5

<i>Conclusion:</i> Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions.

Practice Paper C–Score Level 4

<i>Conclusion:</i> Overall, the response best fits the criteria for Level 4 in all qualities.

Practice Paper D–Score Level 3

<i>Conclusion:</i> Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.

Practice Paper E–Score Level 4

<i>Conclusion:</i> Overall, the response best fits the criteria for Level 4 in all qualities.

Map to Core Curriculum

The table below shows which core performance indicator or standard and key idea each item is aligned to. The numbers in the table represent the question numbers of the examination.

	Core Performance Indicators	Standard 1	Standard 2	Standard 3
Listening	4, 7	8	1, 6	2, 3, 5
Reading	11, 17, 21	15, 18, 22	9, 13, 19	10, 12, 14, 16, 20, 23, 24, 25
Writing	26, 27, 28	26, 27, 28	26, 27, 28	26, 28

The *Chart for Determining the Final Examination Score for the January 2012 Regents Comprehensive Examination in English* will be posted on the Department's web site at: <http://www.p12.nysed.gov/apda/> on Tuesday, January 24, 2012. Conversion charts provided for previous administrations of the Regents Comprehensive Examination in English 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.