

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.

It is blatantly obvious that in life, events never seem to occur in the way they were planned, or how they were "supposed to happen." Benjamin Disraeli addresses occurrences such as these by stating that "Circumstances are beyond the control of man; but his conduct is in his own power." In saying this, Disraeli openly concedes that life is unpredictable and no person has the ability to really control ~~what happens~~ an event. However, man does have power and control of his own personal actions, and through these he is able to alter or ~~improve his~~ overcome his circumstances. I find this statement to be true and perfectly logical. Its validity can be proven by books such as Night by Elie Wiesel and To Kill a Mockingbird by Harper Lee; both utilize characterization and setting to further enhance the point.

In the novel Night by Elie Wiesel, Elie is put into one of history's most extreme examples of "circumstances... beyond the control of man." With the Holocaust as its setting, Elie had no ability to take control of his situation due to the threats of the Nazis and their tendency to react to anything other than total obedience with violence and death. Despite this, Elie was able to regain a bit of control by remaining aware, retaining a spark of hope, and ~~is~~ a grim determination in his decision not to die in the camp. Through his own self-control and stubborn determination, Elie does manage to survive the concentration camps, ultimately defying the entire purpose of the Holocaust and his bleak situation. That outcome wouldn't have been possible without his strong and self-preserving character. Elie manages to

Rise above the intentionally despondent nature of the camps and survives because of his absolute refusal to die there.

His indomitable spirit encouraged him to take the correct actions that eventually secured his survival and allowed him to overcome.

The novel To Kill a Mockingbird also proves Disraeli's quote true in the characterization of Atticus Finch. The story itself is set down south at a time when racism and prejudice were common and a ~~complete~~ socially acceptable occurrence in any given town. However, Atticus is a strong, just man. He is devoted to the law, ~~doing what~~ does what is ~~right~~ proper according to his personal morals, and teaches his children to follow his example of always doing the right thing, even if the right thing does cause a stir in the town. ~~Atticus~~ A man with such morals and a complete lack of prejudice may have seemed out of place in a town so far south. However, he works very hard at overcoming the town's prejudice in defending an innocent black man in court. Despite the town's people's insults, threats, and similar signs of obvious disapproval, Atticus continued to work at defending the black man. In this way he took control of his own personal actions despite the circumstances of his situation.

In both Night and To Kill a Mockingbird, Disraeli's statement that "Circumstances are beyond the control of man; but his conduct is in his own ~~power~~ power" is proven valid. Both stories contain characters placed in settings with situations out of their own control by means of oppressive Nazis or an omnipresent sense of racism and prejudice. Because of certain characters' strong and remarkably

~~The~~ indomitable characterizations, these people find the ability to rise above certain negative events and to take a varying amount of power through their own personal actions. As Desraeli stated, they were able to overcome.

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, stating that although <i>Disraeli openly concedes that life is unpredictable and no person has the ability to really control an event ... man does have power and control of his own personal actions and he is able to alter or overcome his circumstances</i>. The response uses the criteria to make insightful analysis of <i>Night</i> (<i>Elie was able to regain a bit of control by remaining aware, retaining a spark of hope, and a grim determination in his decision not to die in the camp</i>) and of <i>To Kill a Mockingbird</i> (<i>Atticus continued to work at defending the black man. In this way he took control of his own personal actions despite the circumstances of his situation</i>).</p>
Development	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific evidence from <i>Night</i> (<i>With the Holocaust as its setting, the threats of the Nazis, Elie does manage to survive the concentration camps</i>) and from <i>To Kill a Mockingbird</i> (<i>racism and prejudice were common and a socially acceptable occurrence and he works very hard ... in defending an innocent black man in court</i>). The response incorporates appropriate literary elements, discussing the impact of setting and characterization in both texts.</p>
Organization	<p>Maintains the focus established by the critical lens on man's personal actions which give him <i>the ability to rise above certain negative events and to take a varying amount of power</i>. The response exhibits a logical and coherent structure, first interpreting and agreeing with the lens, then discussing Elie's situation in relation to the Holocaust and Atticus' situation in relation to social conditions in the south. The response ends with a summary conclusion that emphasizes the similarities between the texts. Appropriate devices and transitions are skillfully used (<i>In saying this, even if, Despite the townspeople's insults</i>).</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice and awareness of audience and purpose (<i>It is blatantly obvious, one of history's most extreme examples, intentionally despondent nature</i>). The response varies structure and length of sentences to enhance meaning (<i>However, Atticus is a strong, just man</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>	

Benjamin Disraeli stated, "Circumstances are beyond the control of man; but his conduct is in his own power." Through this quote, Disraeli expresses the belief that people have the ability to use their own judgment and make their own decisions to overcome the obstacles in their lives. There is truth in Disraeli's quote, and I agree with his statement that people's fate is in their own control. As is exemplified by the works of literature Romeo and Juliet by William Shakespeare and Of Mice and Men by John Steinbeck, given unfavorable circumstances out of their control, people still have the power to control their own actions.

In the tragic play Romeo and Juliet by William Shakespeare, Romeo, the protagonist and titular character, faces both internal and external conflict as he is presented with circumstances beyond his own control. Romeo Montague falls in love with Juliet Capulet, a girl from the family that rivals his own, and is determined to be with her. Romeo faces external conflict from his family who forbids him from having any association whatsoever with the Capulet family. Romeo is also faced with internal conflict, as he does not want to disobey his family or bring shame upon them by allying himself with the enemy's house. However, when faced with these unfortunate circumstances beyond his control, Romeo maintains the power to control his own conduct by secretly pledging his love to Juliet while on her

balcony, and devising a plan with Friar Laurence to marry her. Romeo, who placed matters of the heart above the selfish desires of others, chose to ignore circumstances, such as the opinions and words of others, that were beyond his control. Instead, Romeo chose to implement his own self-determination and carry out the necessary actions to ensure his own happiness rather than ~~to~~ dwell on the petty differences that separated the two families and kept him from his true love.

In the novel Of Mice and Men by John Steinbeck, George Milton is faced with a dire ultimatum: he must either kill his best friend and only companion, Lennie Small, or watch Lennie be brutally murdered by others who wish him harm. Through the characterization of Lennie given to us by Steinbeck, we learn that Lennie is mentally handicapped, however, Lennie is a kind, caring person who would never want to harm another person. Steinbeck implies that Lennie is capable of love and compassion for others ~~in each scene~~ in each scene where he shares his daydreams about rabbits with Crooks and Candy. We also see ~~the~~ compassion when we see how upset ~~he~~ is about crushing Curley's hand, stating that he didn't mean to hurt him. Because Steinbeck develops these positive character traits, it proves that it was a complete accident when he killed Curley's wife. Through George's point of ~~view~~ view, Lennie was completely innocent of any true wrongdoing, and did not

deserve to be killed for a mistake. Faced with the internal conflict of either letting his friend be killed because of circumstances beyond his control or painlessly ending Lennie's life, himself, George uses his power to control his own actions and apply his ability to use proper judgement, ending Lennie's life quickly and without any pain with one gunshot. In order to avoid harmful and damaging circumstances beyond his own control, George is able to realize that his conduct is, indeed, in his own power.

As is proven by the literary works Of Mice and Men by John Steinbeck and Romeo and Juliet by William Shakespeare, people do possess the ability to control their own conduct under circumstances that they cannot control. Benjamin Disraeli's quote, "Circumstances are beyond the control of man; but his conduct is in his own power", is truly exemplified through Steinbeck and Shakespeare's works of literature. While people may not be able to control events in life, they can alter the outcome by using their power to control their own conduct.

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 stating that <i>people have the ability to use their own judgment and make their own decisions to overcome the obstacles in their lives and that people's fate is in their own control</i>. The response uses the criteria to make insightful analysis of both <i>Romeo and Juliet</i> (<i>Romeo, who placed matters of the heart above the selfish desires of others, chose to ignore circumstances, such as the opinions and wants of others, that were beyond his control</i>) and <i>Of Mice and Men</i> (<i>In order to avoid harmful and damaging circumstances beyond his own control, George is able to realize that his conduct is, indeed, in his own power</i>).</p>
Development	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific evidence from <i>Romeo and Juliet</i> (<i>Romeo Montague falls in love with Juliet Capulet, a girl from the family that rivals his own, and is determined to be with her and secretly pledging his love to Juliet ... and devising a plan with Friar Laurence to marry her</i>) and from <i>Of Mice and Men</i> (<i>George Milton is faced with a dire ultimatum: he must either kill his best friend and only companion, Lennie Small, or watch Lennie be brutally murdered by others and Lennie is capable of love and compassion for others ... where he shares his daydreams about rabbits with Crooks and Candy</i>). The response uses appropriate literary elements and discusses the presence of conflict in <i>Romeo and Juliet</i> (<i>Romeo faces external conflict from his family</i>) and in <i>Of Mice and Men</i> (<i>Faced with the internal conflict of ... letting his friend be killed</i>).</p>
Organization	<p>Maintains the focus established by the critical lens on the ability of men <i>to control their own conduct under circumstances that they cannot control</i>. The response exhibits a logical and coherent structure, first discussing Romeo's situation and how he exhibited <i>self-determination</i> to be with Juliet and then discussing the situation George faces when he has to decide to end <i>Lennie's life himself</i>. The response makes skillful use of appropriate devices and transitions (<i>Through this quote, As is exemplified, Instead</i>).</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>Romeo, the protagonist and titular character, faces both internal and external conflict and carry out the necessary actions to ensure his own happiness rather than dwell on the petty differences that separated the two families</i>), with a notable sense of voice and awareness of audience and purpose (<i>Through the characterization of Lennie given to us by Steinbeck, we learn that Lennie is mentally handicapped</i>). The response varies structure and length of sentences to enhance meaning (<i>Romeo is also faced with internal conflict, as he does not want to disobey his family or bring shame upon them by allying himself with the enemy's house</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting an error in spelling (<i>possess</i>) and occasional errors in punctuation (<i>wrongdoing, and did and power", is</i>).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in conventions.</p>	

Benjamin Disraeli once asserted, "circumstances are beyond the control of man; but his conduct is in his own power." Adversity affects virtually everyone throughout their lives, but it is up to the individual to make the best out of ~~in~~ misfortunate circumstances. This assertion is entirely valid, and characters from F. Scott Fitzgerald's The Great Gatsby and Nathaniel Hawthorne's The Scarlet Letter exemplify the idea.

Jay Gatsby, protagonist of F. Scott Fitzgerald's The Great Gatsby, is a character who ~~chooses~~ ^{chooses} refuses ~~to be~~ destroyed by circumstances beyond his control. After losing the love of his life, Daisy, Gatsby toils endlessly to win back her affections. After much ~~hard~~ diligence and self-transformation, Gatsby accumulates a vast fortune and an impressive mansion to recapture Daisy's attention. Gatsby's heartbreak ~~doesn't~~ doesn't detrimentally affect his life. He chooses instead to channel his energy and never-ending love into working ^{towards} ~~for~~ a life with Daisy. Gatsby could have simply accepted his fate and denounced love altogether, but he overcomes his unfavorable circumstance. His own willpower and passion ^{briefly} bring ~~back~~ Daisy back into his life, and although it ~~was~~ ^{is} tragically terminated, Gatsby ~~over~~ surmounts his crushing heartbreak ~~throughout~~ throughout the novel.

The protagonist of Nathaniel Hawthorne's The Scarlet Letter, Hester Prynne, similarly defies the unfortunate circumstances she must deal with, through her own power. Hester ~~births~~ ^{of} births a child out ~~of~~ wedlock with a ~~never~~ ^{from} revered figure ~~in~~ their stringent, pious Puritan society. Hester is

taunted and looked down upon because of her misconduct, but she never allowed her judgmental peers^{to} take a toll on her. Hester remains resilient and brave ~~living~~ after the birth of her daughter, Pearl, refusing to flee from her hometown and raising her daughter to the best of her ability. Although she ~~virtually~~ lives her life in ~~an~~ virtual seclusion, she finds work and provides a decent life for her young Pearl. The ~~harsh~~^{unforgiving} citizens of her Puritan town easily could have shattered Hester's composure, but she remains unwavering and determined to ~~make Pearl~~ be a good mother for Pearl.

Although unfortunate circumstances plague everyone @ at some point in their lives, we have the power to ~~and~~ flourish in the face of adversity. Jay Gatsby and Hester Prynne both ~~surmount~~^{overcome} their ~~an~~ seemingly insurmountable difficulties, and prove that everyone has the power to defy misfortune -

Anchor Level 5 – A

Quality	Commentary
Meaning	<p>The response: Provides a thoughtful interpretation of the critical lens that clearly establishes the criteria for analysis, stating that <i>adversity affects virtually everyone and it is up to the individual to make the best out of unfortunate circumstances</i>. The response uses the criteria to make a clear and reasoned analysis of <i>The Great Gatsby</i> (<i>He chooses instead to channel his energy and never-ending love into working towards a life with Daisy</i>) and of <i>The Scarlet Letter</i> (<i>Hester remains resilient and brave ... refusing to flee from her hometown and raising her daughter to the best of her ability</i>).</p>
Development	<p>Develops ideas clearly and consistently, with reference to relevant and specific evidence from <i>The Great Gatsby</i> (<i>Gatsby toils endlessly to win back her affections and Gatsby accumulates a vast fortune and an impressive mansion to recapture Daisy's attention</i>) and from <i>The Scarlet Letter</i> (<i>Hester births a child out of wedlock with a revered figure from their stringent, pious Puritan society and she finds work and provides a decent life for her young Pearl</i>). The literary element of characterization is employed but not directly identified.</p>
Organization	<p>Maintains the focus established by the critical lens on how an individual has <i>the power to flourish in the face of adversity</i>. The response exhibits a logical sequence of ideas, first interpreting and agreeing with the critical lens, then for each work focusing on the protagonist and identifying the problem faced, and then explaining how the character deals with <i>unfortunate circumstances</i>. The response ends with a reaffirmation of the validity of Disraeli's statement. Appropriate transitions are used (<i>He chooses instead, similarly defies, Although she lives</i>).</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>doesn't detrimentally affect, denounced love altogether, it is tragically terminated</i>), with a notable sense of voice and awareness of audience and purpose (<i>Jay Gatsby and Hester Prynne both overcome their seemingly insurmountable difficulties, and prove that everyone has the power to defy misfortune</i>). The response varies structure and length of sentences to enhance meaning (<i>Gatsby could have simply accepted his fate and denounced love altogether, but he overcomes his unfavorable circumstance</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 language use and conventions.</p>	

As Benjamin Disraeli once said, "Circumstances are beyond the control of man; but his conduct is in his own power." This may be interpreted to mean that the manner in which a person conducts himself in difficult situations can show the person's true nature. I agree with this quote. Macbeth in the play Macbeth by William Shakespeare and Walter Lee Younger in the play A Raisin in the Sun by Lorraine Hansberry support my interpretation. Both Macbeth and Walter Lee are put in difficult situations and how they handle themselves helps to define their personalities and what truly matters to them.

In the play Macbeth, the character of Macbeth is faced with circumstances beyond his control. His decisions and reactions are determined by his desire for power, a constant theme in the play. One decision is to kill Duncan so he, Macbeth, can be king. From that moment on keeping power consumes Macbeth. He soon becomes paranoid and even kills his best friend Banquo because he is afraid Banquo will tell others what he did to Duncan. Macbeth betrays everyone and anyone close to him, for example Banquo and Macduff in order to protect his power. Macbeth fails to remain true to himself or remember what really matters in life.

In the play A Raisin in the Sun, Walter Lee

Younger is a black man living in Chicago in the 1950's. He is characterized as a man trying to succeed in difficult circumstances of poverty and discrimination. His mother receives \$10,000 from a life insurance policy and uses it to purchase a home in a Chicago suburb. A real estate agent quickly offers Walter Lee money not to move into the new home and Walter Lee must make a decision based on their circumstances. He rejects the man's offer, realizing that no amount of money can buy integrity. His conduct allows him to keep his pride and dignity.

Both of these works show us that how a person handles himself in a difficult situation contributes to the way others view him. Macbeth and Walter Lee are placed in life-changing circumstances and each responds differently. Macbeth gives in to his obsession for power, destroying anyone in his way and losing all sense of right and wrong. Walter Lee remains true to himself and is able to leave his situation satisfied that he has not sacrificed his self respect or the welfare of his family.

Anchor Level 5 – B

Quality	Commentary
Meaning	<p>The response: Provides a thoughtful interpretation of the critical lens that clearly establishes the criteria for analysis, stating that <i>the manner in which a person conducts himself in difficult situations can show the person’s true nature</i>. The response uses the criteria to make a clear and reasoned analysis of <i>Macbeth</i> (<i>Macbeth fails to remain true to himself or remember what really matters in life</i>) and <i>A Raisin in the Sun</i> (<i>no amount of money can buy integrity</i>).</p>
Development	<p>Develops ideas clearly and consistently, with reference to relevant and specific evidence from both texts to support a discussion of a person’s control over his own behavior. The response identifies the theme as Macbeth’s <i>desire for power</i> and characterizes Macbeth through his decisions to attain that power (he kills <i>Duncan</i>, <i>kills his best friend Banquo</i>, <i>betrays everyone and anyone close to him</i>) and discusses characterization in <i>A Raisin in the Sun</i>, describing Walter as <i>a man trying to succeed in difficult circumstances of poverty and discrimination</i> to show how Walter’s action (<i>He rejects the man’s offer</i>) allows him to remain <i>true to himself</i>.</p>
Organization	<p>Maintains the focus established by the critical lens on the importance of people’s reactions to <i>life-changing circumstances</i>. The response moves from an interpretation of the lens to a discussion of Macbeth’s decisions <i>to protect his power</i> at any cost, then contrasts this with Walter Lee’s decision to reject the money, an act which <i>allows him to keep his pride and dignity</i>, and ends with a conclusion that refocuses on the importance of <i>how people handle themselves</i>. Appropriate transitions are used (<i>Both Macbeth and Walter Lee, soon becomes, even kills</i>).</p>
Language Use	<p>Uses language that is fluent and original, with evident awareness of audience and purpose (<i>Both of these works show us that how a person handles himself in a difficult situation contributes to the way others view him</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>Macbeth gives in to his obsession for power, destroying anyone in his way and losing all sense of right and wrong</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in punctuation (<i>From that moment on keeping, for example Banquo and, self respect</i>).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5 in all qualities.</p>	

Anchor Paper – Question 28 – Level 5 – C

Benjamin Disraeli once said "Circumstances are beyond the control of man, but his ~~the~~ conduct is in his own power." The sentiment expressed in this quote is that although a person can never be in total control of ^{every} ~~any~~ situation in life, we do have control over our actions and responses. It is an optimistic perspective that people need not be defeated by tragic events, but only ask themselves what is in their power to do about these events. That is a point of view I agree with. Both "The Scarlet Letter" by Hawthorne and "To Kill A Mockingbird" by Harper Lee exemplify this quote in literature.

"The Scarlet Letter" by Hawthorn ~~has a~~ ^{has a} plot which centers around main character Hester Pryn. The novel is set in Puritan America where women such as Hester rarely had control over their life decisions, rarely received a full education and were expected to defer to male authority. Hester had little say in her family's decision to marry her to Chillingworth, a much older gentleman whom she had little interest in. But Hester is characterized as intelligent, resourceful, and persevering. So, true to Disraeli's quote, she attempted to make the best of her situation and be the most caring, dutiful wife she could manage. Hester had little choice when Chillingworth decided to relocate to America, and she believed him dead when they lost communication on the separate passages. So, in the strange New World Hester fell victim to the character flaw of lust and became pregnant by Pastor Dimmesdale. The town's conservative values caused them to ostracize Hester but she chose to serve as a nurse and treat everyone kindly. Pastor Dimmesdale also chose to have an internal **locus** of control in life by revealing his sin to the village himself, after Chillingworth threatenly returned to the storyline in a plot twist. By not passively accepting her shame but by being proactive, Hester emerged from her ordeal with dignity and was able to care for her child as a single mother.

Atticus Finch is a central character in "To Kill a Mockingbird" by Harper Lee. The novel is narrated by his daughter, Scout, who informs us of the events which occurred to Atticus that he had no control over. First of all, the death of his wife left him a single father. But he chose to be the most nurturing father he could be

Anchor Paper – Question 28 – Level 5 – C

and emphasized their education. He was also faced with the prejudices of Depression Era Maycomb Alabama, where the story is set. Sexism threatened Scout from her Aunt Alexandria and her teacher, but Atticus refused to force to dress/behave in a more feminine manner. ~~He fought against racism in his legal~~ He fought against racism in his legal defense of the falsely accused African American Tom Robinson. Atticus is characterized as persistent, clever, and magnanimous.

Both Hester and Atticus are characters at odds with the core values of their very surroundings and communities. But both found the motivation to take action and attempt to make constructive changes to those around them. That is a lesson Disraeli's quote can deliver to all people, because at some point every person is faced with the decision to accept tragedy and injustice or do something about it.

Anchor Level 5 – C

Quality	Commentary
Meaning	The response: Provides a thoughtful interpretation of the critical lens that clearly establishes the criteria for analysis, stating that <i>although a person can never be in total control of every situation in life, we do have control over our actions and responses</i> and then identifying this view as an <i>optimistic perspective</i> . The response uses the criteria to make a clear and reasoned analysis of <i>The Scarlet Letter</i> in which Hester <i>attempted to make the best of her situation</i> and <i>To Kill a Mockingbird</i> in which Atticus is faced with events <i>that he had no control over</i> and to which he must react.
Development	Develops ideas clearly and consistently, with reference to relevant and specific evidence from both texts to demonstrate that people can have control over their actions. The response discusses characterization (<i>Hester is characterized as intelligent, resourceful, and persevering</i> and <i>Atticus is characterized as persistent, clever, and magnanimous</i>) and setting (<i>The novel is set in Puritan America and faced with the prejudices of Depression Era Maycomb Alabama, where the story is set</i>).
Organization	Maintains the focus established by the critical lens on Hester and Atticus and their <i>motivation to take action and attempt to make constructive changes</i> . The response exhibits a logical sequence of ideas, first interpreting and agreeing with the lens, then presenting for each work the obstacles faced by the main character (<i>women such as Hester rarely had control over their life decisions</i> and <i>He fought against racism</i>), followed by a discussion of actions taken despite circumstances (<i>she chose to serve as a nurse and treat everyone kindly</i> and <i>he chose to be the most nurturing father he could be</i>), and ending with a summary conclusion that confirms the lens. Appropriate transitions are used (<i>So, true to Disraeli's quote; Pastor Dimmesdale also chose; First of all</i>).
Language Use	Uses language that is fluent and original (<i>Both Hester and Atticus are characters at odds with the core values of their very surroundings and communities</i>), with evident awareness of audience and purpose (<i>That is a lesson Disraeli's quote can deliver to all people</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>That is a point of view I agree with</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>pregant, threatenly, occured</i>) and punctuation (<i>said "Circumstances, "The Scarlet Letter", Maycomb Alabama</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions.	

Benjamin Disraeli once said, "Circumstances are beyond the control of man; but his conduct is in his own power." This means that no one can control fate or what will happen, but every person has control over how he/she deals with a situation. I agree with this statement. In The Kite Runner by Khamani and Macbeth by William Shakespeare, both protagonists were faced with adverse situations and acted in their own ways.

In The Kite Runner, Amir ~~witnesses~~ ^{witnesses} the rape of Hassan. Rather than step in and take action to stop it, Amir ~~denies~~ ^{denies} ~~denies~~ ^{watches} frozen with fear. For years Amir ~~denies~~ ^{denies} having witnessed the ~~injustice~~ ^{injustice}. He is consumed by guilt throughout the course of his life as a result. Amir was not in control of what happened to Hassan, but his inaction swallowed him with guilt.

In Macbeth, Macbeth becomes ^{a green-eyed monster} hungry for power. After the Weird Sisters tell Macbeth he will become king, Macbeth is so greedy that he kills the king to get to the throne. Once on the throne, Macbeth becomes

paranoid and hostile, killing anyone whom he believes is a threat to his power. Macbeth begins to hallucinate and suffers from insomnia. Macbeth could not control what the Weird Sisters told him, however, he did not have to kill the king. As a result of all the murders Macbeth committed, the people discover ~~the~~ Macbeth ~~is~~^{is} a blood-thirsty, murderous king who will do anything to get ~~to~~^{the} throne, and Macduff kills him.

No one can control fate, but how a person deals with the situation is completely within his/her control. ~~Both Amir and Macbeth~~ of course, every decision has a domino effect on an individual's life, each with its own consequences. Both Amir and Macbeth made their decisions and lived with the consequences, whether it may be guilt, insomnia, hallucinations, or even death.

Anchor Level 4 – A

Quality	Commentary
Meaning	<p>The response: Provides a reasonable interpretation of the critical lens that establishes the criteria for analysis, stating that <i>no one can control fate ... but every person has control over how he/she deals with a situation</i>). The response makes implicit connections between the criteria and <i>The Kite Runner</i> (<i>Amir was not in control ... but his inaction swallowed him with guilt</i> and <i>Macbeth</i> (<i>As a result of all the murders Macbeth committed ... Macduff kills him</i>).</p>
Development	<p>Develops some ideas more fully than others. The response uses specific and relevant evidence from <i>Macbeth</i> to discuss Macbeth’s actions (<i>kills the king to get to the throne</i> and he kills <i>anyone whom he believes is a threat</i>) and their consequences (<i>Macbeth begins to hallucinate and suffers from insomnia</i>) to characterize Macbeth as a <i>blood-thirsty, murderous king</i>. The discussion of <i>The Kite Runner</i> is less specifically developed.</p>
Organization	<p>Maintains the focus established by the critical lens on the idea that <i>no one can control fate, but how a person deals with the situation is completely within his/her control</i>. The response exhibits a logical sequence of ideas, first interpreting the lens and expressing agreement with it, then presenting information from each work to support the interpretation, consolidating both arguments in the conclusion (<i>Both Amir and Macbeth made their decisions and lived with the consequences</i>). Transitions are appropriately used (<i>as a result, Once on the throne, Of course</i>).</p>
Language Use	<p>Uses appropriate language, with some awareness of audience and purpose (<i>I agree with this statement</i>). The response occasionally makes effective use of sentence structure and length (<i>Amir watches, frozen with fear</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in punctuation (<i>told him, however</i> and <i>it’s own</i>) and agreement (<i>consequences ... it</i>).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in organization and conventions.</p>	

Benjamin Disraeli once stated that, "Circumstances are beyond the control of man; but his conduct is in his own power." Through the interpretations of many works of literature, this statement is true. Two examples include *The Scarlet Letter* by Hawthorne, and *Invisible Man* by Ellison. Protagonist Hester Prynne in *The Scarlet Letter* is living in Boston in the 1800's when she is convicted of adultery and has to make decisions as to how she chooses to live after her time in jail with her daughter, Pearl. Likewise, the narrator of *Invisible Man* is a black man living in a predominantly white society, who has to decide how he perceives himself before worrying about the interpretations of him by others. Although people don't always have the choice of their surroundings, the attitudes and outlook of each individual is always a choice.

In *Scarlet Letter* by Hawthorne, Hester Prynne is impregnated by an anonymous man while she is married. Living in Boston in the 1800's made it difficult for Hester to escape the reality in which she was forced to face, but how she dealt with it was completely in her control. Because of the inaccessibility of this time, Hester had no other option than to be humiliated in her town for the rest of her life. Though the embarrassment she endeavored was undeniable, she was able to find hope and happiness through the

turmoil. Although the circumstances weren't optional, Hester's approach to the situation was what made ~~her~~^{her} a hero.

Though not similar to Hester's case, the narrator's struggles to discover and embrace his identity in The Invisible Man is comparable. Being an African-American in America while the dominant race was white is a large part of America's history. The narrator was forced to live in this society with no other alternatives, although he was capable of creating a peaceful environment for himself. However, rather than finding gratitude through his experiences, he chose to perceive himself as invisible and unaccepted. In a time when the narrator could have created his own success and inner-peace, he took a more negative approach causing only himself more misery.

Both The Scarlet Letter by Hawthorne and Invisible Man by Ellison exemplify and support Disraeli's statement that circumstances aren't always optional, but the way one conducts oneself is determined completely by each individual. Whether it's Hester Prynne in ~~the~~ Boston in the 1800's or the narrator in a predominantly white society, now each character decides to interpret their surroundings is solely up to them.

Anchor Level 4 – B

Quality	Commentary
Meaning	<p>The response: Provides a reasonable interpretation of the critical lens that establishes the criteria for analysis, stating that <i>although people don't always have the choice of their surroundings, the attitudes and outlook of each individual is always a choice</i>. The response makes implicit connections between the criteria and <i>The Scarlet Letter</i> (<i>Living in Boston in the 1800's made it difficult for Hester to escape the reality in which she was forced to face</i>) and <i>The Invisible Man</i> (<i>Though not similar to Hester's case, the narrator's struggles to discover and embrace his identity in <u>The Invisible Man</u> is comparable</i>).</p>
Development	<p>Develops some ideas more fully than others, with reference to specific and relevant evidence from <i>The Scarlet Letter</i> to discuss Hester's situation (<i>Hester Prynne ... is living in Boston ... is convicted of adultery ... has to make decisions ... after her time in jail with her daughter, Pearl</i>). The discussion of <i>The Invisible Man</i> is less specifically developed, relying on general statements (<i>Being an African-American in America while the dominant race was white is a large part of America's history</i>). The response incorporates elements of setting into the discussion of each work, although the time period given for <i>The Scarlet Letter</i> is inaccurate.</p>
Organization	<p>Maintains a clear and appropriate focus on the idea that <i>how each character decides to interpret their surroundings is solely up to them</i>. The response exhibits a logical sequence of ideas, first stating the lens, then agreeing with it based on the severity of the situation each character faces, concluding with the idea that <i>the way one conducts oneself is determined completely by each individual</i>. Repetition of information detracts from internal consistency.</p>
Language Use	<p>Uses appropriate language, with some awareness of audience and purpose (<i>Both works exemplify and support Disraeli's statement</i>). The response occasionally makes effective use of sentence structure or length (<i>The narrator was forced to live in this society with no other alternatives, although he was capable of creating a peaceful environment for himself</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>embarassment</i> and <i>endeauvered</i>) and punctuation (<i>that; "Circumstances; power."; experiences. he</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.</p>	

~~It~~ ~~was~~ ~~once~~ ~~said~~ ~~by~~ Benjamin Disraeli: "Circumstances are beyond the control of man; but his conduct is in his own power." This means that a man cannot control what happens around him but he can control the actions of which he takes to get through whatever life throws at him. I agree with this quote. This quote is demonstrated by ^{these} two works of literature, ~~the~~ ^{the} book "Of Mice and Men" by John Steinbeck and the play "The Crucible" by Arthur Miller.

In the book "Of Mice and Men", the two main characters ~~George and Lennie~~ ^{George and Lennie} ~~demonstrate~~ ^{demonstrate} the quote very well. George and Lennie are put in very difficult situations through out the whole book. They handle it very well considering the circumstances. George takes care of Lennie even though Lennie is not well liked. The quote says that a man can not control circumstance. In this case the man is George. Lennie accidentally killed their boss's wife and ran away. Their boss was hunting Lennie down and was going to torture him. George got to Lennie first and shot him for his own good so he didn't have to be hurt. This demonstrates the quote because George couldn't control what Lennie did or what their boss what of done to him but he could help Lennie the best way he could by shooting him so he ~~didn't~~ get hurt.

In the play "The Crucible", the main character John Procter ^{John} ~~is~~ ^{is} faced with difficult ~~situations~~ ^{situations} too. He has to deal with guilt of lechury against his wife, through out the whole story. Towards the end he

Anchor Paper – Question 28 – Level 4 – C

does what is right. John and his wife was accused of witchcraft, along with half of the town, by Abigail Williams who was the girl John had an affair with. He couldn't control what was happening but instead of doing what every one else did, confessing to witchcraft and accusing of others of it (his friends), he let himself be hanged keeping his good name and doing right by his wife.

These two works of literature "Of Mice and Men" by John Steinbeck and "The Crucible" by Arthur Miller, shows that a man can't control circumstance but can do the right thing given the situations. I agree with this quote because not only is it shown through these story stories it is also shown day to day in real life.

Anchor Level 4 – C

Quality	Commentary
Meaning	The response: Provides a simple interpretation of the critical lens that suggests some criteria for analysis (<i>This means that a man cannot control what happens around him but he can control the actions of which he takes to get through whatever life throws at him</i>). The response makes superficial connections between the criteria and <i>Of Mice and Men</i> (<i>George got to Lennie first and shot him for his own good</i>) and <i>The Crucible</i> (<i>He has to deal with guilt of lechury against his wife</i>).
Development	Develops some ideas more fully than others. The response uses specific and relevant evidence from <i>Of Mice and Men</i> to discuss the <i>difficult situations</i> George and Lennie face (<i>George takes care of Lennie, Lennie accidentally killed their boss's wife, Their boss was hunting Lennie</i>). The discussion of <i>The Crucible</i> (<i>John is faced with difficult situations</i>) and the literary element of characterization is more generally developed.
Organization	Maintains a clear and appropriate focus on the idea that although <i>man can't control circumstance ... he can do the right thing given the situations</i> . The response exhibits a logical sequence of ideas, first stating and interpreting the lens, then agreeing with the lens as interpreted, moving to a discussion of each work, and ending with a summary conclusion. Internal consistency is weakened by a shift in focus from the introductory idea that man should control his actions in order to survive to a discussion of doing <i>what is right</i> .
Language Use	Uses appropriate language that is sometimes inexact (<i>says the a man, boss what of done, shooting him so he didn't get hurt</i>), with some awareness of audience and purpose (<i>In the book "Of Mice and Men," the two main characters ... demonstrate the quote very well</i>). The response occasionally makes effective use of sentence structure or length (<i>Like George and Lennie, John is faced with difficult situations too</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>Crusible, consitering, acussing</i>), punctuation (<i>around him but he, "Of Mice and Men," stories it</i>), and grammar (<i>situations ... it, John and his wife was, two works ... shows</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in meaning.	

"Circumstances are beyond the control of man; but his conduct is in his own power."

- Benjamin Disraeli

I believe that Mr. Disraeli was trying to state that a normal person, be it man or woman, cannot change his or hers fate. But how they react to that fall short may affect the rest of their lives. Once a decision is made, how that person responds and understands their situation may give them failure or success. I agree with this quote under the terms that fate is unchangeable. No matter what we may do to encourage a difference, the outcome remains the same. Two major works of literature that I have chosen to use are "The Scarlet letter" and "Romeo & Juliet."

In the Scarlet letter, a young woman is forced into a trial because she committed adultery. Holding her new born daughter in her arms, she stands before the towns people. But even though they cast her as an outcast, she refuses to give the name of the man she conceived a child for out of wedlock. This decision, to many people would seem as a bad idea, why would any woman, or person, choose to suffer a verdict alone when they have the opportunity to share their guilt. But this woman chose to stand alone and keep her promise to both herself and the man she did not love.

In "Romeo & Juliet", two young teens are forced apart because of family hate. But this does not stop them, for they continue to meet and later agree to marry. They chose to deny their family values and approach the world in their own way. But this decision has led to a line of irony and murder, causing not only the suffering of their families but also the suffering of their hearts.

Anchor Level 3 – A

Quality	Commentary
Meaning	<p>The response:</p> <p>Provides a simple interpretation of the critical lens that suggests some criteria for analysis (<i>man or woman ... can not change his or hers fate. But how they react to that fall short may affect the rest of their lives</i>). The response makes superficial connections between the criteria and <i>The Scarlet Letter</i> (<i>why would any woman, or person, choose to suffer a verdict alone when they have the oppertunnity to share their guilt</i>) and <i>Romeo and Juliet</i> (<i>But this decision has led to a line of irony and murder</i>).</p>
Development	<p>Develops ideas briefly, using some evidence from the texts. Although the discussion of <i>The Scarlet Letter</i> is somewhat stronger than the discussion of <i>Romeo and Juliet</i>, both discussions rely on general statements and plot summary.</p>
Organization	<p>Establishes an appropriate focus on the circumstances of <i>fate</i> and the idea that <i>how that person responds ... to their situation may give them failure or success</i>. The response exhibits a rudimentary structure consisting of an introduction and two body paragraphs but lacks a conclusion.</p>
Language Use	<p>Uses appropriate language, with some awareness of audience and purpose (<i>I agree with this quote</i>). The response occasionally makes effective use of sentence structure or length (<i>Holding her new born daughter in her arms, she stands before the towns people</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>incourage, adultry, conceaved</i>), punctuation (<i>"The Scarlet letter"; idea, why; guilt.</i>), and grammar (<i>person ... their situation and woman ... they</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 language use and conventions.</p>	

"Circumstances are beyond the control of man; but his ~~conduct~~ conduct is in his own own power." Benjamin Disraeli

This quote mean that something are beyond some peoples control but something you control over. I agree with Benjamin Disraeli because in life people ~~can~~ don't have control of who they love but they have the control in who stay in there life. Also you can't control when your dying But you have a choic how your going to live ~~in~~ your life the rest of the days you have left.

There are two works of literature the fits this quote. One of the work are call miracle worker and the second is The Scarlet's letter by Nathaniel Hawthorne. In the miracle workers talks about a deaf blind and muter child whos disability was beyond her control. This child chose to work on her disability she knew even thought she was completely different from other kids she and her teacher work and work on her disability.

In "the scarlet's letter" by Nathaniel Hawthorne was about a lady who thought her husband had died and feel in love with another man. she had a child with this man. Ester couldn't

Anchor Paper – Question 28 – Level 3 – B

control the feeling she had for the other man. Where Ester came from adultery was frowned upon. They want her to give the man's name she had the child with but she didn't. Ester felt that the people could control the laws but she also felt that she can control what she do and her silence.

In conclusion these two works of literature fit the quote that Benjamin Disraeli stated. ~~As a person who is~~ ~~quote~~ that "Circumstances are beyond the control of man; but his conduct is in his own power."

Anchor Level 3 – B

Quality	Commentary
Meaning	Provides a simple interpretation of the critical lens that suggests some criteria for analysis (<i>This quote mean that something are beyond some peoples control but something you control over</i>). The response makes superficial connections between the criteria and <i>The Miracle Worker</i> (<i>she knew ... she and her teacher work and work on her disability</i>) and <i>The Scarlet Letter</i> (<i>Ester ... felt that she can control what she do and her silence</i>).
Development	Develops ideas briefly, using some evidence from the texts. The response includes general references to <i>a deaf blind and mute child and her teacher</i> for <i>The Miracle Worker</i> and to <i>a lady who thought her husband had died and feel in love with another man with adultery being frowned upon</i> for <i>The Scarlet Letter</i> , but both discussions rely primarily on plot summary.
Organization	Establishes an appropriate focus on <i>two works of literature that fit the quote</i> . The response exhibits a rudimentary structure but is inconsistent, containing several ideas in the introduction (<i>control of ... love ... control in who stay in there life ... control when your dying ... choic how ... to live your life the rest of the days you have left</i>) that are not addressed in the response.
Language Use	Relies on basic vocabulary that is sometimes imprecise (<i>something you control over, there for "their," thought for "though"</i>), with little awareness of audience and purpose. The response exhibits some attempt to vary sentence structure or length for effect, but with uneven success (<i>In the mircale workers talks about ... her control</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>childd and adultery</i>), punctuation (<i>peoples control, disability she, "the scarlets letter"</i>), and grammar (<i>quote mean, one of the book are call, control what she do</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3 in all qualities.	

Benjamin Disraeli once said "Circumstances are beyond the control of man; but his conduct is in his own power." This means that you may not be able to control what happens in life, but you can make the best of it. In *To Kill a Mockingbird* by Harper Lee and in *The Color of Water* by James McBride, Mr. Cunningham and ~~John~~ ^{Ruth} makes the best of what they've got.

In *To Kill a Mockingbird*, you may have nothing due to the circumstances but, you make the best of what you've got. Mr. Cunningham is a poor farmer. He is going through ~~some~~ some legal problems. He doesn't have much money so he can't really pay for things. When he gets services from Atticus Finch he pays him in food from his farm. Mr. Cunningham may not have a lot but he makes the best of what he has.

In *The Color of Water*, you can make the best out of any situation. Ruth is a single mother of many kids. She does not have very much money and work to support her family. ~~She~~ She may not have very much money but she makes sure her kids are fed and clothed. She makes sure they have a good education. She may not have a lot but she makes the best out of every thing.

With ~~some things~~ some things you cannot control but you can make the best of them. Ruth

And Mr Cunningham have a hard life but they make the best of what they have. You can look at things in a good or bad way, but have faith and things will get better.

Anchor Level 3 – C

Quality	Commentary
Meaning	<p>The response: Provides a simple interpretation of the critical lens that suggests some criteria for analysis (<i>this mean you may not be able to control what happens in life, but you can make the best of it</i>). The response makes superficial connections between the criteria and <i>To Kill a Mockingbird</i> (In <i>To Kill a Mockingbird</i>, you may have nothing Due to the circumstanes but, you make the best of what you've got) and <i>The Color of Water</i> (In <i>The Color of Water</i>, you can make the best out of any situation).</p>
Development	<p>Is incomplete and largely undeveloped, hinting at ideas, but references to both texts are vague (<i>He is going through some legil Problems</i>) and repetitive (<i>Mr Cunningham may not have alot but he makes the best of what he has, She does not have very much money, She many not have very much money, She may not have alot but she makes the best out of every thing</i>).</p>
Organization	<p>Establishes an appropriate focus on <i>some things you cannot control but ... can make the best of them</i>. The response exhibits a rudimentary structure, including an introduction, two body paragraphs, and an inconsistent conclusion that introduces new ideas (<i>You can look at things in a good or bad way, but have faith and things will get better</i>).</p>
Language Use	<p>Relies on basic vocabulary that is repetitive and sometimes imprecise (<i>singles mother, She many not, kids</i>). The response exhibits some attempt to vary sentence structure or length for effect, but with uneven success.</p>
Conventions	<p>Demonstrates emerging control, exhibiting occasional errors in spelling (<i>circumstanes</i> and <i>sapport</i>), punctuation (<i>but, you; got, Mr Cunningham; cant</i>), grammar (<i>he get, he pay, She ... work</i>), and the use of random capitalization that may hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in development.</p>	

"Circumstances are beyond the control of man; but his conduct is in his own power!"

This quote may mean more than I think but from my understandings I disagree. The quote says "circumstances are beyond the control of man". All human beings should be able to control anything they put they self into. For example another quote "If you can't stand the heat stay out the kitchen!" Why put yourself in a predicament you can't handle, it will be a waste of time and you will also fail at it.

Now for the ~~second~~ other half of the quote it says. "but his conduct is in his own power" anything a man do should be in his own power. Even though everyone has their own way of thinking don't put yourself in a situation you can't handle! In the first part I did say I disagree but for the other half I would agree with it.

Now in "Of mice & men" ~~in~~ there were ~~two~~ two men working together. The ~~smarter~~ smarter one found the other man who wasn't smart at all but if you told him to do something he would be able to get the job done. Every body is responsible for thierseiver. So when he went of hurting people it was in his power to know what he was doing.

Anchor Level 2 – A

Quality	Commentary
Meaning	<p>The response: Provides a confused interpretation of the critical lens, stating that <i>human beings should be able to control anything they put they selfs into</i>, but then negates that statement by advising <i>don't put yourself in a situation you cant handle</i>. The response alludes to the critical lens but does not use it to analyze <i>Of Mice and Men</i>.</p>
Development	Is incomplete and largely undeveloped, hinting at ideas, but references to the single text used are vague (<i>two men ... smarter one ... the other man who wasn't smart and if you told him to do something</i>).
Organization	Suggests a focus on the critical lens by restating it and suggests some organization through the use of connecting language (<i>This quote, Now, Even though</i>), but ideas within paragraphs are only loosely related.
Language Use	Relies on basic vocabulary which is sometimes imprecise (<i>then</i> for “than,” <i>where</i> for “were,” <i>of</i> for “off”), with little awareness of audience or purpose (<i>Why put yourself in a predicament you can't handle</i>). The response exhibits some attempt to vary sentence structure or length for effect, but with uneven success (<i>For example another quote “If you can't stand the heat stay out the kitchen”!</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>they selfs, Every body, thierselves</i>), punctuation (<i>think but; man”.</i> ; <i>handle, It</i>), paragraphing, grammar (<i>a man do</i> and <i>everyone has their own</i>), and shifts in point of view that hinder comprehension.
<p>Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use and conventions.</p>	

In the book 19 minutes peters Conduct is in his own power. That fits the Critical lens because the Critical lens is "Circumstances are beyond the control of men; but his conduct is his own power." I agree with this Critical lens because your conduct is in your own power people cant make you do something you dont wanna do.

In the book Romeo & Juliet this Critical lens fits to. Romeo & Juliet made their own decisions to be together but everyone else didnt want them together. Romeo & Juliet didnt let anyone get in their way. Cause in their conduct was their own power.

These two works of literature that i have read both fit the Critical lens. They both used their own conduct in their power. They also made their own decisions.

Anchor Level 2 – B

Quality	Commentary
Meaning	The response: Provides a confused and incomplete interpretation of the critical lens (<i>people cant make you do something you dont wanna do</i>). The response may allude to the critical lens but does not use it to analyze <i>Nineteen Minutes</i> or <i>Romeo and Juliet</i> .
Development	Is incomplete and largely undeveloped, hinting at ideas, but references to <i>Romeo and Juliet</i> are vague (<i>Romeo & Juliet made their own decisons to be together but everyone else didn't want them together</i>). There is no discussion of <i>Nineteen Minutes</i> .
Organization	Suggests a focus by restating the critical lens and suggests some organization through the use of paragraphing and connecting language (<i>In the book, but, These two works</i>). The response relies on the use of loosely related ideas taken from the task.
Language Use	Uses language that is imprecise (<i>wanna</i> for “want to,” <i>Romeo & Juliet, to</i> for “too,” <i>Cause</i> for “Because”). The response reveals little awareness of how to use sentences to achieve an effect (<i>Cause in their conduct was their own power</i>). The response relies heavily on the language of the task.
Conventions	Demonstrates emerging control, exhibiting frequent errors in punctuation (<i>peters conduct; power people; dont; together but; way. Cause</i>) and occasional errors in capitalization (<i>peters</i> and <i>people cant, i</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions.	

AFTER READING THE CRITICAL LENS. "Circumstances are beyond the control of man; But his conduct is in his own power" Reminds me of whatever opticle or situation you are put in that you need to overcome you will always have your self as a man.

I AGREE WITH THE CRITICAL LENS BECAUSE IT DESCRIBES ME AS A MAN AND MY TRAIN OF THOUGHT.

Two works I have read that I believe best supports my opinion is the crucikale and FREE writers By erin Gruell.

IT explain the hardwork of man, femate, human beings period and their enter most deepest feeling about life thats why I think my criteria fit these two stories.

"Circumstances are beyond the control of man; But his conduct is IN his own power, Doesn't matter how you present your self But how you show your critibility.

Anchor Level 2 – C

Quality	Commentary
Meaning	The response: Provides a confused interpretation of the critical lens (<i>whatever opticle or situation you are put in that you need to overcome you will always have your self as a man</i>). The response alludes to the critical lens but does not use it to analyze <i>The Crucible</i> or <i>The Freedom Writers Diary</i> .
Development	Is incomplete and largely undeveloped, hinting at ideas (<i>It Explain the hardwork of man, female, humanBians period</i>), but this single reference to <i>The Freedom Writers Diary</i> is vague. There is no discussion of <i>The Crucible</i> .
Organization	Lacks an appropriate focus but suggests some organization through the use of paragraphing.
Language Use	Uses language that is imprecise (<i>their enter most deepest feeling</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>Doesn't matter how you present your self But how you show your critibility</i>).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>opticle, your self, Discribes, opion, Cruiciuale</i>), punctuation (<i>overcome you; life That's; power, Doesn't</i>), grammar (<i>Two works ... supports ... is</i> and <i>It Explain</i>), and capitalization that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.	

"Circumstances are beyond the control of man; but his conduct is in his own power". by Benjamin Disraeli, I agree with this quote because some times a guy is in the ~~predicament~~ predicament where he can't control what's going on but has the power that if he feels it's not right then he'll fix it.

Anchor Level 1 – A

Quality	Commentary
	The response:
Meaning	Provides an incomplete interpretation of the critical lens. (<i>I agree with this quote because some times a guy is in the predicament ... then he'll fix it</i>). The response reflects no analysis of any texts.
Development	Minimal, with no evidence of development.
Organization	Suggests a focus on the lens by restating and agreeing with it. The single paragraph response suggests organization through the use of some connecting language (<i>because, but, then</i>).
Language Use	Relies on basic vocabulary (<i>guy</i> and <i>he'll fix it</i>), with little awareness of audience or purpose. The response reveals little awareness of how to use sentences to achieve an effect.
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>some times</i> and <i>predicament</i>) and punctuation (<i>power". by</i> and <i>Benjamin Disraeli, I</i>) that do not hinder comprehension.
Conclusion: Although the response fits the criteria for Levels 1, 2, 3, and 4, it remains at Level 1 because the response makes no reference to any text.	

Anchor Paper – Question 28 – Level 1 – B

Circumstances are beyond the control of man; but his conduct is in his own power. In the Raisin the Sun there was ~~were~~ a family.

Anchor Level 1 – B

Quality	Commentary
Meaning	The response: Does not refer to the critical lens beyond restating it. The response reflects no analysis of <i>A Raisin in the Sun</i> .
Development	Is minimal, with no evidence of development beyond the statement that <i>there was a family</i> .
Organization	Shows no focus or organization.
Language Use	Is minimal.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1 in all qualities.	

Benjamin Disraeli ~~was~~ ^{once} said, "Circumstances are beyond the control of man; but his conduct is in his own power." This statement is proven to be true in both stories "To Kill a Mockingbird" and "Romeo and Juliet". This quote simply means that sometimes problems are beyond a person's control; however; how you deal with the problem can justify a lot more.

In the story "To Kill a Mockingbird" the main character has to deal with a problem that can not be fixed on his own. The story takes place in a time where African Americans were oppressed and made into slaves. They had no say and were barely ever heard in society. When a white man has to defend a black man in court, for rape, he must look beyond the problem within society. Although many people didn't agree with the lawyer even attempting to prove a black man's innocence, he still had a job to do and did it with pride. The lawyer was characterized as a strong-willed man, who was not a follower, but a leader. When he lost the case it came as no surprise; however, he kept his composure through it all and did the right thing. The key is to look beyond the problem and deal with what's in front of you at that moment.

Another example that proves Disraeli's quote to be true is the play Romeo and Juliet, by William Shakespeare. Romeo and Juliet are two teenagers who ~~are~~ ^{fall} in love. They both come from two feuding families, who would not condone their secret affair. Romeo nor Juliet could not do anything about the problem between the Montagues and Capulets. However, they could not stop the way they felt for each other. Romeo wanted to be with his true love so badly that he came up with the idea of running away

with Juliet, because there was no way they could get the families to come to an agreement. Romeo has similar characterization to the lawyer in *To Kill a Mockingbird* in that he is strong willed and composes himself as being a person who looks beyond the overall problem. ~~Romeo~~

~~Benjamin~~ Benjamin Disraeli believed that sometimes there are problems that you, as a human being, can not do anything about. It is important, however, to learn how to cope and deal with the problem as if it weren't present. You prevent stress and are able to live life a bit easier.

"Circumstances are beyond the control of man; but his conduct is in his own power."

Each person is responsible for the conduct, sometime the life give you bad experience but is your choice if you go for bad way. It is important think ~~be fore~~ do something because you don't know tomorrow what can be happen.

I am agree, because you think, you know what can be happen, but the circumstances is a lesson that we have to lear, because you don't ~~don't~~ want to make a mistake. You have the power for choice ~~that~~ ^{what} do you want ~~you want~~ in your life and what conduct by your self.

For example; Abigail Williams. She was accuse to John Proctor and Elizabeth Proctor for witchcraft:

She was lying, she know that they not practice witchcraft, but she love John Proctor and she do everything for him. She is young and pretty, and intelligent. ~~The name for this book~~ the consequences for her get was that John Proctor dead. The circumstances of Abigail make ~~it~~

Now is her choice if she changes or not, if she try to stop lying or continue do bad thing or accuse people.

The name from this book is "The Crucible" by Arthur Miller.

It is important control us conduct because it is us own power. We can make the difference if you propose and not see to much the circumstances, because not all time the circumstances is good, but we can learn about that circumstances.

"Circumstances are beyond the control of man; but his conduct is in his own power." This quote, stated by Benjamin Disraeli, means that situations are just things happening around you; things you ~~can~~ cannot control. ~~The only thing~~ a person However, it says, the one thing mankind can control is their reaction to the situation.

Both To Kill a Mockingbird by Harper Lee and Tuesdays with Morrie by Mitch Albom show people in bad circumstances but by making a good reaction to it, make it ultimately good.

In To Kill a Mockingbird a man by the name of Tom Robinson is born into his bad circumstance: he is a negro in a town where there is white dominance. The setting is a little town called Maycomb, Alabama in the 1930s which reinforces the thought that Tom's life was hard. Tom, it seems, minds his own business but finds himself caught in the hands of fate as he ~~try~~ tries to help out ~~a young~~ ^{a white young} ~~white~~ woman. This young lady accuses him of rape and the book implies that ~~the~~ Tom's social inequality will prevent him from winning the trial, which it eventually does. Throughout this though Tom Robinson remains calm and is always honest. He shows that a bad situation can at least be made easier to handle by one's reactions.

Tuesdays with Morrie is another ~~excellent~~ excellent example of circumstances made better by the proper reaction. Morrie is a seventy-something year old ~~and~~ dance and music loving psychology professor, ~~and~~ ^{and} at the beginning of the book is diagnosed with

Lou Gehrig's disease. This disease stops the body, piece by piece, from moving; leaving it completely paralyzed. Morrie realizes he won't be able to dance or be active let alone walk, yet it seems he has already come to terms with it. He tells Mitch, one of his students that came back to visit and continues to every Tuesday, that "Everyone knows they are going to die but no one wants to believe it." Throughout the book Morrie teaches lessons, that are vital to remember through life, like "Love always wins," and "When you learn how to die you learn how to live." Morrie is a wonderful, real life example that situations can always be made better through a positive reaction.

To Kill a Mockingbird by Harper Lee and Tuesdays With Morrie by Mitch Albom are very influential novels that show the power of reaction against fate and circumstance.

Question 28 – Practice Paper – D

Benjamin Disraeli once said, "Circumstances are beyond the control of man; but his conduct is in his own power." This is true because man has no control over circumstances, what he does have control over ^{are} his ~~actions~~ actions which ultimately affect his destiny. In The Great Gatsby, by F. Scott Fitzgerald and in Macbeth by William Shakespeare, man's control over his actions set the scene for his ~~own~~ destiny.

In The Great Gatsby, ~~Jay~~ Jay Gatsby is a prominent man who lives in West Egg. His lavish parties ^{he throws} every night cause many to become interested in how he invested his wealth. Throughout the story the reader discovers more and more information about this Gatsby figure. Many rumors float around but the truth is not revealed until later on. ~~Many~~ Different people have different takes on Gatsby's wealth. Some say he is a bootlegger and some say he ~~was~~ had a wealthy family. Only Gatsby knows the true ~~story~~ story behind his actions. Jay Gatsby was born ~~Jay~~ ^{James} Gatz, he was born into a poor family and worked as a Janitor for some years. His ~~real~~ identity wasn't discovered until Cody Baker, a wealthy man took him in and gave him the name Jay Gatsby. Gatsby's control over his actions caused him to become wealthy, the wealth though was only consumed to win back his true love Daisy. ~~He~~ He becomes obsessed with wealth and this becomes his incentive throughout the novel. He owns many lavish items ~~from~~ from clothes to cars. His car represents technology and how the American life style has changed. This need for money pre determines his destiny, in the end he loses ~~his~~ Daisy and ends up dead because of Mr. Wilson. His lifestyle caused his

Question 28 – Practice Paper – D

downfall because he never experienced a ~~normal~~ normal, quiet life.

Gatsby's dreams were shattered in many ways, his goal could never be completed and he knew this, he just didn't want to face it.

In Macbeth, ~~a greedy man~~ a greedy man obsessed with power causes his downfall. His actions lead to a tragic ending which affects the reader's take on ^{his} ~~the~~ ~~character~~ character.

This story is about Macbeth who becomes enthralled with the idea of becoming king. This idea was sparked by three witches prophets who told Macbeth that he would some day rule. This news created a new character in Macbeth, he started to turn his back on the people he trusted and ~~he~~ hurt many. These actions forced Macbeth's character to be revealed—this power hungry guy did not care about the ones he hurt, his only goal was to become king and all of the people knew that. This excessive amount of greed affected Lady Macbeth's state of mind, she too became amazed by the thoughts of royalty. Her feelings were carried through by her husband, they planned out the attacks to rid ~~the~~ ~~all~~ all those who would be in the way of their dream. The price they paid for their selfish behavior was brutal. Macbeth was murdered by Macduff. Macduff's family had previously been killed by Macbeth and the only way to stop and get revenge on Macbeth was to end his life. This tragic ending was marked all by Macbeth, he too was to blame for his downfall as Gatsby's wealth was to his. His actions and greedy behavior caused ~~to~~ his destiny to be planned out. This behavior challenged the course of his life forever.

Man's power is only limited to his actions, circumstances and other outside factors can not be obtained. In The Great Gatsby,

Question 28 – Practice Paper – D

Jay Gatsby's wealth led to his downfall, his need for money affected the way he lived his life and it too affected his destiny.

In Macbeth, selfish behavior^{and action} set the scene for Macbeth's destiny, these factors contributed to his tragic downfall. ~~and action~~

Man's destiny can only be obtained through his actions, it is important to monitor one's actions because the end result will have a price.

Indent => Benjamin Disraeli once stated "Circumstances are beyond the control of man; but his conduct is in his own power." Disraeli was saying that you can't control what happens to you; but you can control ~~your~~ your actions after. I agree with this quote due to "farewell to manzanar" by Jeanne Wakatsuki and "Night" by Elie Wiesel.

"farewell to manzanar" by Jeanne Wakatsuki is a good example ~~of~~ Wakatsuki was in a desert land with her family, sent there by the USA for family siding complain about the icy wind, or ~~the~~ food, or even destroy houses. They had no blanket but only cloths for the negative ~~the~~ temperatures.

"Night" by Elie Wiesel is also a great example when Elie's Jewish family was taken by Nazi and beaten, killed, starved, and burned. His father was taken many times to be judged. But Wiesel starved clam with what was given to him and hoped that his father would always be in the room when he returned.

In the end I believe Benjamin Disraeli was correct ~~was~~ when he stated that "Circumstances are beyond the control of man; but his conduct is in his own power." With the support of "Night" by Elie Wiesel and "farewell to manzanar" by Jeanne Wakatsuki.

Practice Paper A–Score Level 4

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

Practice Paper B–Score Level 2

Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in meaning.

Practice Paper C–Score Level 5

Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in development and conventions.

Practice Paper D–Score Level 4

Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in meaning.

Practice Paper E–Score Level 3

Conclusion: Overall, the response best fits the criteria for Level 3 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	3, 6	2, 5	1, 4	7, 8
Reading	20, 24	12, 17, 23	13, 15, 19, 25	9, 10, 11, 14, 16, 18, 21, 22
Writing	26, 27, 28	26, 27, 28	26, 27, 28	26, 28

The *Chart for Determining the Final Examination Score for the January 2013 Regents Comprehensive Examination in English* will be posted on the Department's web site at <http://www.p12.nysed.gov/assessment/> on Tuesday, January 22, 2013. 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.