

QUESTION 28 – SCORING RUBRIC – CRITICAL LENS

QUALITY	6	5	4	3	2	1
<p>Meaning: the extent to which the response exhibits sound understanding, interpretation, and analysis of the task and text(s)</p>	<p>Responses at this level:</p> <ul style="list-style-type: none"> -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 	<p>Responses at this level:</p> <ul style="list-style-type: none"> -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 	<p>Responses at this level:</p> <ul style="list-style-type: none"> -provide a reasonable interpretation of the "critical lens" that establishes the criteria for analysis -make implicit connections between criteria and the chosen texts 	<p>Responses at this level:</p> <ul style="list-style-type: none"> -provide a simple interpretation of the "critical lens" that suggests some criteria for analysis -make superficial connections between the criteria and the chosen texts 	<p>Responses at this level:</p> <ul style="list-style-type: none"> -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 	<p>Responses at this level:</p> <ul style="list-style-type: none"> -do not refer to the "critical lens" -reflect minimal or no analysis of the chosen texts
<p>Development: the extent to which ideas are elaborated using specific and relevant evidence from the text(s)</p>	<ul style="list-style-type: none"> -develop ideas clearly and fully, making effective use of a wide range of relevant and specific evidence and appropriate literary elements from both texts 	<ul style="list-style-type: none"> -develop ideas clearly and consistently, with reference to relevant and specific evidence and appropriate literary elements from both texts 	<ul style="list-style-type: none"> -develop some ideas more fully than others, with reference to specific and relevant evidence and appropriate literary elements from both texts 	<ul style="list-style-type: none"> -develop ideas briefly, using some evidence from the text -may rely primarily on plot summary 	<ul style="list-style-type: none"> -are incomplete or largely undeveloped, hinting at ideas, but references to the text are vague, irrelevant, repetitive, or unjustified 	<ul style="list-style-type: none"> -are minimal, with no evidence of development
<p>Organization: the extent to which the response exhibits direction, shape, and coherence</p>	<ul style="list-style-type: none"> -maintain the focus established by the critical lens -exhibit a logical and coherent structure through skillful use of appropriate devices and transitions 	<ul style="list-style-type: none"> -maintain the focus established by the critical lens -exhibit a logical sequence of ideas through use of appropriate devices and transitions 	<ul style="list-style-type: none"> -maintain a clear and appropriate focus -exhibit a logical sequence of ideas but may lack internal consistency 	<ul style="list-style-type: none"> -establish, but fail to maintain, an appropriate focus -exhibit a rudimentary structure but may include some inconsistencies or irrelevancies 	<ul style="list-style-type: none"> -lack an appropriate focus but suggest some organization, or suggest a focus but lack organization 	<ul style="list-style-type: none"> -show no focus or organization
<p>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</p>	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -use appropriate language, with some awareness of audience and purpose -occasionally make effective use of sentence structure or length 	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -use language that is imprecise or unsuitable for the audience or purpose -reveal little awareness of how to use sentences to achieve an effect 	<ul style="list-style-type: none"> -are minimal -use language that is incoherent or inappropriate
<p>Conventions: the extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar, and usage</p>	<ul style="list-style-type: none"> -demonstrate control of the conventions with essentially no errors, even with sophisticated language 	<ul style="list-style-type: none"> -demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language 	<ul style="list-style-type: none"> -demonstrate partial control, exhibiting occasional errors that do not hinder comprehension 	<ul style="list-style-type: none"> -demonstrate emerging control, exhibiting occasional errors that hinder comprehension 	<ul style="list-style-type: none"> -demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult 	<ul style="list-style-type: none"> -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.

Martin Luther King, Jr. once said, "...only when it is dark enough can you see the stars." I strongly agree with his assertion that only in the face of great adversity can true virtue and hope be displayed. Good people shine the brightest when they are surrounded by a society of malice and oppression. The most noble and heroic traits of some are repressed until necessity brings them to the surface. This necessity is most effective when in the form of hardship or intense suffering. In the midst of this suffering and darkness, the great stars are able to shine brightly, and those capable of maintaining hope and virtuous qualities gain prominence. Compelling examples of this quality exist in several masterful works of literature.

In Harper Lee's *To Kill A Mockingbird*, Atticus Finch is a noble character whose perspective contrasts greatly with that of other denizens of his community in Maycomb, Alabama. Lee makes great use of conflicting perspectives to highlight the virtues of one man in the face of overwhelming obstacles. When Atticus, a lawyer, is chosen to defend a black man charged with the rape of a white woman, the true colors of the townsfolk are shown. Filled with bitter racism and prejudice, they put every obstacle in the way of the black man's receiving a fair trial. The racist townspeople threaten Atticus, ~~and~~ frighten his children, and cause vicious unrest throughout Maycomb. However, it is in this state of unrest and hardship that the ~~city~~ calm and mild-

mannered Atticus is able to shine brightest and prove his moral superiority. Atticus defends the black man to the best of his ability, treating him as equal to a white, all the while expanding ideas of racial equality and justice. Thus, ~~is~~ highlighting the staunchly contrasting perspectives of the town, Lee shows how the virtue of a man thrown into the adversity of racial discrimination shines brightly.

Using conflict and imagery, John Steinbeck, in his classic novel The Grapes of Wrath, shows the ability of a few migrants to maintain their humanity and a sense of hope in spite of the incessant hostility of their society. The main characters, the Joad family, are thrown off their land at the start of the novel and struggle to make a subsistent living as they travel the country. The Joads are deceived by the outward prosperity California offers and are victims of extreme injustice and exploitation. By the end of the novel, the family of thirteen is comprised of only six. Despite this suffering, the Joads are able to display compassion toward their fellow migrants. Tom Joad begins to preach ideals of the Bible, advocating unity, brotherhood, and generosity among the migrants. He vows to embark on a journey to spread this word and concept to as many as he can. Steinbeck highlights the compassion of another character, Rose of Sharon, by using imagery to describe her eyes. Throughout the novel, Steinbeck never described the eyes of the aggressors, for it would give them emotion and humanity; however,

Steinbeck gives Rose of Sharon's eyes traits of passion, suffering, and understanding. The emotion and humanity displayed in Rose of Sharon's eyes are shown when she breast feeds one starving man just hours after her baby dies. Therefore, Steinbeck successfully uses literary elements and techniques to demonstrate how in the face of hostility and intense hardship, a select few are able to express their dignity and dedication to preserving mankind.

The exceptional literary strategies used in both Steinbeck's and Lee's novels support Martin Luther King Jr's claim that "only when it is dark enough can you see the stars." Using contrasting perspectives and imagery, these two authors brilliantly depict the brutality and darkness of society and portray how noble men and women of an ignoble world can shine when necessity calls on them.

Anchor Level 6 – A

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>only in the face of great adversity can true virtue and hope be displayed</i> and noting that <i>good people shine the brightest when they are surrounded by a society of malice and oppression</i>. The response uses the criteria to make insightful analysis of <i>To Kill a Mockingbird</i> (<i>However, it is in this state of unrest and hardship that the calm and mild-mannered Atticus is able to shine brightest and prove his moral superiority</i>) and of <i>The Grapes of Wrath</i> (<i>John Steinbeck ... shows the ability of a few migrants to maintain their humanity and a sense of hope in spite of the incessant hostility of their society</i>).</p>
Development	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific evidence from <i>To Kill a Mockingbird</i> (<i>When Atticus, a lawyer, is chosen to defend a black man charged with the rape of a white woman, the true colors of the townsfolk are shown; The racist townspeople threaten Atticus, frighten his children, and cause vicious unrest; Atticus defends the black man to the best of his ability</i>) and from <i>The Grapes of Wrath</i> (<i>The main characters, the Joad family, are thrown off their land, By the end of the novel, the family of thirteen is comprised of only six, Tom Joad begins to preach ideals of the Bible</i>). The response incorporates appropriate literary elements, discussing the use of <i>contrasting perspectives and imagery</i> in the texts.</p>
Organization	<p>Maintains the focus established by the critical lens on <i>how noble men and women of an ignoble world can shine when necessity calls on them</i>. The response exhibits a logical and coherent structure, first interpreting the lens and defining <i>good people</i>, then discussing the <i>overwhelming obstacles</i> faced by Atticus Finch and <i>the incessant hostility of their society</i> encountered by the Joads, and ending with a summary conclusion that emphasizes the difficulty faced by such <i>noble men and women</i>. The response makes skillful use of appropriate devices and transitions (<i>Thus, highlighting; Despite this suffering; Therefore</i>).</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>virtuous qualities gain prominence, denizens of his community, the staunchly contrasting perspectives</i>), with a notable sense of voice and awareness of audience and purpose. The response varies structure and length of sentences to enhance meaning (<i>This necessity is most effective when in the form of hardship or intense suffering</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>	

Martin Luther King, Jr., once said, "... only when it is dark enough can you see the stars." While this may seem to be a very obvious observation in the physical world, what Doctor King is saying goes deeper. Sometimes in the midst of horrible events or crushed emotions, one can have an "epiphany" and "see the light," so to speak. Possibly a person can acknowledge a wonderful thing or someone he has taken for granted. He may realize what action he must take in a trying situation. In other words, what Doctor King is saying is that sometimes it may take living through misery to fully appreciate how to gain the insight that will bring comfort to one. Doctor King is correct in his view, and this view is supported in the plays The Crucible by Arthur Miller and A Raisin in the Sun by Lorraine Hansberry. In The Crucible, a character loses her husband. In A Raisin in the Sun, a character loses his dream. Yet, both characters eventually gain some valuable insight from their experiences.

Elizabeth Proctor in The Crucible does lose her husband to the insanity of the Salem Witch Trials which were held in the late 1600's. Elizabeth Proctor, a member of the conservative Puritan community, is characterized as a cold, rigid woman who is somewhat estranged from her husband John who has committed adultery with a young, vindictive girl named Abigail. When John turns away from Abigail, she seeks revenge by accusing Elizabeth of witchcraft. In his attempt to save his wife and discredit Abigail, John Proctor himself is found guilty

of witchcraft. When he refuses to sign his name to a lie or to incriminate other "innocents," he is hanged. During the course of these trials, Elizabeth begins to see her husband in a different light. Instead of viewing him as the man who has wronged her, she sees him as a good man who is willing to die a noble death in order to protect his family (to ensure their right of inheritance of the land) and his fellow townspeople (to not condemn the innocent). While losing her husband is terrible and tragic, Elizabeth in her misery is able to regain faith in her husband, to see what a good man he is, and, in a manner of speaking, to see her "stars." This insight into her spouse brings Elizabeth comfort.

During his quest for relief and happiness, Walter, the main character in A Raisin in the Sun, learns some lessons of his own. Following his father's death, Walter receives insurance money which he intends to use to fulfill his dream of economic independence through ownership of a liquor store. This dream, however, is shattered when a supposed friend runs off with the money Walter intended to invest in the store. Consequently, his sister Beneatha is also affected as her share of the inheritance is lost, as well, and with it her aspirations of becoming a successful doctor. In truth, each member of Walter's extended family had relied on that money in some way or another and find their dreams to be destroyed, too. However, the family does band together in the end in order to keep their new home after a white man attempted to convince them that they do not belong in his Caucasian

neighborhood. While all of this is occurring, the family grows closer and begins to forgive Walter for his mistake. The entire family learns that while they thought they had relied solely on money, since the setting of the play places them in a time period in which African-Americans could only succeed if they bought their way to success, what they really had relied on was each other. Thus, this realization brings them their figurative stars, revealing that family bonds are more valuable than any sum of money. Although Walter loses his dream of owning a liquor store, the insight he gains into his family is worth much more.

Considering the insights gained by Elizabeth Proctor and Walter Younger, it can be seen that both plays, The Crucible and A Raisin in the Sun, are excellent examples of works of literature that prove Doctor King's quote true. It is "...only when it is dark enough can you see the stars." Such "stars" bring comfort to those who view them.

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>sometimes it may take living through misery to fully appreciate how to gain the insight that will bring comfort to one</i>. The response uses the criteria to make insightful analysis of <i>The Crucible</i> (<i>Elizabeth in her misery is able to regain faith in her husband and such insight into her spouse brings Elizabeth comfort</i>) and of <i>A Raisin in the Sun</i> (<i>Although Walter loses his dream of owning a liquor store, the insight he gains into his family is worth much more</i>).</p>
Development	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific evidence from <i>The Crucible</i> (<i>Elizabeth Proctor ... is somewhat exstranged from her husband John who has committed adultery and In his attempt to save his wife and discredit Abigail, John Proctor himself is found guilty of witchcraft</i>) and from <i>A Raisin in the Sun</i> (<i>Walter receives insurance money which he intends to use to fulfill his dream and This dream, however, is shattered when a supposed friend runs off with the money Walter intended to invest in the store</i>). The response uses appropriate literary elements, discussing characterization in <i>The Crucible</i> and setting in <i>A Raisin in the Sun</i>.</p>
Organization	<p>Maintains the focus established by the critical lens on the <i>comfort</i> that insight brings to a person <i>in a trying situation</i> (<i>Such “stars” bring comfort to those who view them</i>). The response exhibits a logical and coherent structure, first interpreting and agreeing with the lens, then discussing John and Elizabeth’s situation in relation to their marriage and the trials, and then discussing Walter’s situation in relation to the insurance money and his family. The response ends with a summary conclusion that emphasizes the appropriateness of the chosen texts because of <i>the insights gained by Elizabeth Proctor and Walter Younger</i>. The response makes skillful use of appropriate devices and transitions (<i>In other words, Instead of viewing, In truth</i>).</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>a very obvious observation in the physical world, the insanity of the Salem Witch Trials, their figurative stars</i>), with a notable sense of voice and awareness of audience and purpose. The response varies structure and length of sentences to enhance meaning (<i>Yet, both characters eventually gain some valuable insight from their experiences</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>epifany, exstranged, adultery</i>) only when using sophisticated language.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in conventions.</p>	

Often, in times of great struggle, it is difficult for our minds to see exactly what needs to be done to remedy a situation. Our minds are often clouded during these times—full of emotion and worry about what the future will hold. However, when we ~~are~~ get to that point of all time low, the point of true darkness, there is a sudden moment of clarity that comes with it, a moment when we finally know exactly what we must do to see the light again.

Dr. Martin Luther King, Jr. once said, "...only when it is dark enough can you see the stars." While literally this statement is true, ~~not stars~~ only when it is night can we see those balls of gas burning millions of lightyears away, this statement has a much deeper meaning. Dr. King was saying that sometimes we need to get to that place of all time low to see what is truly necessary for the greater good.

In Of Mice and Men by John Steinbeck, the characters of George and Lenny are ~~are~~ constantly on the lam. Lenny is a man with the mind of a child, and often gets them into trouble. ~~He~~ Throughout the novel, George protects and defends him, telling people that Lenny knows not what he does. However, when Lenny ~~is~~ ultimately

ends up killing a woman, George suddenly knows what he must do. He kills Jenny to protect him from the men who were sure to torture him, ~~Although~~ and also to protect other people from Jenny's strength. In this way, Jenny serves as a metaphor for Jesus—dying for the good of others. Although George never wanted to hurt Jenny, when they hit that point of true darkness, he finally knew ~~is~~ what must be done.

In JK Rowling's Harry Potter and the Deathly Hallows, Lord Voldemort comes to Hogwarts in search of Harry. In the final battle scene, many of Harry's friends are dead, and he has no way of killing Voldemort. But after Professor Snape is killed, Harry takes his memories to the Pensieve, where he learns that he himself is the final horcrux. He now knows that he cannot kill Voldemort ~~and~~ without dying himself. So, he goes to the Dark Forest and allows The Dark Lord to kill him so that Ron and Hermione can kill him. In doing this, Harry also is a metaphor for Jesus, as he too gave his ~~of~~ life for the good of others. Although Harry did not want to die, when his friends ~~are~~ were dying around him, he knew what had to be done.

It is always darkest before the dawn. Many have heard that phrase, but many fail to realize why it is darkest before the dawn. It is this way because it takes that moment of true darkness to reveal to someone what they must do to get to the dawn.

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>sometimes we need to get to that place of all time low to see what is truly necessary for the greater good</i>. The response uses the criteria to make a clear and reasoned analysis of <i>Of Mice and Men</i> (<i>Although George never wanted to hurt Lenny, when they hit that point of true darkness, he finally knew what must be done</i>) and <i>Harry Potter and the Deathly Hallows</i> (<i>Although Harry did not want to die ... he knew what had to be done</i>).</p>
Development	<p>Develops ideas clearly and consistently, with reference to relevant and specific evidence from both texts. The response explains George and Lennie’s situation (<i>constantly on the lam and Lenny is a man with the mind of a child, and often gets them into trouble</i>). The response shows how George reaches a low point when Lennie <i>ends up killing a woman</i> and George takes necessary action (<i>He kills Lenny</i>). The response explains Harry’s situation (<i>In the final battle scene, ... he learns that he himself is the final horcrux. He now knows that he cannot kill Voldemort without dying himself</i>). The response shows how Harry reaches a low point when <i>his friends were dying around him</i> and takes necessary action (<i>allows the Dark Lord to kill him</i>). The response uses evidence from both texts to discuss literary elements by claiming Lenny and Harry function as metaphors.</p>
Organization	<p>Maintains the focus established by the critical lens (<i>It is always darkest before the dawn</i>). The response exhibits a logical sequence of ideas, first interpreting the lens and agreeing with it and then presenting for each work the <i>place of all time low</i> reached and resultant actions which George and Harry take. Transitions are appropriately used (<i>In this way</i> and <i>He now knows</i>).</p>
Language Use	<p>Uses language that is fluent and original (<i>Lenny knows not what he does</i>), with evident awareness of audience and purpose (<i>a moment when we finally know exactly what we must do to see the light again</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>While literally this statement is true, only when it is night can we see those balls of gas burning millions of lightyears away, this statement has a much deeper meaning</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>	

The critical lens that "only when it is dark enough can you see the stars" is a valid statement. This statement means that difficult circumstances tend to bring out the best in people, and those who truly act in an ethical manner stand out in society. The validity of the statement can be exemplified by the characters of Hester Prynne in The Scarlet Letter and Hawkeye in The Last of the Mohicans. Both characters are put in difficult situations, make ethical choices, and are recognized for their actions.

In The Scarlet Letter, written by Nathaniel Hawthorne, Hester Prynne is a single mother living in a Puritan society. This presents a difficult situation because Puritans look scornfully upon adultery, and, as punishment, force Hester to wear a scarlet "A" for the rest of her life, so that she can be the example of what not to do. Hester makes ethical decisions despite her difficult situation by using her talents of embroidery to help those in need. The townspeople eventually recognize that Hester is, in fact, acting more Puritan than those free of the sin of adultery. They begin to see the "A" on Hester's chest to mean "able" instead of "adulteress."

In The Last of the Mohicans, written by James Fenimore Cooper, Hawkeye is a white frontiersman living with ~~some~~ Native American companions. He is put into a difficult situation

When he sees several English settlers, specifically Cora and Alice, being tricked by a ruthless Huron Indian, ~~and he makes~~ Hawkeye makes the ethical decision to aid the two young women, and to take them to their destination. Eventually the women are kidnapped and Hawkeye again makes the ethical promise to rescue the two damsels in distress. For his efforts, he is recognized by the father of the two girls, Munro, and by the wisest Indian chief in all of the Eastern tribes.

The statement that "only when it is dark enough can you see the stars" is valid because difficult circumstances ~~and~~ allow people to make ethical decisions and truly stand out in society. Hester Prynne, despite the ridicule and scorn received from her neighbors, continued to help the poor and ~~she~~ is recognized by being seen as "allie" instead of an adulteress. Hawkeye ~~chose~~ chose to aid two people whom he could have easily ignored but instead rescued them several times and is recognized by several leaders of ~~the~~ English and Native society. The ethical decisions of both characters, even in trying times, makes them stand out in society.

Anchor Level 5 – B

Quality	Commentary
Meaning	<p>The response:</p> <p>Provides a thoughtful interpretation of the critical lens that clearly establishes the criteria for analysis, stating that <i>difficult circumstances tend to bring out the best in people, and those who truly act in an ethical manner stand out in society</i>. The response uses the criteria to make a clear and reasoned analysis of <i>The Scarlet Letter</i> (<i>Hester makes ethical decisions despite her difficult situation</i>) and <i>The Last of the Mohicans</i> (<i>Hawkeye chose to aid two people whom he could have easily ignored but instead rescued them</i>).</p>
Development	<p>Develops ideas clearly and consistently, with reference to relevant and specific evidence from <i>The Scarlet Letter</i> (<i>Puritans look scornfully upon adultery and, as punishment, force Hester to wear a scarlet “A” for the rest of her life</i>) and from <i>The Last of the Mohicans</i> (<i>Hawkeye is put into a difficult situation when he sees several English settlers, specifically Cora and Alice, being tricked by a ruthless Huron Indian</i>). The response discusses setting in <i>The Scarlet Letter</i> (<i>Hester Prynne is a single mother living in a Puritan society</i>) and Hester’s character (<i>Hester uses her talents of embroidery to help those in need</i>) and setting in <i>The Last of the Mohicans</i> (<i>Hawkeye is a white frontiersman living with Native American companions</i>) and Hawkeye’s character (<i>Hawkeye again makes the ethical promise to rescue the two damsels in distress</i>).</p>
Organization	<p>Maintains the focus established by the critical lens on the idea that <i>difficult circumstances allow people to make ethical decisions and truly stand out in society</i>. The response exhibits a logical sequence of ideas by first interpreting the critical lens and expressing agreement with it, then presenting information from each work to support the interpretation, then moving from the <i>difficult circumstances</i> to <i>ethical choices</i> made, and finally consolidating both arguments in the conclusion. Transitions are appropriately used (<i>Eventually</i> and <i>For his efforts</i>).</p>
Language Use	<p>Uses language that is fluent and original, with evident awareness of audience and purpose (<i>The ethical decisions of both characters, even in trying times, makes them stand out in society</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>The townspeople eventually recognize that Hester is, in fact, acting more Puritan than those free of the sin of adultery</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>adultrous</i> and <i>reticule</i>) only when using sophisticated language.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5 in all qualities.</p>	

Martin Luther King, Jr.'s belief that "only when it is dark enough can you see the stars" reflects the idea that only in times of sorrow, or darkness, can one truly appreciate experience hope and appreciation. Through undergoing times of hopelessness, people can regain their faith and discover hope again, as well as truly appreciate the goodness in the world. King's true statement is reflected in *The Grapes of Wrath* by John Steinbeck and *The Great Gatsby* by F. Scott Fitzgerald. In both these literary works, the characters find hope and learn to appreciate the goodness ~~around~~ surrounding them.

In *The Grapes of Wrath*, set in the Dust Bowl in the 1920's, the poor displaced migrants struggling to survive in the harsh world appreciate the sparks of kindness and the miracles that befall them. For example, the migrants Joad family are forced off of their land after suffering from drought and debt. The Joads then set off for California in search of jobs and a new home. Along the way they are hungry, weary, and impoverished. However, in their state of darkness, they are able to see the ~~the~~ light. They gain a sense of optimism in seeing California as a place of Edenic plenty. There they find friends and work in a government-run camp. While the world around them is dark, the Joads find light in California in family and friends. The companionship which they ~~find~~ encounter provides them with a brief sense of relief, the light which they have been seeking. The setting conspires against them, but their powerful family bonds enables them to prevail. Their ability to "see the stars" stems from their prior suffering.

Similarly, in *The Great Gatsby*, Jay Gatsby experiences great hopes and dreams only after experiencing the heartbreaking

sorrow of losing his loved one, Daisy. When Gatsby leaves ~~for~~ for the war, Daisy marries another man rather than waiting for Gatsby to come back. Gatsby is depressed upon returning, ~~and~~ realizing that Daisy will never be his wife. ~~However~~ In parting from her, Gatsby begins to truly appreciate the beauty and the extent of his loss. Each day, for years, Gatsby dreams of meeting her once more. He elevates his dreams to great heights, creating in his mind the image ~~of~~ and memory of Daisy as the ~~ep~~ epitome of a perfect woman. Thus, Gatsby proves the idea that appreciation of others can stem from hopelessness. At night, Gatsby stands on his lawn in the darkness and ~~stares~~ watches a beam of Green Light across the harbor that is coming from the direction of Daisy's home. Fitzgerald uses the symbolism of Gatsby seeing the Light ~~in the~~ only in the darkness of night to illustrate the same belief King states in his quote, that light - hope - can only be found in the grimmest of times.

Thus, King's idea is illustrated through the Joads and through Gatsby. These characters are able to appreciate beauty and hope, whether through the dream of California or of Daisy, only after experiencing hardship.

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>only in times of sorrow, or darkness, can one truly experience hope and appreciation</i>. The response uses the criteria to make a clear and reasoned analysis of <i>The Grapes of Wrath</i> (<i>The companionship which they encounter provides them with a brief sense of relief, the light which they have been seeking</i>) and <i>The Great Gatsby</i> (<i>Thus, Gatsby proves the idea that appreciation of others can stem from hopelessness</i>).</p>
Development	<p>Develops ideas clearly and consistently, with reference to relevant and specific evidence from <i>The Grapes of Wrath</i> (<i>suffering from drought and debt, The Joads then set off for California, they find friends and work</i>) and from <i>The Great Gatsby</i> (<i>losing his loved one, Daisy; Daisy as the epitome of a perfect woman; a beam of Green Light</i>) to demonstrate that people can experience hope and appreciation only after enduring hardship. The response integrates the literary elements of setting for <i>The Grapes of Wrath</i> (<i>the setting conspires against them, but their powerful family bonds enables them to prevail</i>) and of symbolism for <i>The Great Gatsby</i> (<i>Gatsby seeing the Light only in the darkness of night ... in the grimmest of times</i>) into the discussion.</p>
Organization	<p>Maintains the focus established by the critical lens on <i>characters who are able to appreciate beauty and hope ... only after experiencing hardship</i>). The response exhibits a logical sequence of ideas, first interpreting and agreeing with the lens, moving to a cause/effect presentation of information to support the interpretation for <i>The Grapes of Wrath</i> (<i>The Joads are struggling to survive ... However, in their state of darkness, they are able to see the light</i>) and for <i>The Great Gatsby</i> (<i>Gatsby experiences ... heartbreaking sorrow ... However, in parting from her, Gatsby begins to truly appreciate the beauty and the extent of his loss</i>), and ending with a conclusion that refocuses on the lens. Transitions are appropriately used (<i>Similarity</i> and <i>Thus</i>).</p>
Language Use	<p>Uses language that is fluent and original (<i>They gain a sense ... of Edenic plenty</i>), with evident awareness of audience and purpose (<i>Their ability to “see the stars” stems from their prior suffering</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>Each day, for years, Gatsby dreams of meeting her once more</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>truly, elavates, illastrate</i>), punctuation (<i>1920’s; the poor and war; Daisy</i>), capitalization (<i>Literary Works</i> and <i>Green Light</i>), and grammar (<i>family are</i> and <i>bonds enables</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 conventions.</p>	

As darkness overpowers one's ability to live, the light always finds little ways to show itself. The brightness of someone's star can easily make their life somewhat livable again with hope. The characters Huck Finn and Hester Prynne know this to be true from first hand experience.

Huck Finn, in The Adventures of Huckleberry Finn by Mark Twain, was a young boy who was forced to grow up too fast and become a man because of his alcoholic father. His father was abusive, both mentally and physically, which caused Huck's world to be one consumed by darkness and pain. Somehow through this disaster, Huck found the strength to continue on and also found his "star". Huck's father was a symbol of darkness within that novel and Huck was a symbol of the star that overcame the darkness. This can be seen in the instant of the novel when Huck runs away from his father's home and never looks back. He found a way out of the darkness due to his star quality that showed him that his dark life could be so much brighter.

Nathaniel Hawthorne's character of Hester Prynne from the novel The Scarlet Letter also has a guiding light that brought her out of her darkness. Hester lived in the town of Boston, where everyone believed her to be an adulteress who was unworthy of being a part of society. Forced to become an outcast, Hester's world quickly went from happiness to complete darkness, until the birth of her daughter. Hester's daughter, Pearl, represents the star that Hester sees through the darkness. She continues on because of her daughter and eventually is able to lead a somewhat normal life again. When a woman becomes a mother, a special bond is made between herself and her child. The bond between Hester and Pearl grows stronger because of how much they rely on each other. Pearl

Anchor Paper – Question 28 – Level 4 – A

rely on Hester because she is her mother and Hester relies on Pearl to be her "star".

"Only when it is dark enough can you see the stars." When one's life is filled with so much darkness and pain, that is when they are able to find the light that helps them through that pain. Only when that small amount of hope is desperately needed does it then appear and overcome the darkness which is controlling one's thoughts.

Anchor Level 4 – A

Quality	Commentary
Meaning	The response: Provides a reasonable interpretation of the critical lens that establishes the criteria for analysis (<i>As darkness overpowers one's ability to live, light always finds little ways to show itself</i>). The response makes implicit connections between the criteria and <i>The Adventures of Huckleberry Finn</i> (<i>He found a way out of the darkness ... his dark life could be so much brighter</i>) and <i>The Scarlet Letter</i> (<i>Hester's daughter, Pearl, represents the star that Hester sees through the darkness</i>).
Development	Develops some ideas more fully than others. The response uses specific and relevant evidence from <i>The Adventures of Huckleberry Finn</i> to explain why Huck is <i>consumed by darkness and pain</i> (<i>a young boy ... forced to grow up too fast; his alcoholic father; His father was abusive, both mentally and physically</i>) and from <i>The Scarlet Letter</i> to describe factors contributing to Hester's <i>complete darkness</i> (<i>town of Boston, where everyone believed her to be an adulteress and an outcast</i>). The discussion of literary elements is less specifically developed, referencing symbol but not explaining its use in either text.
Organization	Maintains the focus established by the critical lens on the idea that <i>only when one's life is filled with so much darkness and pain is one able to find the light</i> . The response exhibits a logical sequence of ideas, beginning with an interpretation of the lens, then presenting information from both works to support the interpretation by first establishing the <i>darkness</i> faced and then moving to the brightness created by <i>someone's star</i> , and concluding with a reiteration of the interpretation. Appropriate devices and transitions are used (<i>Somehow through this disaster, Forced to become an outcast, eventually is able</i>).
Language Use	Uses appropriate language, with some awareness of audience and purpose (<i>Nathaniel Hawthorne's character of Hester Prynne ... also has a guiding light that brought her out of her darkness</i>). The response occasionally makes effective use of sentence structure and length (<i>Only when that small amount of hope is desperately needed does it then appear and overcome the darkness which is controlling one's thoughts</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>adulteress, eachother, relys</i>), punctuation (<i>novel and, mother and, her "star"</i>), and grammar (<i>someone's star ... their and one's life ... they</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in organization.	

Though there may come many times in ~~of~~ your life where you feel like you lose all hope, you should never let go of faith. There are times in a person's life where they may think that nothing is going right, but ~~as Martin Luther King Jr. said~~ ~~...only when it is dark enough can you see the stars.~~ As Martin Luther King Jr. said '...only when it is dark enough can you see the stars.' This quote means only when times get a little tough do you notice those who are true heroes stand out. I completely agree with this quote.

In the novel The Scarlet Letter by Nathaniel Hawthorne, there is the main character, Hester Prynne whom has gone through many hardships at this certain moment in her life. In the era of which this novel takes place, adultery was considered not only a dangerous sin but also the breaking of a law. One should be executed and/or basically shunned by society. Hester had committed adultery and had already had her baby, Pearl. Because no one knew who their husband was, she was not executed but rather wore an 'A' on her chest. Many ~~people~~ shunned her and she was considered an outcast in society. Hester had gone through a terrible phase in her life that most people would not be able to handle. From her point of view, she had been going through hell. Yet she still made it through against all odds and was eventually accepted back into society. ~~Based on her point of view of this situation,~~ was she in true darkness, yet she still shone so brightly in this dark. The theme of this novel was based around honesty and courageousness. Hester was so courageous to not give the name of her lover to anyone, even if it meant saving herself. She truly was a shining star in this darkness.

In the book, The Crucible, the plot consists of a man named John Proctor who lives in a time of witches and conspiracy going around about it. There were a group of teenage girls, ~~in~~ one specific

girl was Abigail Williams, who enjoyed ~~practicing~~ witchcraft. Once they were spotted playing ~~around~~ ~~in~~ ~~the~~ forest, they blamed this fact that they were controlled ~~by~~^{on} some sort of witchcraft. All in all, the girls, especially Abigail, began accusing other women of the town of being a witch. Before all of this, Proctor and Abigail had an affair and his wife kicked her out as a maid because of it. Abigail was still madly in love with him so she did what she had to do and accused his wife of being a witch. From John's point of view, he felt as though that all hell was arising from these girls' accusations/lies, so he felt it was his job to reveal to the town what they'd been doing. He needed to be the shining star in this case scenario. However, then he was blamed for being a witch and was then executed because he refused to confess and was too sacred to who he was. His character was very noble and strong, he'd never let go of his faiths/beliefs. He stood up for what was right, even if it meant it cost his life. Proctor really did show he was the only star shining in this darkness.

~~Every~~ Every person has their own time of shining, but only when there's a time of true darkness around them. Hester Prynne and John Proctor were shining stars in their darkness and sacrificed so much to be these stars. Though one does get their recognition, there is so much that a person goes through to be the star. It really does take darkness for a star to shine.

Anchor Level 4 – B

Quality	Commentary
Meaning	<p>The response:</p> <p>Provides a reasonable interpretation of the critical lens that establishes the criteria for analysis, stating <i>only when times get a little tough do you notice those who are true heroes stand out</i>. The response makes implicit connections between the criteria and <i>The Scarlet Letter</i> (<i>Based on her point of view of this situation was she in true darkness, yet she still shone so brightly in this dark</i>) and <i>The Crucible</i> (<i>He needed to be the shining star in this casenario</i>).</p>
Development	<p>Develops some ideas more fully than others. The response uses specific and relevant evidence from <i>The Scarlet Letter</i> to discuss Hester’s <i>many hardships</i> (<i>Hester had committed adultery; her baby, Pearl; ‘A’ on her chest</i>) and from <i>The Crucible</i> to explain <i>John’s point of view</i> (<i>Proctor ... lives in a time of witches, Abigail ... accused his wife of being a witch, girls accusations/lies</i>). The discussion of literary elements is less developed, generally referencing point of view and theme for <i>The Scarlet Letter</i> and generally referencing characterization and providing plot details that border on plot summary for <i>The Crucible</i>.</p>
Organization	<p>Maintains a clear and appropriate focus on the idea that <i>it really does take darkness for a star to shine</i>. The response exhibits a logical sequence of ideas, first interpreting the quote in the introduction, then presenting information about the circumstances each character faces and the heroic actions each takes, ending with a reiteration of the lens in the conclusion. Internal consistency is weakened through the use of abrupt shifts in focus from point of view to theme to character traits (<i>couourageousness</i>).</p>
Language Use	<p>Uses appropriate language that is sometimes inexact (<i>write</i> for “right” and <i>he felt as though that</i>), with some awareness of audience and purpose (<i>Every person has their own time of shining, but only when there’s a time of true darkness around them</i>). The response occasionally makes effective use of sentence structure or length (<i>Because no one knew who the husband was, she was not executed but rather wore an ‘A’ on her chest</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>couourageous</i> and <i>spceific</i>), punctuation (<i>persons life; girls accusations; strong, he’d</i>), grammar (<i>whom has gone</i> and <i>There were a group</i>), and usage (<i>era of which</i> and <i>controlled on</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.</p>	

It has been said by Martin Luther King Jr. that "... only when it is dark enough can you see the stars." This means that only when a situation is bad enough can you see the good ~~part~~ in your life. The author Nathaniel Hawthorne exemplifies this in his novel The Scarlet Letter, through the characterization of Hester Prynne. The idea ~~is~~ that a bad situation lets you see the good in your life is shown in the novel The Catcher in the Rye by J.D. Salinger.

The Scarlet Letter by Nathaniel Hawthorne is a ~~unique~~ stand-out novel for a number of reasons. First it introduces the first American heroine. This character, Hester Prynne, what makes her the first American heroine? Well what does relate to Martin Luther King Jr.'s quote. ~~The~~ The novel takes place in a Puritan colony of Massachusetts Bay. Prynne is charged for adultery. Instead of the mocking of the community get to her she ignores it. She focuses her energy on her daughter, Pearl. That's what Martin Luther King Jr. means. There is all this negativity around her, yet Prynne cares only about her daughter. Just like the average person doesn't care about the dark sky, they care about the bright stars.

The Catcher in the Rye is different. There Holden Caulfield, who some

may argue is the teenage embodiment of a classic ~~greek~~ Greek archetypal hero, has his own way of looking past the ~~dark~~ dark. After being kicked out of the fourth board he was sent to he doesn't go home, right away at least. Holden doesn't want to grow up. This because adults, according to him, don't care about the children of the world. Holden has a prophecy. He will be the protector of the youth. That's Holden's way of looking past the dark. He makes a promise to himself to help.

These two authors, Nathaniel Hawthorne and J.D Salinger are some of the most well renowned authors of American literature. ~~Nathaniel~~ Hawthorne's use of symbolism and Salinger's use of characterization ~~the~~ highlight Martin Luther King Jr.'s quote. Pearl is the daughter of ~~the~~ Hester Prynne and the symbol of the good in Hester's life. J.D Salinger compares Holden to a classic archetypal hero. Holden looks past the sorrow in his life and goes on to find ways to help others.

It has ~~been~~ been said by Martin Luther King Jr. that "... only when it is dark enough can you see the stars." this means that only when your life is bleak enough can you see the good.

Anchor Paper – Question 28 – Level 4 – C

*this is proven by Nathaniel Hawthorne's
The Scarlet Letter and J.D Gallingay's
The catcher in the Rye*

Anchor Level 4 – C

Quality	Commentary
Meaning	The response: Provides a reasonable interpretation of the critical lens that establishes the criteria for analysis, stating that <i>a bad situation lets you see the good in your life</i> . The response makes implicit connections between the criteria and <i>The Scarlet Letter</i> (<i>She focuses her energy on her daughter, Pearl</i>) and <i>The Catcher in the Rye</i> (<i>Thats Holden's way of looking past the dark</i>).
Development	Develops some ideas more fully than others. The response uses relevant and specific evidence from <i>The Scarlet Letter</i> to discuss bad and good situations in Hester's life (<i>a Puratin colony, Prynne is charged for adultery, endures the mocking of the community</i>). The discussion of <i>The Catcher in the Rye</i> and references to <i>symbolism</i> and <i>charactreration</i> are less specifically developed.
Organization	Maintains a clear and appropriate focus on the idea that <i>only when your life is bleak enough can you see the good</i> . The response exhibits a logical sequence of ideas, first interpreting the lens, then presenting information from both works to support the interpretation, including a separate paragraph related to literary elements, and ending with a summary conclusion. The response lacks internal consistency through the use of abrupt shifts in focus without effective transitions.
Language Use	Uses appropriate language, with some awareness of audience and purpose (<i>Howethorne's use of symbolism and Salinger's use of charactreration highlight Martin luther King Jr.'s quote</i>). The response occasionally makes effective use of sentence structure and length (<i>Pearl is the daughter of Hester Prynne and the symbol of the good in Hester's life</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>Moissatusels bay, apytrany, archytopal</i>), punctuation (<i>First it; quote. The; Thats</i>), grammar (<i>does relates, This because, a apytraney</i>), and a lack of proofreading (<i>the fourth board</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in conventions.	