

SESSION TWO

FOR TEACHERS ONLY

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

ENGLISH

Wednesday, August 18, 2004— 8:30 to 11:30 a.m., only

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SCORING KEY AND RATING GUIDE

Mechanics of Rating

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site <http://www.emsc.nysed.gov/osa/> and select the link "Latest Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and at least one more time before the final scores for the examination are recorded.

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

Scoring of Multiple-Choice Questions

Indicate by means of a checkmark each incorrect or omitted answer to multiple-choice questions on the Session Two answer sheet; do not place a checkmark beside a correct answer. Use only red ink or red pencil. In the box provided under each part, record the number of questions the student answered correctly for that part. Transfer the number of correct answers for the Part A multiple-choice questions to the appropriate spaces in the box in the upper right corner of each student's **SESSION ONE** answer sheet.

<p>Session Two Correct Answers</p>

<p>Part A</p>

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| <p>(1) 2</p> <p>(2) 1</p> <p>(3) 4</p> <p>(4) 2</p> <p>(5) 3</p> <p>(6) 2</p> <p>(7) 4</p> <p>(8) 1</p> <p>(9) 3</p> <p>(10) 4</p> |
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Rating of Essays

- (1) Follow your school's procedures for training for rating. This process should include:

Introduction to the task—

- Raters read the task and summarize its purpose, audience, and format
- Raters read passage(s) and plan own response to task
- Raters share response plans and summarize expectations for student responses

Introduction to the rubric and anchor papers—

- Trainer reviews rubric with reference to the task
- Trainer reviews procedures for assigning scores
- Trainer leads review of each anchor paper and commentary
(**Note:** Anchor papers are ordered from high to low within each score level.)

Practice scoring individually—

- Raters score a set of five papers individually
- Trainer records scores and leads discussion until raters feel confident enough to move on to actual scoring

- (2) When actual rating begins, each rater should record his or her individual rating for a student's essay on the rating sheet provided, *not* directly on the student's essay or answer sheet. Do *not* correct the student's work by making insertions or changes of any kind.
- (3) Each essay must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point. The scoring coordinator will be responsible for coordinating the movement of papers, calculating a final score for each student's essay, and recording that information on the student's answer paper for Session One, and determining the student's final score for the examination. The chart located on the Department's web site should be used for determining the final examination score.

**SESSION TWO – PART A – SCORING RUBRIC
READING AND WRITING FOR LITERARY RESPONSE**

QUALITY	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, and analysis of the task and text(s)	-establish a controlling idea that reveals an in-depth analysis of both texts -make insightful connections between the controlling idea and the ideas in each text	-establish a controlling idea that reveals a thorough understanding of both texts -make clear and explicit connections between the controlling idea and the ideas in each text	-establish a controlling idea that shows a basic understanding of both texts -make implicit connections between the controlling idea and the ideas in each text	-establish a controlling idea that shows a basic understanding of the texts -make few or superficial connections between the controlling idea and the ideas in the texts	-convey a confused or incomplete understanding of the texts -make a few connections but fail to establish a controlling idea	-provide minimal or no evidence of textual understanding -make no connections between the texts or among ideas in the 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 texts -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 controlling idea -exhibit a logical and coherent structure through skillful use of appropriate devices and transitions	-maintain the focus established by the controlling idea -exhibit a logical sequence of ideas but may lack internal consistency	-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, 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.

For countless centuries, there have been connections and wonders in nature that have existed far outside both the realm of control and understanding of man. Miracles are frequent, such as connections between species and abnormal arrangements of plant life. Through the skillful usage of imagery, point of view, structure, theme, and irony, Passages I and II illuminate for the reader our amazing natural environment.

Imagery is used by the authors of both passages to explain the miracles in nature that appear in the form of connected species and growth patterns. Passage I demonstrates two connections by the use of imagery: the terrapin and the heron, and the eels and the fishermen. The terrapin helps the heron by sending him "the first fish other than small fry that [the heron] had caught that night..." As the terrapin is heading out into deeper water in search of more food for herself, "she startled a young mullet and sent it racing toward the beach in panic and confusion." The mullet unknowingly swims right through the legs of the heron, and dinner is served. The method by which man assists the eels is demonstrated by imagery somewhat further into the passage. "The fisherman... on the island had gone out about nightfall to set the gill nets..." As a shad

hits the net, she becomes entangled, struggles, and begins to bleed – “The shad ... had thrust her head through ... the net and was struggling to free herself. The taut circle of twine that had slipped under the gill covers cut deeper into the delicate gill filaments as the fish lunged against the net...” As more and more fish are caught in the nets, the eels become aware of the potential feast, and the author again uses imagery to show how much the fisherman helped the eels: “The eels feasted royally that night ... [they] bit into the abdomens with sharp teeth and ate out the roe. Sometimes they ate out all the flesh as well, so that nothing remained but a bag of skin...” The graphic imagery of the feasting eels shows again the connections between species in nature, and is further enhanced by the statement, “The marauders could not catch a live shad free in the river, so their only chance for such a meal was to rob the gill nets.”

Imagery is also used in Passage II to demonstrate nature's smaller miracles. The author/narrator is tramping through “trackless woods” when he encounters “four great rock maples seemingly aligned, as if they had been set out in a row / before some house a century ago.” Truly, it is rare to discover a perfectly straight row of trees in

nature, unless they were originally placed there by something outside of the natural environment. However, subsequent imagery in the passage joins with irony to explain it as merely another wonder of nature.

Ironic is again present in lines 6-10, when the reader is disillusioned from thinking that the trees were planted by man. "I looked to see if ancient wheels had made / old ruts to which these trees ran parallel / but there were none... / there'd been no roadway. Nor could I find a square / depression of a cellar anywhere." These lines are quite ironic because the opening lines build ⁱⁿ the reader the expectation that the trees were planted by man. However, nothing emerges to prove that they were, and irony causes the reader to see another miracle of nature.

In Passage I, the author interweaves point of view (all knowing) with structure to show further connection between the different species. Because the narrator is "all knowing," the reader sees everything clearly: the black skimmer, the diamond back terrapins, the heron, the fisherman, the shad and the eels. Structure is used to integrate each species into the next from one paragraph to another, thereby amplifying the connections among them all.

The theme of Passage II may be "there are miracles in nature that don't always stem from humans."

This theme is shown not only by the imagery of the line of trees and their surroundings, but also by lines 11-14: "And so I tramped on further, to survey / Amazing patterns... Not subject to our stiff geometries."

Nature is beautiful – full of miracles sometimes incomprehensible to man. We will never be capable of understanding all of its wonders, but if we look beyond our "stiff geometries," we may encounter even more ~~wonders~~ amazing surprises.

Anchor Level 6 – A

Quality	Commentary
	The response:
Meaning	Establishes a controlling idea that reveals an in-depth analysis of both texts (<i>wonders in nature ... have existed far outside both the realm of control and understanding of man and Miracles are frequent</i>). The response makes insightful connections to this idea (<i>Passage I demonstrates two connections by the use of imagery and subsequent imagery ... joins with irony to explain the row of trees as merely another wonder of nature</i>).
Development	Develops ideas clearly and fully, making effective use of a wide range of relevant and specific evidence to describe <i>connections between species in and another miracle of nature</i> . The response skillfully interweaves quotes from the text to illustrate literary elements (<i>This theme is shown not only by the imagery of the line of trees and their surroundings, but also by lines 11-14: "And so I tramped on further, to survey / Amazing patterns ... Not subject to our stiff geometries"</i>).
Organization	Maintains the focus on <i>our amazing natural environment</i> . The response exhibits a logical and coherent structure, using the literary elements of <i>imagery</i> and <i>irony</i> to organize ideas. The response uses appropriate transitions (<i>As more and more fish are caught, Imagery is also used in Passage II, Irony is again present</i>). The conclusion restates the idea that <i>nature is beautiful – full of miracles</i> .
Language Use	Is stylistically sophisticated, using precise language (<i>interweaves point of view ... with structure and amplifying the connections among them all</i>). The response varies sentence structure to enhance meaning (<i>We will never be capable of understanding ... even more amazing surprises</i>).
Conventions	Demonstrates control of the conventions, with several errors in the use of ellipses in sophisticated constructions.
Conclusion: Overall, the response best fits the criteria for Level 6 in all qualities.	

Nature is often taken for granted. The beauty and complexity of its creatures are often overlooked. Humans sometimes need to open their eyes and be grateful for the surroundings which they have not created. After reading passages one and two, people can hopefully do just that – appreciate the natural environment they seem to overlook.

The flight of a strange black bird who is looking for a meal might be something overlooked by preoccupied people. The life and death dramas of the bird's prey beneath the water's surface are even less recognized by the casual observer. Although these occurrences may be missed during an average person's day, the author of passage one makes the lives of these creatures engaging.

The author uses literary elements such as intricate detail about the looks and movements of these bay creatures: "Its wings were pure black," "jug-shaped holes not quite so deep as their outer bodies were long," "tossed it in the air, caught it head first, and swallowed it." The author also uses similes such as describing Lynnhop's bill "like a razor blade." Personification is used when the author refers to the trapped shad as "her" and creates a picture of this desperate pregnant female fish fighting to get free. Even the predator eels are described as feasting "royally" as though they were lords enjoying a banquet. The author of this passage shows the wonder and even the horror in an ecosystem that is typically not noticed.

"In Trackless Woods," passage two, shows a person finding nature's wonders for him or herself. This person comes across a line of four trees in a perfect row, and realizes no man created this formation. Seeing this natural sight, the speaker

starts to view other things he or she might often overlook in these "trackless woods"; like "patterns in a hornbeam spray Or spirals in a pinecone."

The literary element of an extended metaphor is seen through this entire poem. There are many references to mathematics, and strict human order such as: "seemingly alligned," "trees ran parallel," "nor could I find the square." Finally, the most important part of the metaphor is the last two lines of the poem: "trees Not subject to our stiff geometries," describe the moment that the speaker realizes how wonderful nature can be, and looks at it through different eyes. These eyes do not look for the strict human order, but wonder at nature's own type of order.

Although both passages describe views of nature that readers might normally overlook, both are also different. Passage I describes an intricate natural world, possibly to show the beauty that they don't usually see. Passage II is the poet's personal experience of realizing that nature has its own patterns apart from man's. Both passages seem to lead the reader to a greater appreciation of the natural world that people so often hurry past every day.

Anchor Level 6 – B

Quality	Commentary
Meaning	<p>The response: Establishes a controlling idea (<i>Humans sometimes need to open their eyes and be grateful for the surroundings which they have <u>not</u> created</i>) that reveals a thorough understanding of both texts. The response makes clear and explicit connections between this idea and both texts (<i>The author of this passage shows the wonder and even the horror in an ecosystem that is typically not noticed and This person ... realizes no man created this formation</i>).</p>
Development	<p>Develops ideas clearly and fully, effectively using relevant and specific evidence. The response discusses <i>the flight of a strange black bird ... overlooked by preoccupied people</i> and discusses a simile used to describe <i>Rynchop's bill "like a scissor blade."</i> The response focuses on <i>an extended metaphor ... through this entire poem</i>, although the discussion of <i>many references to mathematics, and strict human order</i> is strained. The response includes quotes from the text to develop ideas.</p>
Organization	<p>Maintains the focus established in the first paragraph. The response exhibits a logical and coherent structure first discussing an example of nature overlooked by humans, followed by a discussion of literary elements for each work. Appropriate transitions (<i>Although</i> and <i>Finally</i>) are used.</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>engaging, predator, intricate</i>). The response varies sentence structure to enhance meaning (<i>These eyes do not look for the strict human order, but wonder at nature's own type of order</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, although it is somewhat weaker in meaning and organization.</p>	

There is a power in Nature that rises above the devices of man which try to change it. Even though humans try to take credit for "improving" natural phenomena, the natural environment is full of untouched, observable wonders.

Even before the race of man evolved into its present role in nature, animals and plants lived and interacted with each other. For example, in passage one, the tide marks the beginning of dinner for many sea animals. The heron had his "bill poised to spear fish as they darted past his legs." "Rynchops... snapped up three of the fishes by the rapid opening and closing of his short upper bill." And "eels feasted royally that night... so that nothing remained but a bag of skin..." It is clear that because the eels' "only chance for such a meal was to raid the gill nets," men are affecting the natural order, though at the cost of the shad's lives. Human's involvement is not always positive on the environment. But in passage one, the impact they do have seems small.

Passage one included an array of literary devices that describe marine life and their interaction with each other and with nature. The dusk marks feeding time and egg laying. At the end of the passage (lines 107-109) the author describes the end of feeding time and the "rush hour" of animal life in the sound by using "surging" and "running," "sped" and "racing." These words convey an urgency of animals whose lives depend on the tide. In contrast, Rynchops is described as it "flew steadily and without haste... its progress as measured" and the terrapins are "crawling back and forth." Similes dot the passage: "a bill shaped like a scissor blade," "two slender uprights like stakes thrust into the sand."

Along the same line of passage one, passage two explores the flora of a wooded area and, again, the natural world unknown to men. "It puzzled [me] to find four great rock maples seemingly aligned as if

they had been set out in a row before some house a century ago. (lines 1-4) Use of couplets to set rhythm and interdependency between every two lines sheds light on the patterns of nature as seen by a man wandering through the woods. He keeps wondering if some man had previously sown the tree seeds, until he finally accepts that nature has its own patterns. The poet keeps a strong sense of structure in his poem by using geometric references. "Parallel" and "square" are used to describe the uncommon in nature. The man keeps searching for a "depression" or a cellar or "ancient wheels," all the while "trampling" on to see no more "stiff geometries" characterized by human developments. The power of nature is clear here within this well-balanced, rhythmic poem.

From these passages, I have learned an obvious truth: nature has been, is, and will be the one wonder that the race of men strives to understand. We must learn to appreciate the balance of ecosystems like the one described in passage one. And we must keep the "trackless" woods, with their patterns, like the one in passage two, unchanged. Humans play a part in the natural world; may it be a kind one.

Anchor Level 5 – A

Quality	Commentary
Meaning	The response: Establishes a controlling idea that reveals a thorough understanding of both texts (<i>the natural environment is full of untouched, observable wonders</i>). The response makes clear connections between this idea and each passage. The response connects the <i>observable wonders</i> of the <i>tide</i> marking <i>the beginning of dinner</i> for Passage I, and the <i>natural world unknown to men</i> in Passage II.
Development	Develops ideas clearly and consistently. The response uses relevant quotes from each passage to describe the amazing interaction between species during low tide (<i>the heron had his “bill poised to spear fish”</i>) and the surprising <i>patterns of nature</i> . The response effectively weaves appropriate literary elements such as setting (<i>dusk</i>), diction (<i>surging, sped, Parallel, square</i>), <i>couplets</i> , and <i>rhythm</i> into development of the controlling idea.
Organization	Maintains the focus on <i>nature</i> as the <i>one wonder that the race of men strives to understand</i> . The response exhibits a logical sequence of ideas, discussing Passage I followed by a separate discussion of literary elements. The discussion of Passage II integrates both elements. Appropriate transitional phrases (<i>In contrast</i> and <i>Along the same line</i>) are incorporated into the response.
Language Use	Uses language that is fluent and original (<i>an array of literary devices, convey an urgency, sheds light on the patterns of nature</i>). Varying sentence structure and length are used effectively (<i>Similes dot the passage</i>).
Conventions	Demonstrates control of the conventions with essentially no errors, even with sophisticated language.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat stronger in conventions.	

Ideas about the environment differ as widely as opinions on love and politics. However, Passage I, a non-fiction piece about the ecosystem of a small island, and Passage II, a poem about one man's encounter with nature, are united by a common view or theme – nature works in patterns without the involvement of humans.

Passage I is a prose selection which portrays the life cycle as a pattern in nature. The tides, an ever-present theme within the work, are a constant reminder of this pattern. Passage I's emphasis on the yearly spawning and egg laying habits also re-inforces the theme of nature's pattern. Throughout the whole passage, everything hunts or is hunted, lives on prey or dies to feed a predator. This activity is a snapshot of the cycle of life, one of nature's most common patterns. When the heron dies, it will feed the fish it eats; thus, renewing the cycle. This theme is developed through the narrator's connections drawn between all the living things in the ecosystem. The cycle of nature is made very clear through description. The narrator ties this together into one pattern using the symbol of the tides coming and going. Just as the ocean and the fowl gull leave and return with every ebb and flow, the environment oscillates in its own pattern.

Passage II is a more geometrical selection, but its controlling idea is the same as that

of Passage I. The fortuitous arrangement of the rock maples, the fractal beauty of the hornbeam sprays, and the perfect spiral of a pine cone all prove that mankind isn't the only force capable of patterns. The poem is written as a voyage of discovery, following the speaker's experience hiking. First, he is amazed at the rock maples, then even more astonished that he can find no signs of human habitation. Finally, he accepts nature's patterns and enjoys them for what they are. This thematic structure makes natural patterns seem as inevitable a conclusion as the sun rising in the morning. Passage II is written in a sonnet form, the traditional poetic form for love and admiration. A lengthened line jars the ear and provides a break between the speaker's disbelief in natural patterns and his interest in them.

Both passages are very different in tone and structure, but their controlling idea is the same. Nature creates patterns on its own. The idea is developed beautifully in both passages. They truly do justice to the patterns in nature.

Anchor Level 5 – B

Quality	Commentary
Meaning	The response: Reveals a thorough understanding of both texts by establishing the controlling idea that <i>nature works in patterns without the involvement of humans</i> . The response connects this idea to the <i>cycle of life</i> in Passage I and the acceptance of <i>natures patterns</i> in Passage II.
Development	Develops ideas clearly and consistently. The response emphasizes patterns in nature unaltered by man in Passage I, using symbolism and description to develop the idea that <i>the environment oscillates in its own pattern</i> . The discussion of Passage II emphasizes geometric patterns (<i>fractal beauty of the hornbeam sprays, and the perfect spiral of a pinecone</i>). The response successfully incorporates a discussion of <i>theme</i> into the discussion.
Organization	Maintains a clear and appropriate focus on <i>the patterns in nature</i> . The response exhibits a logical sequence of ideas, presenting information about birth, life, death, and renewal in nature for Passage I. Passage II is ordered according to the <i>speakers experience hiking</i> . Transitions are appropriately used (<i>However, Just as the ocean, Finally</i>).
Language Use	Uses language that is generally fluent and original and occasionally sophisticated. Word choice and sentence structure exhibit an awareness of audience and purpose (<i>Just as the ... its own pattern</i> and <i>The fortuitous arrangement ... capable of patterns</i>).
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>eco-system, naraters, inevitable, truely</i>) and punctuation (<i>natures pattern</i> and <i>speakers experience</i>).
Conclusion: Overall, the response best fits the criteria for Level 5 in all qualities.	

The natural environment is both a very delicate and a very interwoven system. ~~It is, in many ways, like a~~ Its flora and its fauna depend on each other, but can be easily disrupted, and/or broken. This fragility and complexity is a main characteristic of the world's natural environment.

In Passage I, an excerpt from a nonfiction work, the natural environment's homeostasis is disrupted by humans. A fisherman had set gill nets for a large fish, called shad. ^{The nets symbolized the impact of humans on nature.} These entrapped shad were then eagerly devoured by the local eels. This ~~disrupted~~ disrupts nature's delicate pattern because ordinarily these eels would be incapable of the capture of these shad. The human activity in the area (the fisherman's nets) ^{caused} ~~made~~ the local eel population to behave unnaturally, proving the fragility of the natural environment.

In the poem, "In Trackless Woods", ~~by~~ the main character searches for the remains of human settlement. He said, "There'd been no roadway. Nor could I find the square depression of a cellar anywhere." This shows how vastly humans can affect ~~an~~ ^{delicate} environment, because their marks can be left even for centuries after their deaths. These ^{lasting} unnatural human imprints show how fragile and delicate the natural environment truly is.

The excerpt from the nonfiction work shows the intricacy of the environment ~~also~~ along with

its delicacy. Two terrapins swam by a blue heron, startling its prey so that the small fish swam~~na~~ right in front of the huge bird. The heron was then able to feed, as a result of the terrapins. This shows a basic theme ~~that~~ of nature's ~~is~~ interconnection. ~~Had the ter~~ because had the terrapins not startled the fish, then the heron would have remained hungry.

The poem, told in a first person point of view, entitled, "In Trackless Woods", humans and nature seem to be ^{interconnected} ~~aligned~~. Ordinarily, when trees are aligned, it is caused by humans. This did not occur in the poem, but is implied that it does occur on a regular basis, and that the poem is an exception. Though destructive, humans are part of the world too, and are thereby intertwined into nature's complex knot of life.

Nature is both fragile and complex. It can be disturbed easily, by fishermen for example. It ~~can~~ ^{is} also complexly interwoven, in that all of the natural world's life forms impact each other. The natural environment is much like an almost finished puzzle. It is still delicate, and can be broken apart by the ~~slightest~~ slightest movement, but is also connected in an innumeral number of ways. Nature's fragilities and interconnections are all part of its ~~pattern~~ infinite pattern, unknown to mankind.

Anchor Level 5 – C

Quality	Commentary
Meaning	The response: Establishes a controlling idea about the <i>fragility and complexity</i> of the natural environment that reveals a thorough understanding of both texts. The response connects this idea clearly to man’s interference with the environment in Passage I, and to the speaker’s search <i>for the remains of human settlement</i> in Passage II.
Development	Develops ideas clearly and consistently, with reference to relevant and specific evidence from both texts. The response explains the impact of different species (<i>humans, eels, shad, terrapins</i>) on the <i>environment</i> for Passage I. For Passage II, the response discusses the assumption that man must have affected the environment. Attempts are made to incorporate appropriate literary devices into the discussion (<i>symbolized, theme, point of view</i>).
Organization	Maintains a clear and appropriate focus on the <i>fragility and complexity</i> of nature. The response discusses each part of the controlling idea for each passage. However, the lack of transitions between paragraphs diminishes coherence.
Language Use	Uses language that is sometimes fluent and original (<i>Its flora and its fauna and the intricacy of the environment along with its delicacy</i>). The response varies sentence structure and length to control rhythm and pacing (<i>The heron was then able to feed</i>).
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>unnatural, truly, puzzel</i>) and comma use (<i>fish, called and the poem, but</i>).
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in organization.	

Long before the first human creature stepped foot on this land there lived a great kingdom. This animal kingdom was void of automobiles, artificial lighting, and mass transit, and even as it held no factories, it was in fact a complex machine. Our Earth held amazing wonders that skillfully intertwined to output a product that was successful on its own terms. The natural environment is something that no human could re-create, as it gave every species a specific role in the way of life, and nothing survived purely because of intrinsic value. Many scientists, architects, and painters have tried to capture just how unbelievably this world functioned before our time. Two authors of these days attempted to use literature to illustrate the connections and wonders nature makes.

In an excerpt from a non-fiction piece of work, the author writes about the activities at an estuary during one night. The author paints for us a picture of how, during the course of the story, the animal species interact with each other and their environment. Using examples of similes and personification we make connections to how the animal world is so close to the human dominated world we think of today. When the author tells how the Rynchops wings spread out "more than the length of a man's arm." and that on the south beach of an island the water ran "no deeper than a man's hand" it shows that although they

have no form of real measurement in nature, that things are formed to help for the survival of a species. An important factor of the excerpt seemed to be a great deal of irony. Irony lightly floated on top of the whole story as it outlined how a fisherman had tried to catch fish, but only lost his catch as the eels took advantage of the helpless prey. With his gill net the fisherman ignorantly concluded that he had control over the seas, but in reality nature's law of survival of the fittest prevailed and he was left to find his net with nothing.

The poem in question, "In Trackless Woods," upholds the vision as nature representing somewhat of a machine. Throughout the poem the author uses an "a, a, b, b" rhyming sequence to create a flowing example of a human discovering a compelling part of nature. When the author states that "it puzzled me to find four great rock maples seemingly aligned" we envision these monstrous trees perfectly in order, as if they had been planted there on purpose, but as the story progresses we find that it was only another amatelement of nature that created it. By consistently referring to mathematical terms such as, "parallel" and "square" it sets up a foreshadowing of the last line where the author declares that the natural environment is "Not

subject to our stiff geometries.”

The controlling idea for how the natural environments operate would have to be that despite the fact they aren't controlled by our stiff geometries, they still manage to keep order to their own society. Both authors tried to flaunt the idea of what an orderly system nature can build on its own. In the estuary hundreds of life's elements worked together and in one instance or another affected another's course. The poem highlighted how before there were ever scales or surveyors that nature could literally "align itself." The environment is a miraculous thing that we've copied for centuries, and if one could not grasp this controlling idea, they may be surprised to find that nature intertwined and worked quite smoothly without the human mind.

Anchor Level 4 – A

Quality	Commentary
Meaning	The response: Establishes a controlling idea that shows a basic understanding of both texts, explaining how the natural environment gives <i>every species a specific role in the way of life</i> . The response makes implicit connections between this idea and the texts, suggesting that Passage I describes how <i>the animal species interact with each other and their environment</i> and Passage II presents nature as <i>somewhat of a machine</i> .
Development	Develops some ideas more fully than others. The discussion of Passage I refers to the literary elements used to describe connections between man and animal, although simile and personification are mistakenly illustrated (“ <i>more than the length of a man’s arm</i> ” and “ <i>no deeper than a man’s hand</i> ”). In the analysis of Passage II, the response mentions the use of rhyme scheme <i>to create a flowing example</i> , but this idea is left undeveloped.
Organization	Maintains an appropriate focus on <i>the natural environment is something no human could recreate</i> . The response exhibits a generally logical sequence of events but lacks internal consistency, making loosely connected statements (<i>activities at an estuary, animal species interact, similies and personification, irony</i>) without transition.
Language Use	Uses generally appropriate language that is sometimes imprecise (<i>to output a product, a nonfiction piece of work, somewhat of a machine</i>). The response occasionally makes effective use of sentence structure (<i>The author paints us a picture of how ... the animal species interact with each other</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>measurment, Thought, invision, monstrous, miracleous</i>) and punctuation (<i>lifes element and anothers course</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

The natural environment in which we live is connected in many different ways. Animals are not only related by the environment they live in, but also by their feeding habits. The environment is ^{also} not only connected by animals but by plants as well.

The environment and animals share special relationships with each other for many different reasons. For example, the Rynchops also known as the black skimmer is connected to its environment by the tide. When the tide is at its high water mark, small fish swim up into the grassy marshes, giving the Rynchops food to prey upon. Another such animal that also benefits from high tides is the black diamond terrapins which nibble at marsh grasses and pick off small coiled snails that have crept up onto the blades of marshy grass. As terrapins swim through the marshy grass feeding on snails and other such foods, they tend to stir up fish giving the great blue heron prey to prey upon. The author uses extremely good imagery about the way the heron feeds upon his prey by saying, "The heron stood motionless, his neck curved back

on his shoulders, his bill poised to spear fish as they darted past his legs." Humans also benefit from the natural environment, such as fishermen benefit from the high tide.

Human beings can also have a negative effect on the environment in many different situations. The author gives a good example of this by using four great rock maples that seem to be aligned in a straight line. The author's first thoughts are that there was once an old dwelling for you to see, ~~four~~ for four great rock maples aligned in a row seems extremely unnatural. But with ^{human} intervention to have four great rock maples aligned in a row does not seem so unusual. This example that the author gives is a perfect situation where human intervention can cause changes in the environment. But amazingly the four great rock maples are not affected by our stiff geometries.

In conclusion every living being is connected to the environment in one way or another. Each living being can have a positive or negative effect depending on what they do in their own environment. So what affect are you going to have on your environment?

Anchor Level 4 – B

Quality	Commentary
Meaning	<p>The response: Establishes a controlling idea that shows a basic understanding of both texts (<i>The natural environment in which we live is connected in many different ways</i>). The response implicitly connects this idea with the texts suggesting, for Passage I, that <i>the environment and animals share special relationships ... for many different reasons</i> and for Passage II, that <i>human intervention can cause changes in the environment</i>.</p>
Development	<p>Develops some ideas more fully than others. In discussing Passage I, the response develops the idea of connectedness within the environment by describing how living things <i>benefit from the high tide</i>. For Passage II, the response elaborates on the seemingly unnatural alignment of four trees, but makes an unsupported claim that <i>human beings can also have a negative effect on the environment</i>.</p>
Organization	<p>Maintains a clear and appropriate focus on the idea that <i>every living being is connected to the environment</i>. The response generally exhibits a logical sequence of ideas, but internal coherence is occasionally disrupted by awkward transitions (<i>The environment is also not only connected and such as fishermen benefit from</i>) and by a reference to imagery that is not supported by the evidence provided.</p>
Language Use	<p>Uses appropriate language, with occasional imprecision (<i>giving the great blue heron prey to prey upon and aligned in a straight line</i>). The response occasionally makes use of effective sentence structure (<i>When the tide is at its high water mark, small fish swim up into the grassy marshes, giving the Rynchops food to prey upon</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in comma use (<i>Rynchops also known as the black skimmer also</i> and <i>In conclusion every</i>) and agreement (<i>Another such animal ... is the black diamond terrapins</i> and <i>Each living being ... on what they do</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.</p>	

For years, the environment has been effected in many different ways. In the environment, certain species often depend on one another for survival. With the various types of environment, certain unpredictable ways of living are often brought about.

In the environment, the actions of one species often decides the actions of another species. Passage 1 shows how the tide effects a specific type of bird known as the Rynchops. Once tide begins, various animals are able to collect the fish brought in by the tide. It also shows how humans are able to effect the environment. Much like the zels, many animals are able to receive food that they naturally wouldn't get through the actions of humans. In Passage 2 it is made obvious that several trees are located in a straight row. As much as it seem like humans have placed them there, it is made obvious that they were not. Many things may occur through the natural environment.

In the passages, many literary element and techniques were used to emphasize a certain points. In passage 1, the view is omniscient. By making it all knowing, the reader is able to realize that each creature in one way or another depends on the actions of another. The author is also able to use characterization on the Rynchops.

By characterizing the Rynchops, one is able to focus on that bird and realize how important it is in the natural environment. Passage 1 also gave the Rynchops human like features when saying its wings were bigger than the length of a mans arms. In Passage 2, theme is used to prove a point. The theme is that many unthinkable events can occur in nature without human intervention. Unpredictable ways of living are often brought about in the natural environment. Point of view, characterization, and theme are literary elements used to emphasize a certain point. Throughout history, many literary elements and techniques have been used in writings.

Anchor Level 4 – C

Quality	Commentary
Meaning	The response: Establishes a controlling idea that shows a basic understanding of both texts (<i>Unpredictable ways of living are often brought about in the natural environment</i>). The response makes few connections to the texts, mentioning the <i>Rynchops</i> and <i>eels</i> in Passage I and <i>several trees</i> in Passage II.
Development	Develops some ideas more fully than others. The response briefly summarizes events from each passage, but makes unsupported generalizations (<i>It also shows how humans are able to effect the environment</i>). The response more fully develops the discussion of literary elements, mentions the author's use of <i>omniscient</i> point of view and <i>characterization</i> , and implies the use of personification for Passage I. The response briefly discusses <i>theme</i> for Passage II.
Organization	Maintains an appropriate focus on the unpredictable ways of living in the natural environment. The response logically discusses events from each passage as well as the authors' use of literary devices. A weak concluding sentence (<i>Throughout history ... used in writings</i>) diminishes the overall coherence of the response.
Language Use	Uses generally appropriate language that is occasionally imprecise (<i>effected</i> for "affected", <i>Once tide begins, unthinkable</i>). The response occasionally makes effective use of sentence structure.
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>recieve</i>) and agreement (<i>it seem</i> and <i>many literary element</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in meaning.	

The natural environment works in a way which is difficult to understand. The events and relationships that take place in nature are very complicated, but somehow the interactions come together and balance equally in the end.

For example, in Passage I, The author describes in detail how certain species obtain food. He explains the tactics and methods of these creatures and how it has an affect on the physical environment.

It is stated that "black skimmers" feeding habits are connected to the movement of incoming tides and how they send vibrations to attract prey. The author goes on to tell the difficult process of Heron catching a desperately wanted fish.

Passage II differs from passage I in that nature is not explained in detail, but in a more creative, vague way. It tells of a person trying to understand how things in nature are the way they are. He explores out of wonder to try and understand if there is any pattern. He is mystified because he finds no pattern but sees how things come together so well.

Both of these passages explain nature as being an amazing occurrence that we as humans can't understand. Everything occurs in a manner in which is complex but equally balances out in the end.

Anchor Level 3 – A

Quality	Commentary
Meaning	<p>The response: Establishes a controlling idea that shows a basic understanding of the texts, stating that <i>the events and relationships that take place in nature are very complicated, but somehow the interactions come together and balance equally in the end</i>. The response makes superficial connections to the controlling idea (<i>The author describes in detail how certain species obtain food</i>).</p>
Development	<p>Develops ideas briefly, relying primarily on general plot summary. The response states that <i>he explains the tactics and methods of these creatures and how it has an affect on the physical enviroment and it tells of a person trying to understand how things in nature are the way they are</i>.</p>
Organization	<p>Maintains a clear and appropriate focus on complicated relationships in nature. The response exhibits a rudimentary structure of an introduction, two body paragraphs, and a conclusion, using some transition between paragraphs (<i>For example</i> and <i>Both of these passages</i>).</p>
Language Use	<p>Relies on basic vocabulary that is at times repetitive (<i>The author</i>). The response varies sentence structure for effect, but with uneven success (<i>Everything occurs in a manner in which is complex but equally balances out in the end</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>enviroment, incomming, occurance, humanes</i>), capitalization (passage I), and grammar (<i>tactics and methods ... has and process of Heron catching</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.</p>	

Nature within our Environment, being a habitat to many species of organisms and living creatures. These organisms and creatures formulate and interact with each other forming communities where some organisms depend on others and also competition of survival of the fittest. Without a doubt I feel that the dominant controlling idea of the two passages about Nature are the organisms involved in it.

In "Passage I", the author uses great description of different types of birds, and their style of life to describe the setting in detail. I admire the author's ~~use of~~ literary technique use of symbolism. "His head was bent sharply so that the long lower bill, shaped like a scissor blade, might cut the water." The author of "passage I" also places us at a perspective point of view. "The blade or cutwater plowed a miniature furrow over the placid sheet of the sound, setting up wavelets of its own and sending vibrations thudding down the water to rebound from the sandy bottom".

The author uses these metaphors to symbolize the attributes of the organism (bird, to be specific in this case) to give the reader a better understanding of the passage.

In "Passage II In Trackless Woods", the author's main focus of the controlling idea is the different types of trees in the woods. The author uses structure and irony to explain the setting and formatting of the trees. "Four great rock maples seemingly aligned, as if they had been set out in row." Setting a choice of wording as this helps the reader to better interpret the passage and to have a better understanding of the picture the author is trying to create.

This demonstrates how the author uses different techniques to represent the controlling idea. It creates a better understanding for the reader.

Anchor Level 3 – B

Quality	Commentary
Meaning	<p>The response: Establishes a controlling idea that shows a basic understanding of the texts, stating that <i>without a doubt I feel that the dominant controlling idea of the two passages about Nature are the organisms involved in it</i>. The response makes few specific connections between this idea and the texts (<i>different types of Birds and different types of trees</i>).</p>
Development	<p>Is largely undeveloped. References to the text are vague (<i>great description, use of symbolism, structure and irony to explain the setting and formatting of the trees</i>). The response cites <i>great description</i> and refers inaccurately to symbolism (<i>“His head was bent sharply so that the long lower bill, shaped like a scissor blade, might cut the water”</i>).</p>
Organization	<p>Establishes, but fails to maintain, a focus on organisms in nature. The response exhibits a rudimentary structure, discussing each passage and literary elements in separate paragraphs.</p>
Language Use	<p>Relies on basic vocabulary that is sometimes imprecise (<i>formatting of the trees and Setting a choice of wording</i>). The response exhibits some attempt to vary sentence structure, but with uneven success (<i>Nature within our Enviornment, being a habitat to many species of organisms and living creatures</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>Enviornment, artributes, techiques</i>) and subject-verb agreement (<i>Without a doubt ... the dominant controlling idea ... are the organisms involved in it</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in development and somewhat stronger in conventions.</p>	

The natural environment is very complex. Things are done differently in the natural environment. Animals work with their surrounding and things are done according to the environment. There is no answer for the natural environment, things are just done.

In passage II the person is puzzled because of the alignment of the trees. The trees are set in a row as if someone aligned them that way. The natural environment has its own amazing patterns, it has patterns not subject to our stiff geometries. Nature has its own way of working.

Animals do things according to the natural environment. In passage I the animals do things according to the time of day and the tides. The Lynxops comes out to find food at night. They feed on little fish in low tide water. Terrapins lay eggs at a certain time of the year. There is no answer for these animals' action, beside the natural environment's influence.

In conclusion the natural environment works in its own mysterious way. There is no answer for what nature. Nature works in its own way.

Anchor Level 3 – C

Quality	Commentary
Meaning	The response: Conveys an incomplete understanding of the texts, suggesting that <i>there is no answer for the natural environment, things are just done</i> . The response makes few connections to the text, stating that <i>nature has its own way of working and there is no answer for these animals action, beside the natural environment's influence</i> .
Development	Develops ideas briefly, using some evidence from the texts. The response states that the environment <i>has patterns not subject to our stiff geometries and in passage I the animals do things according to the time of day and the tides</i> . The response relies on brief plot summary.
Organization	Establishes, but fails to maintain, an appropriate focus. The response exhibits a rudimentary structure, with an introduction, discussion of Passage II, followed by Passage I, and a conclusion.
Language Use	Relies on basic vocabulary that is at times repetitive (<i>no answer for the natural environment</i>). The response attempts to vary sentence length, but with uneven success.
Conventions	Demonstrates emerging control, exhibiting occasional errors in punctuation (<i>patterns, it; animals action; In conclusion the</i>), capitalization (<i>In passage II</i>), and grammar (<i>food a night, it own myserious way, There no answer</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in meaning.	

Natural Environment itself is a wonder. By sitting and watching nature one can learn a lot. Nature can be perceived ~~in~~ many different ways. Many authors like to describe ~~how~~ how they see things from their point of view.

In the passage I, the author decides to tell the reader about ~~to~~ a scene that takes place in the woods late at night near a body of water. The author uses many things to ~~des~~ show rather than tell the reader's description and exact detail. When he/she says, "The blade of cut water plowed a miniature furrow over the placid sheet of sound setting up wavelets of its own." This shows how the author can have the reader know exactly what they are talking about. This creates imagery, ~~is~~ very useful to English.

Anchor Level 2 – A

Quality	Commentary
Meaning	The response: Conveys a confused understanding of the texts. While the response attempts to establish a controlling idea (<i>Natural Environment itself is a wonder</i>), only a brief connection is made to Passage I. The response makes no connection to Passage II.
Development	Is incomplete and undeveloped. The response makes vague references to <i>point of view</i> , <i>description</i> , and <i>imagery</i> , but leaves them unsupported.
Organization	Suggests a focus on the <i>wonder</i> of the <i>Natural Environment</i> in the first paragraph, and shows some organization through paragraphing.
Language Use	Relies on basic vocabulary, with little awareness of audience. The response attempts to vary sentence structure with uneven success (<i>The author uses ... and exact detail</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in punctuation (<i>nature one and own ... This</i>) and capitalization (<i>Environment and This</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2, although, it is somewhat stronger in language use and conventions.	

The two I will be talking about is a story of birds looking for food and a poem on trees.

The Rynchops wings were pure black was more than a length of a men's arm. It was darkness and the bird will look for fish or crabs to eat. There head was sharp like a scissor blade it might cut the water. There are more creatures beside the skimmers that was abroad that night. The two diamondbacks slipped into the water to join their kind. The females had just layed their eggs above the high tide line. They dug nests in the soft sand as big as their bodies, to deposited their eggs and carefully covered it with sand. There was other nest but hers in the sand, but they were no more than two weeks old. They will go to the bottom to catch crabs, the heron who flew everynight from his rookery three miles away to fish from the island and stood motionless. The fisherman put out nets with other fisherman who lived there. The gull had burned a holes to free themselves, and other fish would do the same but they went out from the hole that the other fish made. They followed the smell of fish scraps in the ocean and the gulls were gathering in the water. Sun rise was braking though the clouds and the Rynchops turned to followed the seawards. The theme was about how the fish had to hide or get eaten by the Rynchops.

In the Trachless woods there was four great rocks maples and it looked like they been set out in a row. Also ancient wheels had be made the

trees ran parallel and there was no roadway not even a square. There was a depression of no cellar anywhere and a amazing patterns of a hornbeam spray.

A pinecone under trees and not a subject to our stiff geometries. The theme was how the maples trees was in a row. And all of these was a century ago.

Anchor Level 2 – B

Quality	Commentary
Meaning	The response: Provides minimal evidence of textual understanding. The response fails to establish a controlling idea and no connections are made between the texts and the task.
Development	Is incomplete and largely undeveloped. The response relies on quoted material from the texts that is vague and irrelevant. The response makes incorrect references to <i>theme</i> .
Organization	Lacks an appropriate focus, but suggests some organization exhibiting a rudimentary structure, but lacking a conclusion.
Language Use	Relies on language that is frequently imprecise or unsuitable, with little awareness of audience or purpose (<i>The two I ... a poem on trees</i>). The response reveals little awareness of how to use sentences to achieve an effect. Much of the response is copied from the texts.
Conventions	Demonstrates a lack of control, exhibiting frequent errors in punctuation (<i>blade it and crabs, the</i>), grammar (<i>wings ... was, The are more, creatures ... was, to deposited, to followed, had be, maples trees</i>), and usage (<i>a men's arm and two diamondback</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat weaker in meaning.	

What is a natural environment? How can you define a natural environment. A natural environment consists of many natural organisms such as trees, lakes, woods, animals and etc.

In Passage I, it deals with organisms of animals such as birds, fishes, terrapin and herons on the south beach of the island. In the waters bordering the island many creatures abound together. Two diamond back terrapins slipped into the water to join the moving forms of others of their kind. There were females, who had just finished laying their eggs above the high-tide line. They had dug nests in the soft sand, working with hind feet until they scooped out jug shaped holes not quite so deep as their own bodies were long. Then they deposited their eggs. These they had carefully covered with sand, crawling back and forth to conceal the location of the nest. There were other nests in the sand, but none more than two weeks old, for May is the beginning of the nesting season among the diamond backs. There was a fisherman who lived on the island had gone out about nightfall to set the gill nets that he owned with another fisherman from the town. The taut circle of twine that had slipped under the gill covers cut deeper into the delicate gill filaments as the fish lunged against the net, lunged again to free herself from something that was like burning, choking collar, something that held her in an invisible vise and would neither let her go on upstream. By the time the first half-dozen been caught in the net, the eels that lived in the estuary had become aware that a feast was in the offing. One by one they slipped out of their holes and followed the taste trail through the water to the net. The tide was ebbing fast, surging through the gutter and running out to sea, the Rynchops turned to follow the racing water seaward.

In Passage II, it talks about a man who went in this "Trackless" Woods looking for four great maple trees but it was hard for him to find them. All the trees had

Anchor Paper – Part A—Level 2 – C

been there for a century ago. So he kept going on his path and he saw amazing patterns of hornbeams trees.

The Conclusion is that a natural environment consists of many natural organisms such as trees, lakes, woods, animals and etc.

Anchor Level 2 – C

Quality	Commentary
Meaning	The response: Conveys a confused and incomplete understanding of the task and the texts by suggesting a controlling idea that <i>a natural environment consists of many natural organisms</i> . The response makes no connections between the texts and this idea.
Development	Is incomplete and largely undeveloped. The response relies primarily on material copied from Passage I, and an incorrect interpretation for Passage II (<i>In Passage II ... to find them</i>). The response makes no references to literary elements.
Organization	Lacks an appropriate focus but suggests some organization. The response exhibits a rudimentary structure with separate paragraphs for each passage.
Language Use	Is minimal. The response relies on language taken from the task and the text, making assessment of language use unreliable.
Conventions	Is minimal, relying mostly on quoted material from the texts making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat weaker in language use and conventions.	

The natural environment is a key element in our everyday life. It is important that we remember our environment and appreciate everything it does for us. Birds are an important part, or at least a part. Birds migrating is one of the more amazing parts. When the season gets cold they move south.

Our environment is so amazing because of how everything that seems so different and distant are actually all working together as one worldwide community. Each part is necessary. It is as if the whole natural environment is one big chain reaction.

The whole world was originally just a natural environment. With big cities and such we may now overlook it. That would be a big mistake.

Anchor Level 1 – A

Quality	Commentary
Meaning	The response: Provides minimal evidence of textual understanding. The response makes no connections between information in the texts and the assigned task. The response exhibits only a few personal observations (<i>We remember our environment and appreciate everything it does for us</i>).
Development	Is minimal, with no evidence of development beyond general statements about the importance of <i>the natural environment</i> .
Organization	Lacks an appropriate focus, but suggests an organizational pattern based on aspects of the natural environment (<i>is a key element, is so amazing, we may now overlook it</i>).
Language Use	Relies on basic vocabulary. The response exhibits some attempt to vary sentence structure, but with uneven success (<i>Birds migrating is one of the more amazing parts</i>).
Conventions	Demonstrates partial control, with occasional errors in comma use (<i>such we</i>) and subject-verb agreement (<i>everything are</i>) that do not hinder comprehension.
Conclusion: Although the response fits criteria for Levels 1, 2, 3, and 4, it remains at Level 1 because it makes no reference to either text.	

Anchor Paper – Part A—Level 1 – B

I will talk about the different and the similarities, also thinks that are going on, what happened in the store, why it happened, how it happened when it happened, where it happened.

This story is talking about a bird that came to the island from its nesting grounds on the outer banks. Its wings were pure black, and from tip to tip spread was more than the length of a man's arm. The bird was called Rynchops. In the beach a man's hand ran over gently ribbed bottom. The water no deeper than the man's hand.

Anchor Level 1 – B

Quality	Commentary
Meaning	The response: Provides minimal evidence of textual understanding (<i>I will talk about the different and the similarities</i>). The response makes no connections to either text.
Development	Is minimal, with no evidence of development. The response begins to summarize Passage I, but ends abruptly. There is no reference to Passage II.
Organization	Shows no focus or organization.
Language Use	Is minimal. The response relies on language that is incoherent or copied from the text (<i>Its wings were pure black, and from tip</i>).
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1 in all qualities.	

Some say that "life is like a box of chocolates, ~~for~~ you never know what you're gonna get. The same can be said about nature. Nature ~~is~~^{can be} quite surprising and unpredictable. This was effectively shown by the authors of both passages 1 and 2. These two authors effectively expressed the unpredictability of nature. Both authors seem to suggest that nature acts in mysterious ways.

The author of the first passage shows the mysterious ways of nature by demonstrating how different creatures affect each other. This is shown best in lines 48-51

"As the terrapin moved out into deeper water she startled a young mullet and sent it racing toward the beach... the sharp-eyed heron saw the movement and with a quick dart seized the fish." The author later went on to say, "It was the first fish other than small fry that he had caught that night..." This demonstrates the never-ending cycle of the animal kingdom. All animals affect each other, whether they know it or not. This is one of the many mysteries of nature.

The author of the second ^{passage} demonstrates the ^{of nature} mysteries in a different way. This author

Used imagery to describe the beautiful and intricate patterns in nature. The author put a picture in the reader's mind with the description of the "four great maples," (line 2) the "Amazing patterns in a hornbeam spray" (line 12) and the "spirals in a pinecone." The author describes these as works of art, that no man is capable of creating. This is but another of the many mysteries of nature.

The fact that nature seems to act in mysterious ways is suggested by both authors. This was shown through the use of literary elements such as imagery. Both authors, while proving the same point, go about it in two completely different ways.

In passage I and II both of them have to do with the many different things in nature's environment. Passage I deals with animals and passage II deals with the woods and maple trees. Both passages talk about what happens in nature or in the environment.

Passage I talks about the Black Shimmers, the black shimmer. This passage uses characterization, the passage states that the black shimmer moves when the tide comes in. Also tells how this animal attracts its food by making sound waves and how their bill plays a major part in them eating by them scooping up the prey with their lower part of the bill. This passage also uses comparison "His head was bent sharply so that the long lower bill, shaped like a scissor blade, might cut the water." says that this creature is like some other animals but this creature moves in foraging in the shallows of the water.

Passage II talks about going through the woods. How the person going through the woods are puzzled because all the trees were perfectly aligned as if someone came in the woods and dug them up and set them that way but yet there was no indication that man had done so. There was no roadway through there. It was like there was no other trees around there either no tract of pine needles or pine cones.

Both passages are amazing because of the way the black shimmer moves with the tide and how you can find a row of trees perfectly aligned with no indication of either of them being touched. Some of the many things that nature comes up with is stunning.

Nature is able to run its course without the help of man. People only interfere and do not fight fairly for survival in the food chain. Man's greatest technology cannot outdo nature's amazing abilities.

Passage 1 shows the interaction of animals ~~on the shore~~ on the shore of an island. Skimmers use their ability to imitate waves of other animals in the water to attract their prey. Meanwhile, the terrapins are laying their eggs, eating snails and sometimes crabs. In this activity, one terrapin inadvertently scares a fish towards a heron, who then eats the fish. All this happens as the tide comes in, showing not only how these animals are connected to each other, but also how they are connected to the sea and moon. Then fishermen come in, dropping a net to trap their food, much unlike the animals' tactics. Fish swim into this trap, ~~struggling~~ struggling painfully to get out, while attracting predators with their leaking blood. The author uses imagery here, describing the net as a "burning, choking collar." Eels, who would not usually have the opportunity to eat these fish did, leaving nothing but a few fish and scraps in the net, which are tossed out and eaten by seagulls. This makes the animals more human-like by allowing them to skip the process of hunting and go straight to the feast. Animals in nature have their own unique tactical ways of obtaining food.

Passage 2 also indicates ~~how~~ how the interference of man is unnecessary to the formation and success of nature. In the woods, in an area seemingly untraveled, four trees in a straight row are discovered, as if planted

found once along an old roadside or bordering a lawn. With no sign of ruts where this road may have been, and no ~~appearance~~ appearance of an old cellar in the ground, it is assumed that nature itself was able to form this. Patterns of other trees are the found, along with spirals in pinecones. The mathematics of nature are discovered in the passage using ~~the~~ ^{the} metaphor of these creations not being "subject to our stiff geometries."

The way of humans at this time is unnatural. We no longer fit into this scheme, nor can we truly be called animals. Nature can prosper and continue without assistance from man.

Nature will never stop amazing and surprising us. It is a wonder to see how well everything flows together in a harmonic way. We need to stop and marvel at how precious all nature is.

All aspects of nature go together. Every part of nature has a meaning. Whether it is how it works together within itself just like Rynchops and the Slowing tide. Or it is to be marveled at why a group of maples is aligned in a symmetrical line.

Nature is a continuous cycle, one that no humans could ever hope to emulate. The overall theme is to show how well that natural environment works together to create a sense of understanding. In passage I we come to realize how ~~to~~ some of the ocean life interacts with the rest. The descriptive comparisons between the Rynchops, the terrapins, the herons, the tide and all other oceanic life is something to admire. ^{How} The graceful Rynchops creatively captures his prey, and how the terrapins keep a watchful eye on their precious eggs. These are fine examples of nature's ~~so~~ ~~a~~ astonishing togetherness.

Other aspects of nature are seemingly interesting due to the fact that there is logical reasoning for the way things happen. Such as in Passage II, how in the 'Trackless Woods' that the trees grew in a straight line. There was no evident reason for the trees to grow this way except for mother nature to keep us guessing. These are the type of things that make nature so fascinating.

All of nature is precious and should not be taken for granted. We need to value how it works and benefit from ~~our~~ what we learn. Next time the sun rises or sets, stop to think about how it all came to be and you should feel privileged just to view it.

A natural environment may cause a concept of humans against nature, giving messages away, and nature's effect on a man. In an environment humans are put against nature. Environments can also give some sort of message. Environments have an impact on a man. In the passages we find such literary devices such as characterization, symbolism, and point of view.

In "Passage I" we see that the author clues us of evidence of the nature of environment, by putting humans against nature. He uses the literary device of characterization. The author states, "Already gulls were gathering on the water where the gill net had been set, screaming their pleasure over the refuse which the fisherman had thrown overboard." We clearly see that the gulls made the fisherman go overboard.

Practice Paper A–Score Level 4

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

Practice Paper B–Score Level 3

Conclusion: Overall, the response best fits the criteria for Level 3 in all qualities.

Practice Paper C–Score Level 5

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

Practice Paper D–Score Level 4

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

Practice Paper E–Score Level 2

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

As we travel down the path of life, we realize that if it had not been for the very existence of others, we might not have turned out the way we are today. Desmond Tutu once said, "A person is a person through other persons..." and thus conveyed the message that an individual has only truly discovered him or herself through interactions with others. Many times, an individual will question the fabrication of his or her identity due to outside sources. In Lewis Carroll's Alice in Wonderland and William Shakespeare's The Tempest the central character realizes that he is who he is because of interactions with others rather than some form of personal growth and development which has taken place in solitude.

In his story Alice in Wonderland Lewis Carroll portrays his main character Alice, as an innocent girl who recognizes the irrationality of Wonderland. As Alice makes her journey, she meets a multitude of eccentric characters who seem to serve little purpose other than to represent the illogical sense of the adult world. Alice, at first, is confused by the characters' actions. She eventually reaches the conclusion that a substantial part of society is bizarre. Alice, with the clear vision of an innocent child, makes a concrete distinction that she is not like the rest of ~~the~~ Wonderland's world. In particular, the Mad Hatter and March Hare chapter illustrates Alice's personal rejection of a world without time and "tiddles with no answers." Alice is also able to stand up to the absurdity of the justice system in her rebellion against the Queen of Hearts and the royal courtroom. Despite the fact that Alice is travelling through a foreign world, Wonderland seems to parallel Alice's true surroundings in England.

Through her adventures with the abnormal characters of Wonderland, Alice not only defines her individuality through her rational and logical behavior, but also develops into a person who questions her surroundings.

William Shakespeare's The Tempest depicts one man's journey for self-realization and his subsequent discovery of a better nature as a result of the actions of others. In the earlier parts of the play, the central individual, Prospero, appears to be a bold individual with malvolent intents. Prospero plots against two separate groups wanting to do away with him. Using Ariel as a spy, Prospero is able to identify the intentions of his enemies and lure them to him. Prospero inflicts suffering upon his enemies, but eventually rejects his actions. Ariel begins to cry, which induces Prospero to do the same. In many ways, Prospero has realized that he is not an evil person and that although there are those who wish to harm him, he must be understanding and forgiving. Had it not been for his enemies attempted machinations Prospero might not have had the spark to find his true self. The tender hearted Ariel helped him in his personal development. The presence of others is more than ample in begetting Prospero's genuine discovery and self-realization.

Although it may appear that individuals live on their own, life has proved the opposite. Both The Tempest and Alice in Wonderland have proved that the development of individuals is never changed by interactions with others. Outsiders beget

self-realization and an awareness originally not known. It is through others that the individual learns, grows, and develops in personal ways that allow him or her to truly define the meaning of "self."

Anchor Level 6 – A

Quality	Commentary
Meaning	<p>The response: Provides an interpretation that is faithful to the complexity of the statement (<i>an individual has only truly discovered him or herself through interactions with others</i>). The response uses the criteria to make insightful analysis of <i>Alice in Wonderland</i> (<i>Alice ... develops into a person who questions her surroundings</i>) and <i>The Tempest</i> (<i>The presence of others is more than ample in begetting Prospero's genuine discovery and self realization</i>).</p>
Development	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant evidence, including characterization and plot in each discussion (<i>Through her adventures with the abnormal characters of Wonderland and In many ways Prospero has realized that he is not an evil person and ... he must be understanding and forgiving</i>).</p>
Organization	<p>Maintains a focus on interactions with others, which helps actualize the self. The response exhibits a logical and coherent structure by isolating the unexpected (<i>a world without time</i> and Prospero's tears), analyzing the unexpected, and then rejecting it. Coherence is enhanced through skillful use of internal transitions (<i>at first, Despite the fact, but eventually</i>).</p>
Language Use	<p>Uses language that is fluent and original (<i>recognizes the irrationality and Although it may appear ... life has proved the opposite</i>), with evident awareness of audience and purpose. The response uses parallel expressions (<i>not only defines ... but also develops</i>) and varied structure (<i>Had it not been for ... Prospero might not have had the spark to find his true self</i>) to control rhythm and pacing.</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>malvolent</i> and <i>begeting</i>) and punctuation (<i>Wonderland Lewis Carroll portrays</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 language use and conventions.</p>	

"A person is a person through other persons..." By this, Desmond Tutu may have meant that someone's personality can only develop when exposed to the views and experiences of other people, and will therefore develop positively or negatively in accordance with how they feel about that particular person's ideas and actions. This can certainly be seen when examining a group of people, as their personality traits are (most of the time) very similar. Thus, it can be assumed that those around us affect us in a very real way, influencing both our inner thoughts and our decisions with theirs. And, because it is such a large part of life, it can be recognized in literature as well. Two literary works that fully illustrate the reality behind Tutu's statement are Macbeth, by William Shakespeare, and Fahrenheit 451, by Ray Bradbury.

The work Macbeth is an excellent example to prove Tutu's sentiment. Almost all the characters are influenced in some way by those that surround them. Macbeth, for instance, has grown up in a noble family, and pays heed to those who surround his everyday life. His loyalty to the king in the beginning can be taken as a result of his family "duty" to be loyal more than a personal attachment. When Shakespeare introduces the witches, they use metaphors and vague references to the future to allude to Macbeth's right to become king, which in turn influences Macbeth to assume he will be appointed through taristry. (Scottish system of rule by nobles) Subsequently, when Duncan announces Malcolm's heirship,

it allows Shakespeare to more fully develop a foil to Macbeth, which happens to be his wife. Macbeth is shaped by her desire to be queen and her willingness to go to all lengths to get there, and he changes so much that he kills the king he swore to protect. (she eventually is changed by his behaviour later on, as his cruelty causes her to have a crisis of conscience, once more filling her role as foil) Finally, when he knows death has come for him at the climax of the play, Macbeth is altered once more, but by his own past atrocities, and he succumbs to remorse. This also illustrates the theme "things are not always as they appear," a chief foundation for Macbeth.

Fahrenheit 451, by Bradbury, is also an extremely good work to support the Archbishop's statement.

Guy Montag is introduced as a closed-minded protagonist, whose experiences with his colleagues and society have ultimately made him a conformist personality. It quickly becomes apparent, however, that his biggest influence is (like in Macbeth) a foil to him, the exact opposite of what he is. As Montag changes because of this character, Clarisse, Bradbury alludes to an unhappy personal life, and uses metaphors and symbolism to describe the amazing alterations that occur. By the end, Montag is so disillusioned by his society that it once again begins to influence him, but in the opposite way as it did before. Bradbury's use of irony in certain situations (Montag watching as "Montag" is run down by the mechanical hound) further serve to illustrate the point. Finally, the phoenix as a symbol for

Anchor Paper – Part B—Level 6 – B

mankind's changing ways is what drives home the theme of the book and Tutu's statement. man is constantly changing (due to its surroundings and actions).

Macbeth by Shakespeare and Fahrenheit 451 by Bradbury both show Desmond Tutu's statement to be rooted in truth.

A person never changes unless exposed to other persons or groups of people, and that person's personality can be seen as an emulation or projection of the traits of those who surround him. (Perhaps also it can be said that a person is only as good as those he associates with)

Anchor Level 6 – B

Quality	Commentary
Meaning	The response: Establishes a controlling idea (<i>Humans sometimes need to open their eyes and be grateful for the surroundings which they have <u>not</u> created</i>) that reveals a thorough understanding of both texts. The response makes clear and explicit connections between this idea and both texts (<i>The author of this passage shows the wonder and even the horror in an ecosystem that is typically not noticed and This person ... realizes no man created this formation</i>).
Development	Develops ideas clearly and fully, effectively using relevant and specific evidence. The response discusses <i>the flight of a strange black bird ... overlooked by preoccupied people</i> and discusses a simile used to describe <i>Rynchop's bill "like a scissor blade."</i> The response focuses on <i>an extended metaphor ... through this entire poem</i> , although the discussion of <i>many references to mathematics, and strict human order</i> is strained. The response includes quotes from the text to develop ideas.
Organization	Maintains the focus established in the first paragraph. The response exhibits a logical and coherent structure first discussing an example of nature overlooked by humans, followed by a discussion of literary elements for each work. Appropriate transitions (<i>Although</i> and <i>Finally</i>) are used.
Language Use	Is stylistically sophisticated, using language that is precise and engaging (<i>engaging, predator, intricate</i>). The response varies sentence structure to enhance meaning (<i>These eyes do not look for the strict human order, but wonder at nature's own type of order</i>).
Conventions	Demonstrates control of the conventions with essentially no errors, even with sophisticated language.
Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in meaning and organization.	

The Archbishop Desmond Tutu, an advocate for freedom from apartheid in South Africa, once said, "A person is a person through other persons..." In today's society, individuals are encouraged to conform to certain ideals and established conventions. One is expected to go to college, obtain a desk job, get married, buy a house, have two children, and live happily ever after. An individual's decision is based upon what society deems to be right and appropriate. Because persons live by the standards of and preconceived notions of others, each one of them is a person through other persons. In both Huckleberry Finn by Mark Twain and A Streetcar named Desire by Tennessee Williams, a character is influenced by other persons to become a person that conforms to established ideas.

Huck Finn essentially grew up as an orphan because his father is a drunkard. Growing up in the South along the Mississippi River, Huck has been indoctrinated with the belief that blacks are inferior to whites. When living with the Widow Douglas, Huck has to develop model behavior. He is dressed in proper clothes, forced to go to school and church, and lectured on his language. Huck, therefore, is not his own person. His guardian created him. When he runs away from the domineering influence of his father, Huck makes the acquaintance

of several odd characters. The king and duke inspire awe in Huck because he has never known men of similar caliber. His friend Tom Sawyer also has a significant influence over Huck. Most importantly though, Huck only follows other individuals' leads. When Tom suggests a ludicrous and abstract idea, Huck blindly follows instructions. Huck is a person through other persons. His travel companion, the slave Jim, presents a major conflict. All of his life, Huck has been told that blacks are inferior creatures. Yet, the man he knows is a compassionate friend and loyal companion. With difficulty and conflicting emotions, Huck eventually realizes and admits to himself that Jim is a normal human being. Huck's decision or the conclusion he reached was so difficult because he had been influenced by the ideas and ideologies of the South. Therefore, Huck Finn was a person through other persons.

In a similar way, Blanche DuBois of A Streetcar Named Desire is a woman who grew up among southern aristocracy. She is convinced that the gentility and aloofness of the southern aristocrats is the ideal. A former southern belle, she cannot face the fact that she is getting older. She lies about her age, dyes her hair, reminisces about the past, and wears her old dresses. She lives in her own world. When her

family experiences tragedies and she loses the estate, a fragile state of mind is shattered. She turns to prostitution because that is the only way she can garner affection. When she moves to New Orleans to live with her sister, she is appalled by the conditions. Stella's life does not conform to Blanche's ideals. She wears simple clothing and is married to a lower class worker. Her husband, Stanley, is crude and aggressive. He drinks and smokes. He plays poker with his friends amid noise and cursing. Blanche has been indoctrinated with the belief that a woman must be fair-skinned and pretty. A woman must be reserved and intelligent—knowledgeable in the arts. Blanche, therefore, cannot ~~be~~ adjust to new surroundings and ideas. Blanche has been influenced to such a great extent ~~that~~ by individuals of southern descent that she cannot accept new ideas. As a result, Blanche is a person through other persons.

In society, an individual is forced to conform to set ideals. Children are indoctrinated by their parents and society to conform to ideas. Huck Finn was influenced by many outside forces that he did not know what was right anymore. He overcame these preconceived notions to recognize the humanity of Jim. Blanche, on the other hand, was not able to overcome her upbringing.

Anchor Paper – Part B—Level 5 – A

She was unable to acclimate herself to her new surroundings. Both, Huck Finn and Blanche DuBois are persons through other persons.

Anchor Level 5 – A

Quality	Commentary
Meaning	The response: Provides an interpretation of the critical lens that is faithful to the complexity of the statement (<i>Because persons live by the standards and preconceived notions of others, each one of them is a person through other persons</i>). The response generally uses the criteria to make insightful analysis of Huck Finn, from <i>The Adventures of Huckleberry Finn</i> , and Blanche DuBois, from <i>A Streetcar Named Desire</i> .
Development	Develops ideas clearly and consistently with reference to relevant and specific evidence. The response uses characterization and plot to illustrate Twain's and Williams' works (<i>Huck's decision or the conclusion he reached was so difficult because he had been influenced by the ideas and ideologies of the South and Blanche is convinced that the gentility and aloofness of the southern aristocrats is the ideal</i>).
Organization	Maintains the focus established by the critical lens (<i>a character is influenced by other persons</i>). The response exhibits a logical sequence of ideas beginning with the protagonists' preconceived notions, moving to characters who challenge those notions, and concluding with the protagonists' reactions. Coherence is strengthened by the use of appropriate transitions (<i>Most importantly, In a similar way, As a result</i>).
Language Use	Is stylistically sophisticated, using precise and engaging language (<i>Huck has been indoctrinated and a fragile state of mind is shattered</i>). The response has a notable sense of voice and varies sentence length and structure to enhance meaning (<i>She lies about her age, dyes her hair, reminisces about the past, and wears her old dresses</i>).
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in punctuation (<i>Both, Huck Finn and Blanche</i>), grammar (<i>individuals ... One and Huck ... grew up as an orphan because his father is a drunkard</i>), and usage (<i>a person that</i>) when using sophisticated language.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat stronger in meaning and language use.	

Anchor Paper – Part B—Level 5 – B

In many works of literature, one character or person is influenced by the actions of other characters. Archbishop Desmond Tutu once said, "A person is a person through other persons." However, this is often not the case in many works of literature. In the novel The Scarlet Letter, by Nathaniel Hawthorne, Hester Prynne, the protagonist, is truly her own person. In the Greek tragedy Oedipus the King by Sophocles, Oedipus ultimately turns out to be his own person. These two characters were able to resist the influence of others and they stayed true to themselves, and their behavior did not comply with ^{the} aforementioned quote.

Hester Prynne is the protagonist in The Scarlet Letter. Throughout the book Hester is an independent, proud, and self-defined woman. When she is shunned by the Puritan community for her affair, she does not succumb to the expectations of her contemporaries. She lives with and raises her daughter Pearl, by herself in a little house on the edge of town. She wears her scarlet letter with dignity and pride, and does not try to resist it. Hester realizes she has sinned ^{and accepts her punishment}, but she did not let that one mistake take over and ruin her life. She stays true to what she believed in and did not let anybody ^{else} influence her decisions. At the end of the novel, she publicly reveals herself with her daughter and with Reverend Dimmesdale, the person who committed adultery with her. Hester accepts her fate, and the people of the community respect her for that. She sacrifices her life and her happiness in order to stay true to her beliefs and to herself. She dealt with her situation in the best way she thought was possible, without compromising her principles and beliefs.

In Oedipus the King, Oedipus is a very independent character, partly because he is strong, and partly because he is stubborn. However, he yearns to know the truth and will not let anybody hide it from him.

Anchor Paper – Part B—Level 5 – B

Throughout the play, he is on a constant journey to find out his true identity. Although the recurring tragic prophecy that he would marry his mother and kill his father proves to be true, this truth was only revealed because of Oedipus's curiosity. Oedipus knows that it is important for him to find out who he is and he does not let anybody deter him on his quest for his true identity, even though he suspects the final result will be negative. At the end of the play, when the prophecy is confirmed, he commits his final act of independence by blinding himself. Throughout the play, his wife Jocasta and others discourage him from seeking the truth, but he perseveres and remains true to himself.

These two characters, Hester and Oedipus, do not let themselves be defined according to other people's standards and expectations. They stay true to themselves and to their values and beliefs and were people through themselves not "a person through other persons." Their true colors showed through and they were able to resist and overcome the influence of others.

Anchor Level 5 – B

Quality	Commentary
Meaning	The response: Provides a thoughtful interpretation of the lens and disagrees with that interpretation (<i>one character or person is influenced by the actions of other characters</i>) by asserting that <i>these two characters were able to resist the influence of others</i> . The response uses the criteria to make a clear and generally reasoned analysis of <i>The Scarlet Letter</i> and <i>Oedipus the King</i> .
Development	Develops ideas clearly and consistently. The response discusses characterization (<i>Hester is an independent, proud, and self-defined woman</i> and <i>Oedipus is a very independent character, partly because he is strong, and partly because he is stubborn</i>) and plot (<i>she did not let that one mistake take over and ruin her life and when the prophecy is confirmed, he commits his final act of independence by blinding himself</i>).
Organization	Maintains the focus on characters who <i>do not let themselves be defined according to other people’s standards and expectations</i> . The response exhibits a logical sequence of ideas, first identifying the characters’ defining traits, then discussing attempts to influence the characters, and finally, showing the characters’ independence. The response uses generally appropriate devices and transitions (<i>At the end, However, When the prophecy is confirmed</i>).
Language Use	Uses language that is generally fluent and original (<i>When she is shunned by the Puritan community ... she does not succumb to the expectations of her contemporaries and he does not let anybody deter him</i>) and varies structure and length of sentences to control rhythm and pacing (<i>Hester accepts her fate, and the people ... respect her for that</i>).
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in punctuation (<i>she lives with and raises her daughter Pearl, by herself</i>) and grammar (<i>stays true to what she believed and tragic prophecy, that he would marry his mother and kill his father proves to be true, this truth was</i>) when using sophisticated language.
Conclusion: Overall, the response best fits the criteria for Level 5 in all qualities.	

One's opinions of themselves ~~is~~ ^{is} what truly defines them. Even if the entire world seems against them, as long as they believe in themselves, they are still a solid individual. Most literature supports this idea. Two specific pieces that do are The Old Man and the Sea written by Ernest Hemingway and the play The Glass Menagerie written by Tennessee Williams. Both of these authors ~~use~~ use characterization, or the way a character looks, acts, and feels, and other literary elements to prove this point. Therefore, it is evident that an individual is not defined by how they are viewed by others, but how they ~~are~~ view themselves.

Archbishop Desmond Tutu once said "A person is a person through other persons..." What he ~~means~~ ^{means} is that a person is who they are as viewed by others. This ~~is~~ could not be further from the truth. Regardless of others' opinions, a person is who they are as viewed by themselves. This concept from the Archbishop goes against "American psychology," as we do what we will regardless of what we are told. Thus, it is evident the critical lens is false.

The Old Man and the Sea proves that people are who they see themselves as. One example occurs during the beginning of the novella. Various fishermen, who are in their youth, think Santiago, the protagonist, is a joke. With his inability to catch a fish in almost three months, he is viewed as nothing. Hemingway's characterization of Santiago is different. Santiago believes that he still has luck and will catch a fish. Instead of ~~following~~ following what others believed, he saw himself as he chose, thus proving the critical lens false. Another example comes

from the older fishermen. Although they do not think Santiago is a joke, they do feel he is washed up. They believe that his luck has run out and he is truly finished. The characterization of fishermen, both new and old, contrast with how Santiago ~~seems~~ ^{views} himself. Santiago believes that his job is ~~out~~ ^{out} there and he does not care how he is defined by others. Another example of not being defined by others, but by ~~yourself~~ ^{yourself} comes when Manolin, a young boy who fished with Santiago, informs him he can not fish with him. Manolin informs Santiago that his parents think he is unlucky, or unlucky. Santiago's character thinks just the opposite and refuses to accept that. He feels that the next day will be his day. Thus, since Santiago refusing to be defined by others, but by himself, proves that the critical lens is false.

Another piece of literature of literature that disproves the critical lens is ~~the~~ The Glass Menagerie. Tom, the protagonist and ~~a~~ narrator, is told by his friend Jim that his boss thinks he is lazy and is going to fire him. On the contrary, Tom rebates that characterization and says he is not lazy. He claims to be "waking up" and in his free time when there is no business, he writes. Tom refuses to be defined by his boss, but by himself, thus proving the critical lens false. Another example comes when Amanda Wingfield, Tom's mother, tells her daughter that she is not crippled. Amanda continually tells ~~Tom~~ ^{Laura}, Tom's sister, that she is normal. Amanda characterizes her as normal and that she is no different from all the girls. Laura refuses this and characterizes ~~her~~ ^{her} herself as crippled and will not

accept otherwise from anyone. Thus, proving that that ~~other~~ characters are defined by themselves, not others. Another example that disproves the critical lens is when Jim tells Laura she is special in his own way. Through dialogue, or character conversation, Jim attempts to open Laura up and tell her all of these wonderful things about herself. ~~Laura~~ Laura again refuses this concept. She thinks of herself in a rather low respect. She, for the most part, will not agree to that and views herself as she sees herself, not as others do. Thus, it is evident from The Glass Menagerie that characters do not define themselves as others view them, but how they truly view themselves ~~is reality~~ and define themselves as individuals.

Thus, with the evidence provided by both pieces of literature, it is evident the critical lens is false. The Old Man and the Sea demonstrates that regardless of what others define you as, you are only what you truly believe. The Glass Menagerie also does this in an efficient way. In the end, one can only be defined by what they believe. If everyone was ~~only~~ defined by what others thought of them, it would be as if stereotypes were acceptable. Society has advanced past that, or at least one hopes so. Thus it is clear that the Archbishop is wrong and people ^{are} who they want themselves to be.

Anchor Level 5 – C

Quality	Commentary
Meaning	The response: Provides a thoughtful interpretation of the lens by disagreeing with the idea <i>that a person is who they are as viewed by others</i> and uses this interpretation to make a clear and reasoned analysis of <i>The Old Man and the Sea</i> and <i>The Glass Menagerie</i> .
Development	Develops ideas clearly and consistently, with references to relevant and specific evidence to discuss how <i>the characterization of fisherman, both new and old, contrast with how Santiago views himself</i> . The response discusses the characterization of Tom (<i>refuses to be defined by his boss</i>) and Laura (<i>views herself as she sees herself, not as others do</i>) to illustrate that <i>characters do not define themselves as others view them</i> .
Organization	Maintains the focus <i>that people are who they see themselves as</i> . The response exhibits a logical sequence of ideas by contrasting others' opinions of the protagonists with their opinions of themselves (<i>Instead of following what others believed, he saw himself as he chose</i>), reiterating disagreement with the lens, and using transitions appropriately (<i>therefore, thus, Another piece</i>).
Language Use	Uses appropriate language. The response demonstrates some awareness of audience and purpose through the repetition of the idea that <i>the critical lens is false</i> and occasionally makes effective use of sentence length (<i>This could not be further from the truth</i>).
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in grammar (<i>One's opinion of themselves and a person is who they are</i>) and usage (<i>Tom ... is told by his friend Jim that his boss thinks he is lazy and is going to fire him</i>).
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in language use.	

→ Archbishop Desmond Tutu said that "a person is a person through other persons." This statement is very true. People have their own views and opinions on certain issues in life, and it is very possible that they have their own opinion of ~~people~~ people as well. This is very evident in literature. Two works that this can be seen in is "The Outcasts of Poker Flat" by Bret Harte and ~~Blay~~ Black Boy by ~~a~~ Richard Wright. In these pieces the characters are viewed very differently from different perspectives.

→ In the "Outcasts of Poker Flat" the protagonist, the gambler Mr. Tom O'Rourke, can be seen as the protagonist, or an 'anti-hero'. He was sent away from Poker Flat because the vigilantes of the town felt that he and other outcasts were immoral and a bad influence. Mr. O'Rourke was cast out along with another group of people which included a thief, prostitute, and the owner of a whore house. From the town's perspective these are bad people and should be removed from society. If you were the reader, you would read about the group's journey and how within the group, there are several experiences. Mr. O'Rourke, a notorious gambler, takes control of the group and tries to lead them to safety. He tries to keep the group under control so they do not panic when a terrible snowstorm hits them and a thief steals all their provisions. He also tries to save the lives of two young, innocent people they meet along the way. Through the eyes of the townspeople, he is a bad person but through "other persons" eyes he is very ~~praise~~ worthy.

→ In the ^{autobiography} ~~novel~~ Black Boy by Richard Wright, he must overcome several obstacles. One of those is racism. The story takes place early in the twentieth century when racism was a huge problem. In Richard's case he worked for several different people, mostly ~~a~~ rich whites and was treated like chattel, not an employee, or even a person. When he was with his parents and in school, he was seen as a very intelligent and articulate person. At one point during the story he sells magazines for money without realizing it was propaganda for the Ku Klux Klan. Then realizing

Anchor Paper – Part B—Level 4 – A

what he was doing he stopped. His grandmothers did not want him to read, so he was ignorant of what he was doing. In school he was applauded by peers for this ability. Depending on who he was with, that is the type of person he was seen as. → This was a very wise and very true statement made by Archbishop Desmond Tutu. It applies to true events, seen in Black Boy, and in Fictional stories such as the "Outcasts of Poker Flat." It even applies today with the war in Israel and how suicide bombers are seen as martyrs in their eyes but terrorists in our own. Everyone is entitled to their own opinion, and this is seen in the two works and in today's world.

Anchor Level 4 – A

Quality	Commentary
Meaning	<p>The response: Provides a reasonable interpretation of the critical lens, stating that <i>characters are viewed very differently from different perspectives</i>. The response makes implicit connections between the criteria and "The Outcasts of Poker Flat" (<i>From the town's perspective these are bad people and should be removed from society</i>) and <i>Black Boy</i> (<i>Depending on who he was with, that is the type of person he was seen as</i>).</p>
Development	<p>Develops ideas clearly and consistently, with reference to characterization and plot to show how others view the main characters differently (<i>Mr. Oakhurst, a notorious gambler, takes control of the group and tries to lead them to safety</i>). The response explains that Richard was treated like chattel, not an employee but with his parents and in school, he was seen as a very intelligent and articulate person.</p>
Organization	<p>Maintains a clear and appropriate focus on characters who are perceived differently. The response exhibits a logical sequence of ideas, with an introduction followed by discussions of each work providing contrasts between what the character does and how he is seen by others. The conclusion (<i>Everyone is entitled to their own opinion</i>) reiterates the reference to personal opinion in the introduction, aiding unity.</p>
Language Use	<p>Uses appropriate language with some awareness of audience and purpose (<i>If you were the reader</i>). The response occasionally makes effective use of sentence length (<i>This statement is very true, This is very evident in literature, He tries to keep the group under control ... a thief steals all their provisions</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>rascism</i> and <i>Klu</i>), punctuation (<i>"The Outcasts of Poker Flat" by Bret Harte and Then realizing what he was doing he stopped</i>), and grammar (<i>Two works ... is</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in development.</p>	

In life we are always meeting new people. Some we might forget, but others mean something to us forever. This is seen in the quote by Archbishop Desmond Tutu which reads, "A person is a person through other persons". This means that we as people develop into who we are through our relationships with others. We learn and live through other people. Personally, I agree with this quote. The people around us affect our way of life and us. You, me, or anyone would not be who we are today without the influence of our loved ones and friends.

This → The meaning behind this quote is clear in the play "Macbeth" by William Shakespeare. The author uses characterization to show how the interaction between the characters help in their personalities and views. Lady Macbeth is very greedy and selfish so she pushes the thought of power into Macbeth's mind. It's through her that makes Macbeth evil and power hungry as well. ⁴ Shakespeare also uses theme to show that this quote is true. The theme of the play is along the lines of power leads to corruption. The cause of ~~his need~~ Macbeth's need for power stems from his surroundings and the people around him. This shows that Macbeth as a person was affected through other people.

Another work of literature which shows how a person is a person through others is Of Mice and Men. The author shows this through characterization. The main characters, George and Lennie, travel with each other in search of work. Through their travels they become close and it's this bond which shows how they, as people, affected each other. The author also uses point of view to convey this ~~is~~

quote. Though the novel is not seen from only one character's eyes, you still can learn how George and Lennie affect each other during the parts in which they are in. Their actions and spoken words bring the two characters close and help them watch each other's backs. This is how you see them develop as people.

People learn through others. It's this common bond that makes someone who they are. People would never be who they are if it wasn't for an outside influence. It's this influence that helps us learn who we are. It's that influence that shapes our personalities and the world.

Anchor Level 4 – B

Quality	Commentary
	The response:
Meaning	Provides a reasonable interpretation of the critical lens by stating that <i>we as people develop into who we are through our relationships with others</i> . The response makes implicit connections between the criteria and <i>Macbeth</i> (<i>Macbeth's need for power stems from his surroundings and the people around him</i>), and <i>Of Mice and Men</i> (<i>This is how you see them develop as people</i>).
Development	Develops ideas briefly, using some details from the texts, stating that Lady Macbeth <i>pushes the thought of power into Macbeth's mind</i> , while George and Lennie, through their travels, <i>watch each other's backs</i> . The response mentions characterization, theme (<i>power leads to corruption</i>), and point of view, but only develops <i>relationships with others</i> through characterization.
Organization	Maintains a clear and appropriate focus on the idea that people are affected by those around them. The response exhibits a logical sequence of ideas, presenting evidence from each literary work to support the chosen criteria. The conclusion presents a slightly altered interpretation of the lens (<i>People learn through others</i>) detracting from coherence.
Language Use	Uses appropriate language, which is occasionally awkward (<i>George & Lennie affect each other during the parts in which they are in</i>) or repetitive (<i>the people around him, affected through other people, outside influence, this influence, that influence</i>). The response indicates awareness of audience and purpose, occasionally making effective use of complex sentences.
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling, punctuation (<i>In life we are, Macbeth by William Shakespeare, one characters eyes</i>), grammar (<i>me ... would not</i>), and usage (<i>the interaction between the characters help and if it wasn't for an outside influence</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in development.	

As the debate over whether nature or nurture depicts the personality and actions of a person a large amount of evidence has pointed to a persons environment as a predominant factor in that persons personality. Furthermore, people are often intertwined so deeply with one another that they actually carry out their lives through their counterpart. People who are in love are often so dependent on each other that it is as if they are living one life. Archbishop Desmond Tutu has taken this theory to the next logical step by saying that a persons life and actions in life are effected and depicted by the people surrounding him. The character of Macbeth, in shakespeare's play is a perfect example of a man who ultimately defines himself, unknowingly, by the people he meets and by those he is already connected to. Another example of a life defined by the lives of others is Willy Loman in Death of a salesman. Both characters live their lives through the actions and thoughts of others.

Macbeth the brave, the noble and the valorous. The character of Macbeth is a paradigm of a man who is only brave through Duncan, the kings orders and becomes a murderer only through the words of lady Macbeth. He also carries out his evil ways due to the persons of the three witches. Macbeth is truly a person who lives his life in the way that he does, ~~for~~ better or for worse through others.

In Arthur Millers, death of a salesman Willy Lomans image of himself is created through his interactions with his buyers. His life is one that is largely made up. He would not be who he was if not for the people around him.

To a point, we all are affected by the people around us, often ~~for~~ ^{for} the better; ~~sometimes~~ ^{sometimes} for the worse. ~~hence~~ the term, running with the wrong crowd. Macbeth ran with the wrong crowd ^{those being Lady Macbeth and the witches.} Willy Loman simply ran with a crowd that wouldn't have cared if he died, which he later did. ~~hence~~ We live our lives as the products of those we hate, those we know and those we love. A happier or sadder person is in my and Archbishop Tutus's opinion, those who are shaped by more love than hate.

Anchor Level 4 – C

Quality	Commentary
Meaning	The response: Provides a reasonable interpretation of the critical lens, stating that <i>a person's life and actions in life are effected and depicted by the people surrounding him</i> . The response makes implicit connections between the criteria and <i>Macbeth (a man who ultimately defines himself ... by the people he meets and by those he is already connected to)</i> . Connections to <i>Death of a Salesman</i> are largely superficial (<i>Another example of a life defined by the lives of others is Willy Loman</i>).
Development	Develops ideas briefly. The response gives general examples of how Macbeth was influenced by others (<i>a man who is only brave through Duncan, the king's orders and becomes a murderer only through the words of Lady Macbeth</i>), but the discussion of <i>Death of a Salesman</i> is largely undeveloped. References to the text are vague (<i>His life is one that is largely made up</i>), hinting at ideas (<i>He would not be who he was if not for the people around him</i>).
Organization	Maintains a clear and appropriate focus on characters who are affected by people around them, exhibiting a logical sequence of ideas, by presenting the criteria, followed by a description of the main characters and those who affect them. The response concludes with a different interpretation of the lens detracting from cohesion.
Language Use	Uses generally appropriate language, with some awareness of audience and purpose (<i>we all are affected by the people around us</i>). The response occasionally makes effective use of sentence structure (<i>We live our lives as the products of those we hate, those we know and those we love</i>) though some attempts result in fragments.
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>ove</i> and <i>paradime</i>), capitalization, and punctuation (<i>persons environment</i> and <i>Shakespeares play</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in development.	

"A person is a person through other persons," is the perspective of Archbishop Desmond Tutu. After close analysis of this statement, I agree with Tutu. The reason for my agreement with Tutu, is in two works of literature that support this statement. "Othello" written by William Shakespeare and "The Death of a Salesman" are similar to Tutu's statement. Both show that a person becomes a person through other people.

The story/play Othello shows many similarities to the critical lens. Due to a jealous situation, the character Iago shows an angry side to him. Iago plots a series of events to get back at the people who beat him out for a job position. When this situation occurs, Iago instigates, the character, Othello. Iago wants Othello to help him get back at Cassio, by telling him lies. Othello listens to Iago and acts very similar to him, when this event occurs. Othello acts the same as Iago, and it occurs because of what Iago told Othello. This resembles how a person becomes another person.

"The Death of a Salesman" shows that "a person is a person through other persons." Biff and ~~Bill~~^{Happy} are both brothers and act similar to each other because of envy. Biff is the older brother. Biff is a high school football star and is well liked and ~~by~~^{very} respected. ~~Bill~~^{Happy} tries to do everything

Biff does. Happy tries to train as Biff does, and he also wants to be well liked. Happy wants to be just like Biff, this supports Turtur's theory.

After close analysis of the quote shown I believe that Turtur's theory is correct. The two stories "Othello" and "Death of a Salesman" show that a person is a person through other persons acts. "Othello" shows that by the way one character acted another character acted the same way. "Death of a Salesman" shows that people try to resemble people they look up to, this supports Turtur's theory.

Anchor Level 3 – A

Quality	Commentary
	The response:
Meaning	Provides a simple interpretation of the critical lens, suggesting that people are influenced by other people. The response makes superficial connections between the criteria and the chosen texts, <i>Othello</i> (<i>Othello acts the same as Iago</i>) and <i>Death of a Salesman</i> (<i>Happy tries to train as Biff does</i>).
Development	Develops ideas briefly, using some evidence from the texts (<i>Happy wants to be just like Biff</i>) while relying primarily on bits of plot summary. The response relies on vague and unjustified evidence of Iago's influencing Othello (<i>Iago instigates ... Othello</i>).
Organization	Maintains a clear focus on characters influenced by others, using examples to support Happy's imitation of Biff. The response exhibits a logical sequence of ideas, but fails to establish the rationale for Iago's manipulation of Othello or how Biff tries to emulate Happy. The conclusion reiterates a relationship between the critical lens and both works.
Language Use	Relies on basic vocabulary, with little awareness of audience, and occasional imprecision (<i>Due to a jealous situation, a job position, this resembles how a person</i>). The response exhibits uneven success in varying sentence structure and length (" <i>Othello</i> " shows that by the way one acted another character acted the same way).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>Shakesphere</i> and <i>analystis</i>) and punctuation (<i>instigates, the character and is well liked, and respected</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in organization and conventions.	

"A person is a person through other persons" by Archbishop Desmond Tutu. I think this means people learn and act certain ways they have learned from other people. I agree with this statement and have chosen "A Separate Peace" by John Knowles and "Death of a Salesman" by Arthur Miller.

In the novel "A Separate Peace" characterization shows how Jean always had to be just like Phineas. Jean was never great at sports and Finny loved them. Jean was always trying to get great at sports. Finny was always getting out of trouble trouble because of his slyish ways. Jean was very ~~jeat~~ jealous of him and began getting in trouble just like Finny. He also cared less about school and grades.

In "Death of a Salesman" the boys lives are not great and they are living with their parents. Willy Loman cheated on his wife and constantly wasted and spent his money. The boys are not going to end up anything better than a Salesman. They are hypocrits and the quote proves that they are just like other people, their fathers.

In both stories the quote is conveyed and is proved how people are just like other people.

Anchor Level 3 – B

Quality	Commentary
Meaning	<p>The response: Provides a simple interpretation of the critical lens, stating that people are influenced by other people. The response makes superficial connections (<i>the quote proves that they are just like other people, their fathers</i>) between the criteria and <i>Death of a Salesman</i> and <i>A Separate Peace</i>.</p>
Development	<p>Develops ideas briefly, stating first that <i>Jean (Gene) always had to be just like Phineas</i>, imitating his behavior, and that <i>he also cared less about school and grades</i>. The discussion of <i>Death of a Salesman</i> contains unjustified concepts (<i>the boys ... are living with their parents and Willy constantly wasted and spent his money</i>).</p>
Organization	<p>Establishes, but fails to maintain, an appropriate focus, claiming that <i>people learn ... from other people</i>. The response exhibits a rudimentary structure that interprets the critical lens, selects incidents from Knowles' work, then generalizes from Miller's play (<i>the boys lives are not great</i>), and concludes with an altered interpretation of the lens (<i>people are just like other people</i>).</p>
Language Use	<p>Relies on basic vocabulary, with little awareness of audience. The response occasionally uses awkward language (<i>his slyish ways</i> and <i>trying to get great at sports</i>). The response exhibits some attempt to vary sentence structure or length for effect, but with uneven success.</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>chosen, Seperate, hipocrits</i>) and punctuation (<i>the novel "A Seperate Peace" and in "Death of a Salesmen" the boys</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.</p>	

A Human is a ~~species~~ species that interacts with one another. A person is often evaluated, judged and criticized by other people. The reader agrees with the critical lens "A person is a person through other persons" by famous Archbishop, Desmond Tutu. The Great Gatsby, the novel that truly inspired the reader, shows a great example of a person viewed by other people.

Gatsby, the main character of this novel, is used by the author to ~~show~~ show how a person is evaluated and criticized by other people. Because of his mysterious nature and ~~his~~ wealth, Gatsby is often the subject of ~~people~~ chat among the people. Some people say that the Gatsby is a killer, and some say that he is a spy. This shows the jealousy and curiosity of these people.

Also through the eyes of Nick, another main character, Gatsby's love towards Daisy and his kindness and gentleness is revealed.

The human beings interact with each other and often evaluated by ~~them~~ each other.

Anchor Level 3 – C

Quality	Commentary
Meaning	The response: Provides a reasonable interpretation of the lens, suggesting that <i>a person is often evaluated, judged and criticized by other people</i> . The response makes implicit connections between the criteria and <i>The Great Gatsby</i> (<i>This shows the jealousy and curiosity of these people</i>).
Development	Develops briefly the idea that <i>Gatsby is used by the author to show how a person is evaluated and criticized by other people</i> . The response uses a single statement of plot to illustrate <i>Gatsby’s kindness and gentleness</i> .
Organization	Maintains an appropriate focus on <i>Gatsby as an example of a person viewed by other people</i> . The response exhibits a rudimentary structure of an introduction, a paragraph on characters who judge <i>Gatsby</i> negatively, the beginning of a paragraph on a character who judges <i>Gatsby</i> positively, and a concluding sentence.
Language Use	Uses generally appropriate though occasionally imprecise language (<i>A mankind is a speicy</i> and <i>The reader agrees</i>), with some awareness of audience and purpose. The response occasionally makes effective use of sentence structure (<i>Because of his mysterious nature and wealth, Gatsby is often the subject of chat among the people</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>speicy</i>), punctuation (<i>also through the eyes</i>), capitalization, grammar (<i>human beings interact ... and often evaluated by each other</i>), and usage (<i>A Mankind</i> and <i>The Gatsby</i>) that do not hinder comprehension.
Conclusion: Although the response fits the criteria for Levels 3 and 4, it remains at Level 3 because it addresses only one text.	

According to Archbishop Desmond Tutu, "A Person is a person through other persons..." ~~This quote is~~ "In other words," It does not matter who you are, its who you know." This quote is proven to be true in "A Clean, well-lighted Place" and "The Short happy life of Francis Macomber." ~~I agree by Ernest Hemmingway,~~ I agree with this quote.

In "A Clean, well-lighted Place" the two waitors are completely different people. Throughout the story they find different things about eachother that they did not know before. They work off eachother. That is how they live, by other persons. ~~Here~~ In "The Short happy life of Francis Macomber," Francis is scared of hunting. ~~He~~ takes lessons.

Anchor Level 2 – A

Quality	Commentary
Meaning	The response: Provides a confused interpretation of the critical lens. The response first suggests that <i>it does not matter who you are, its who you know</i> but asserts <i>that is how they live, by other persons</i> . The response alludes to the critical lens but does not use it to analyze the chosen texts, "A Clean, Well-Lighted Place" and "The Short Happy Life of Francis Macomber."
Development	Is incomplete and largely undeveloped. The response hints at ideas (<i>Francis is scared of hunting</i> and <i>He takes lessons</i>), but references to the text are vague (<i>they find different things about each other that they did not know before</i>).
Organization	Lacks an appropriate focus but suggests some organization. The response has an introduction and one paragraph that includes brief references to two texts.
Language Use	Relies on basic vocabulary. The response exhibits some awareness of audience and purpose (<i>In other words</i> and <i>I agree with this quote</i>) and some attempt to vary sentence structure, but with uneven success (<i>They work off eachother</i>).
Conventions	Demonstrates partial control. The response exhibits occasional errors in spelling (<i>waitors</i> and <i>completly</i>), punctuation, and capitalization (<i>in, "A clean, well-lighted Place"</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use and conventions.	

I agree with the quote Archbishop Desmond Tutu. "A person is a person through other persons..." by Desmond Tutu. I believe a person is shape by the people around them. One example is if a person is made somebody had to make that person made. In the play "Othello" the main character Othello is not in the beginning a jealous person but eventually turns into one after a person persuades him into being jealous. In the book Things Fall Apart by Chinua Achebe; Okonkwo is made by father faults. If Okonkwo father hadn't had so many faults Okonkwo wouldn't have such hate for lazy people. So I do believe a person is turn into a person by another person.

Anchor Level 2 – B

Quality	Commentary
	The response:
Meaning	Provides a simple interpretation of the critical lens, suggesting that people are shaped by those around them. The response makes superficial connections between the criteria and the chosen texts, <i>Othello</i> and <i>Things Fall Apart</i> .
Development	Is largely undeveloped. The response hints at the idea that one person influences another, using vague text references (" <i>Othello</i> " ... turns into one after a person persuades him into being jealous and <i>If Okankwo Father hadn't had so many faults Okankwo wouldn't have such hate for lazy people</i>).
Organization	Establishes, but fails to maintain, an appropriate focus. The response suggests some organization within the single-paragraph response, including brief references to two texts, followed by a concluding statement (<i>So I do believe</i>).
Language Use	Uses language that is imprecise (<i>a person is turn into a person</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>I agree with the quote Archbishop Desmond Tutu</i>).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in punctuation (<i>In the play "Othello" the main character</i>), grammar, and usage (<i>I believe a person is shape by the people around them</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in meaning and organization.	

Many people love to read stories and books and they seem to enjoy them very much. But there always seem to be something that attracts them into the novels etc like magnets.

The novel Go ask Alice and the story Horace Mann in the Sky were very interesting. They both showed tragedy, rhythm, action, and emotion. I think that Go ask Alice goes perfect with the quote "A person is a person through other persons"... by Archbishop Desmond Tutu. My reason for this that she became and did what she did through other people she did as others did. Horace Mann in the Sky did relate also in a way because he did what other would have to do also if they were in his position.

In away I do strongly agree with the quote "A person is a person through other persons..." by Archbishop Desmond Tutu because if you haven't notice kids do what other kids do or follow what other kids do. But also parent or adults do too. So yes I do agree.

In many ways people are alike in books and real life. But no matter how hard you would want to change that you can't.

Anchor Level 2 – C

Quality	Commentary
Meaning	<p>The response:</p> <p>Provides a confused interpretation of the critical lens. The response states first that <i>I do strongly agree with the quote</i>, explaining that <i>kids do what other kids do and follow what other kids do</i>, and then states that <i>in many ways people are alike in books and real life</i>. The response refers to the critical lens (<i>I think that Go ask alice go perfect with the quote</i>) but does not use it to analyze the texts, <i>Go Ask Alice</i> and “Horseman in the Sky.”</p>
Development	<p>Is incomplete and largely undeveloped. The response hints at ideas, but references to the text are generally vague (<i>she did as others did</i> and <i>He did what other would have to do also if they were in his position</i>) and occasionally irrelevant (<i>They both showed tragetry, rythm, action, and emotion</i>).</p>
Organization	<p>Lacks an appropriate focus but suggests some organization. The response presents brief references to two texts, preceded and followed by personal observations (<i>there always seem to be something that attracts them into the novels etc like magnits</i>).</p>
Language Use	<p>Relies on basic vocabulary that is occasionally unsuitable (<i>because if you haven't notice</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>My reason for this that she became and did what she did through other people</i>).</p>
Conventions	<p>Demonstrates emerging control. The response exhibits occasional errors in spelling (<i>intresting</i>), punctuation (<i>storie's, book's, So yes I do agree, cant</i>), and grammar (<i>seem to be something</i> and <i>Go ask alice go perfect</i>) that hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use and conventions.</p>	

Everybody have different forms to think, and one of this is the way to treating the person. All person in the world are different because we came from different continent Asia, Europe, Africa, America, etc. We can be equals in the form but not with the think or the way we act. Also the way we talking with person we don't know who they are, where he came from, why he is here, or things like that. Some times we are very specific and sometime we are not specific.

the critical lens that I have to interpret it's the, "A person is a person through other person." This it's like something is much better than other one. It's when you want to be more than other one because you think that you are better or you are superior from the other one. When are parents and his parent's life in his times they leave something that we inherit from our parent's. But the best thing that our parent's inherit to us was the wisdom or show to us what is bad or what is good.

This statement it's like the how they pass the time show to the people that we can do and be better than other. If they leave a mistake or do it we can fix it up and be better. Even though when we are adults with experiences be sure that not do the same mistake that our parent do. Teach to our children that there is a solution for a problem. Also we can demonstrate to the other person that we know what it's a mistake. And also change the error in the life.

there is a lot experiences that we can explain. But the people who know this don't want to changes because they think that they are ok. when they are wrong, sometimes the people think that they are the only one person who is right and don't need a favor for nobody. We are the same person who need something and doesn't needed.

In my opinion we are equals but different at the same time. know it that we are from different parents or nationalities. But have the same rights and laws.

Anchor Level 1 – A

Quality	Commentary
	The response:
Meaning	Provides a confused interpretation of the critical lens (<i>It's when you want to be more ... because you think that you are better or you are superior from the other one and it's like the How the pass the time show to the people that we can do and be better</i>). The response makes no reference to any specific texts.
Development	Is minimal. The response reiterates a personal interpretation of the critical lens, but does not apply the lens to specific works of literature.
Organization	Lacks an appropriate focus, but suggests some organization. The response is divided into paragraphs focusing only on a personal interpretation of the critical lens (<i>The critical lens that I have to interpret, This statement, In my opinion</i>).
Language Use	Uses language that is imprecise (<i>We can are equals in the form but no with the think and When are parents and his parent's life in his times the leave something</i>). The response reveals little awareness of how to use sentences to achieve an effect.
Conventions	Demonstrates a lack of control, exhibiting frequent errors in grammar and usage (<i>All person in the world, the way we talking, This it's like something is much better tha other one</i>) that make comprehension difficult.
Conclusion: Although the response fits criteria for Levels 1 and 2, it remains at Level 1 because the response makes no reference to any text.	

I remember books about "Romeo" and "Juliett", Boo, the bride and scout brother. Agree or Disagree? two works you have read best "Romeo" and "Juliett" and ? ~~elements~~ elements (for example: theme, characterization, setting, point of view) I chose setting for endings stink, they all die why we have to read junk books in school not fair. I wrote about two works of literature, I don't like them books about cycles are better not stories

Anchor Level 1 – B

Quality	Commentary
	The response:
Meaning	Does not refer to the critical lens. The response reflects minimal analysis of the chosen texts, <i>Romeo and Juliet</i> and <i>To Kill a Mockingbird</i> .
Development	Is minimal, with one idea (<i>endings stink, they all die</i>) and no evidence of development.
Organization	Shows no focus or organization.
Language Use	Is minimal. The response uses some language that is inappropriate (<i>why we <u>have</u> to read junk books in school not fair</i>) or copied from the prompt.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1 in all qualities.	

I agree with the quote in the critical lense, "A person is a person through other persons." I support Archbishop Desmond Tutu's opinion because a person is classified by the people or group he or she surrounds himself with. For an example in "MacBeth" Lady MacBeth plays a huge role in what and who MacBeth has become. In "Of Mice and Men", Lenny plays a huge role in who George has become.

In MacBeth when MacBeth told Lady MacBeth about his plans to be King she pushed him to kill the king. Lady MacBeth pressured MacBeth into becoming who he is, a murderer. Another example of how a person is a person through other persons is when MacBeth had a group of law breakers kill Banquo. MacBeth wanted it to be done but didn't want to do it himself so he murdered Banquo through other people.

In "Of Mice and Men" George has become a man who is always on the run because Lenny makes him like that. Lenny is always doing something to get George and himself into some sort of trouble. Lenny played a role in who George was until George got sick of being his baby sister and shot Lenny.

Who you are depends on who you surround yourself with. If you surround yourself with good, fair and honest people then you will probably be a good person as well. If you decide to surround yourself with a crowd of people who are dishonest and unfair, then chances are that you will be like them.

→ "A PERSON IS A PERSON THROUGH OTHER PERSON" I THINK THIS POEM MEANS THAT A PERSON IDENTITY IS ONLY AS GOOD AS A PERSON PERCEIVE THEM TO BE. I AGREE WITH THE CRITICAL LENS BECAUSE EVERYONE I KNOW CAN DESCRIBE A PERSON BY HOW THEY ACT. THIS YEAR I HAVE READ 2 WORKS OF LITERATURE THAT SUPPORTS THE CRITICAL LENS. NIGHT A NOVEL BY ELLIE WESIC AND I AM THE CHEESE, A NOVEL BY ROBERT CORMIER.

→ IN THIS NOVEL MOSHE THE BEATLE IS DESCRIBE THROUGH THE ACCOUNTS OF ELLIE INTERVIEWING HIM. IN THE STORY MOSHE LOSES HIS IDENTITY IN THE NOVEL WHEN HE IS SEPARATED FROM HIS FAMILY & PLACED IN A CONCENTRATION CAMP BY A I.D. #. THE ONLY WAY HE REMEMBER HIS FAMILY IS FROM THE GOOD TIMES THEY HAD TOGETHER.

IN THE NOVEL I AM THE CHEESE CORMIER CHANGES THE IDENTITY OF A FAMILY SO THAT THEY WOULD NOT BE HARMED. IN THE NOVEL ANTHONY DEMONIE'S FATHER (PAUL) LEAVES THEIR HOME TOWN AFTER HE DISCOVERS THINGS ABOUT THE GOVERNMENT SO HE CHANGES THIS FAMILY I.D.

IN CONCLUSION A PERSON I.D. IS
ONLY AS GOOD AS A PERSON PERSEVERING
IT TO BE

Archbishop Desmond Tutu once said, "A person is a person through other persons..." He meant that a person changes several times throughout his life, yet he can find himself almost always. This truth can be found in Great Expectations by Charles Dickens and in Huckleberry Finn by Mark Twain. Both novels display the bildungsroman of two young boys. Pip realizes that wealth is not everything through extravagant behavior leading to debt, and Huck realizes that he does not have to follow southern conventions ^{of racism} after helping and befriending Jim, a black slave.

Pip grows as a person after he inherits a great fortune from an unknown wealthy benefactor. He ~~was~~ is told to use this money wisely and with a purpose, but he squanders it on expensive clothing & showing off. He plunges into a severe debt, and is badly beaten by loan sharks. Without his family or friends, Pip realizes that the "gentleman" he has become is an improper one. He learns that his benefactor is actually Magwitch, the convict, whom he saved from death years ago. Upon learning that the bearer of his wealth is not a rich gentleman or Miss Havisham, whom he wanted it to be, Pip misses his family &

the simple things in life. Through a rough experience, Pip grows up.

Huck becomes a different person after helping a slave named Jim. He ~~was~~ refers to him as a "nigger," early on, but later desists from using the derogatory term on a friend. Huck has the chance to turn Jim in and receive a large reward. He is all ready with a letter written to Jim's owner, but he ultimately rips it up and says, "I'll go to hell." This statement fits the southern mentality that God gave us slaves to work for us, and not putting them to work is a sin. Huck gradually grows out of the southern stereotypical attitude toward slaves in befriending Jim. His racism fades away, ^{and becomes acceptance} which made Huckleberry Finn a controversial book for its time.

Both Pip and Huck grow up + learn several lessons in the process.

Pip learns that money is not the world and that family is the true gift of life. Huck learns to accept slaves, and our

Archbishop Desmond Tutu, when proclaiming, "A person is a person through other persons," speaks of the concept of human interdependence. This statement refers to the fact that human beings need the support and companionship of other humans. I interpret the statement to mean that this very need is part of what makes us human.

I fervently agree with this statement and find profound truth in it. We all exist together, and there is a basic emotional need to be loved and needed by our fellow beings. As much as some might try to deny this, many people base their opinions of themselves on the opinions and views of others. Several works of literature focus on similar themes and support this statement through both their plots and various literary elements.

One such work of literature is The Catcher in the Rye, by J.D. Salinger. The theme of this novel is depression, as Holden Caulfield ~~is~~ ~~is~~ feels loved by hardly anyone. He yearns desperately for love and acceptance, but finding both to be scarce, sinks into depression. His younger sister is the one person ^{for} whom he truly feels affection. ~~is~~ When he is around her, with her young innocence, he feels very alive. The novel is written in the first-person through Holden's perspective. This element serves to better convey Holden's sense of very low self-esteem. His lack of self-esteem stems from his numerous rejections by those around him, including the several schools from which he has been expelled.

Another literary work that supports the statement is

The Great Gatsby, by F. Scott Fitzgerald. One of the many themes of this novel is the idea of missing a loved one. Jay Gatsby, the title character, has been unable to get over his strong love for Daisy, his one-time girlfriend. He ~~is~~ wants so desperately to see her because her love and companionship will comfort him and make him happy. The setting of the novel is ~~in~~ some of the fabulously wealthy suburbs of New York City. Despite their immense fortune, ~~the~~ most of the characters are unhappy because their material possessions provide only fleeting joy, while they are constantly searching for the lasting joy that only human companionship can provide. The point-of-view for this novel is the first-person, with Nick Carraway, Gatsby's neighbor, as the narrator. Nick serves as a soothing force, and many of the characters feel more able to be themselves when they are with Nick.

Archbishop Desmond Tutu strikes profound truths when he says, "A person is a person through other persons." I strongly agree with this statement and all of its implications. Several works of literature, two of which were cited above, support this notion.

In these novels, the two stories The Pearl + Of Mice + Men they both symbolize this quote "A person is a person through other persons".

This statement I agree with, because some people need other people to help them out in different ways, help them through things. In the book Of Mice + Men, George would have been nowhere if he wasn't for taking care and watching over Lenny. In the book The Pearl if Kino would have never found the pearl, the towns people wouldn't of tried to be his friend.

Practice Paper A–Score Level 3

Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in language use and conventions.

Practice Paper B–Score Level 2

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

Practice Paper C–Score Level 4

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

Practice Paper D–Score Level 5

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

Practice Paper E–Score Level 2

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

**Regents Comprehensive Examination in English
Map to Learning Standards**

Key Ideas	Part of Test
Listening and writing for information and understanding	Session One – Part A
Reading and writing for information and understanding	Session One – Part B
Reading and writing for literary response	Session Two – Part A
Reading and writing for critical analysis and evaluation	Session Two – Part B

The Chart for Determining the Final Examination Score for the August 2004 Regents Examination in Comprehensive English will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> on Thursday, August 18, 2004. Conversion charts provided for previous administrations of the Regents Examination in Comprehensive English must NOT be used to determine students' final scores for this administration.