

# SESSION TWO

## FOR TEACHERS ONLY

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

### ENGLISH

# E

Wednesday, August 17, 2005— 8:30 to 11:30 a.m., only

#### SCORING KEY AND RATING GUIDE

##### Mechanics of Rating

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. 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><b>Session Two</b> <b>Correct Answers</b></p>
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<p><b>Part A</b></p>
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- |               |
|---------------|
| <p>(1) 3</p>  |
| <p>(2) 2</p>  |
| <p>(3) 1</p>  |
| <p>(4) 4</p>  |
| <p>(5) 3</p>  |
| <p>(6) 1</p>  |
| <p>(7) 2</p>  |
| <p>(8) 3</p>  |
| <p>(9) 4</p>  |
| <p>(10) 1</p> |

## 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**

<b>QUALITY</b>	<b>Responses at this level:</b>	<b>Responses at this level:</b>	<b>Responses at this level:</b>	<b>Responses at this level:</b>	<b>Responses at this level:</b>	<b>Responses at this level:</b>
<b>Meaning: the extent to which the response exhibits sound interpretation, and analysis of the task and text(s)</b>	-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
<b>Development: the extent to which ideas are elaborated using specific and relevant evidence from the text(s)</b>	-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
<b>Organization: the extent to which the response exhibits direction, shape, and coherence</b>	-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 through use of appropriate devices and transitions	-maintain a clear and appropriate focus -exhibit a logical sequence of ideas but may lack internal consistency	-establish, but fail to maintain, an appropriate focus -exhibit a rudimentary structure but may include some inconsistencies or irrelevancies	-lack an appropriate focus but suggest some organization, or suggest a focus but lack organization	-show no focus or organization
<b>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</b>	-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
<b>Conventions: the extent to which the response exhibits conventional spelling, punctuation, capitalization, grammar, and usage</b>	-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.

Students are exposed to many opportunities for learning, chances which they should be thankful to accept and never simply take for granted. The two passages illustrate the importance of learning opportunities, often using literary elements and techniques including characterization, symbolism and theme.

Passage I commences with the narrator, Frantz, running to school. The reader can see that this boy is a typical child. He is easily distracted and finds joy in freedom and nature, with school not being his chief priority. When he experiences the shock that his education is going to be disrupted, he panics. The German hierarchy has declared that French may no longer be used—German is now the only language in which students ~~may~~ may be taught. His distracted and carefree nature is suddenly jolted, and he realizes that something for which he should have had more concern will now be lost. He is now more able to appreciate his teacher, Monsieur Hamel, whose respect for education is clear in his graceful and dignified manner. The reader can sense that he cares about his students, yet will discipline them if necessary. This can be seen when Frantz is met with a gentle statement when late, rather than the customary scolding. These two characters' interactions demonstrate how schooling is important. Frantz comes to the conclusion that he should have

held something this precious closer, and Hamel seems sad that his teaching job has been terminated.

The poem "Morning Glory" again conveys the importance of education as an opportunity to be appreciated. The students are described as distracted and slightly reluctant learners, strongly in need of guidance, but their teachers do not seem fazed by these shortcomings. The teachers are equipped with knowledge, lessons, and organization. Ironically, the contrast of teachers and students provides the perfect framework for them to work together. The reader can compare the two, almost like viewing a "before and after" situation. The teachers are filled with knowledge they have acquired from their own previous teachers, and they are graceful and self-confident and encouraging to their students. On the other hand, the students are not yet molded into anything firm like their teachers. They are, however, being exposed to valuable opportunities and perhaps to a glimpse of what they may ultimately become.

The authors of both passages use symbolism to show the tragedy of losing an opportunity to learn. Passage I begins with an ordinary day for Frantz. When he arrives at school, he is met with uncommon, jolting silence. The lack of sound symbolizes a kind of realization within the narrator, a numbing feeling

that one receives upon hearing something tragic or facing a ~~the~~ devastating problem. Frantz does not have to be told that something is wrong. Monsieur Hamel's "handsome blue coat" symbolizes Frantz's final glimpse of an important opportunity that has slipped through his fingers. The coat is striking, delicate and special. Education holds the same characteristics, and, upon Hamel, the coat reinforces its meaning. This is Frantz's final time seeing Hamel, and his coat represents the precious opportunity for education that he will lose with his teacher's departure.

The symbols in "Morning Glory" represent the value of education as well. Teachers are described as being "crystallized" (line 25). The crystal may be a symbol of the value and beauty of education. Later in the poem, there is a reference to a hummingbird, also a symbol, one that can be associated with students and their characteristics. One thinks of a hummingbird as something small, delicate, fast-paced and easily distracted. Students may be described likewise, but they are still perfect receptacles for the lessons and values that teachers have to offer. Year after year the hummingbird migrates and returns. Students also return yearly to school, to absorb what they can, realizing it is something vital that must be done. Education is something

like the sweet nectar which a hummingbird collects. It is crucial for survival, and passing it up would be illogical and tragic.

Students receive frequent opportunities to learn. Not all children accept these chances, but many do realize how valuable and vital education is. In Passage I, Frantz comes to this realization. The teachers in both passages are presented as the keys to unlocking this valuable gift. The reader can see what is offered, as well as the consequences of accepting it or not. The readings convey the message that education is truly the best opportunity that one can be given.

Anchor Level 6 – A

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Establishes a controlling idea on <i>the importance of learning opportunities</i> that reveals an in-depth analysis of both texts. The response makes insightful connections between the controlling idea and the ideas in each text ( <i>he realizes that something ... will now be lost and education is crucial for survival</i> ).
<b>Development</b>	Develops ideas clearly and fully, making effective use of a wide range of relevant and specific evidence to elaborate on missed learning opportunities for Frantz in Passage I ( <i>school not ... his chief priority, he experiences ... shock, he is ... able to appreciate his teacher</i> ) and for the <i>distracted and slightly reluctant learners</i> in Passage II. Appropriate literary elements of characterization ( <i>a typical child ... easily distracted and graceful and dignified</i> ), symbolism ( <i>"handsome blue coat" and hummingbird</i> ), and theme are incorporated into the discussion.
<b>Organization</b>	Maintains the focus on education as established by the controlling idea. The response exhibits a logical and coherent structure, first establishing Frantz's new perspective on schooling ( <i>he should have held something this precious closer</i> ) for Passage I, then contrasting teachers' and students' educational perspectives for Passage II, then moving to a discussion of symbolism for each work, and concluding with a summary paragraph. The response skillfully uses devices and transitions ( <i>again conveys, Ironically, On the other hand</i> ).
<b>Language Use</b>	Is stylistically sophisticated, using language that is precise and engaging ( <i>suddenly jolted, fazed by these shortcomings, keys to unlocking this valuable gift</i> ), with a notable sense of voice and awareness of audience and purpose ( <i>The readings convey ... can be given</i> ). The response varies structure of sentences to enhance meaning ( <i>They are, however, being exposed to ... a glimpse of what they may ultimately become</i> ).
<b>Conventions</b>	Demonstrates control of the conventions with essentially no errors.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 6 in all qualities.	

Numerous and invaluable opportunities for learning exist for children who truly desire them. Some students, however, do not realize the opportunities which are regularly presented to them, or they become aware of them only when these chances are suddenly swept away. Two passages, an excerpt and a poem, show various opportunities for learning and how they sometimes go unnoticed and unappreciated. The authors use literary elements and devices of simile, metaphor and characterization to skillfully convey ideas about these precious opportunities.

Passage I, an excerpt from a short story, concerns a student whose entire perception of school changes dramatically when he suddenly realizes that his teacher ~~is~~ will be forced to leave the village school. The boy, Frantz, feels as if he has wasted his chance to learn. The author uses characterization to depict the boy as a ~~fairly~~ fairly typical student who does not appreciate school as a place to learn, ~~but~~ but sees it as a rude interruption to his "wandering about the fields." Frantz actually contemplates skipping school because he is already late. His teacher, Monsieur Hamel, is characterized as a stern disciplinarian who would punish Frantz for his inattention.

When Frantz does arrive at school, he discovers that his opportunity to learn will be soon taken away. Monsieur Hamel informs the class that a new government decree will replace the French language and history with German, and that he will be replaced by a new teacher. Frantz's entire perception of school changes. He becomes angry with himself because of the time he wasted. The author uses a simile to convey this sudden change in behavior: "My books, which only a moment before I thought so tiresome, so heavy to carry—my grammar, my sacred history—seemed to me now like old

friends, from whom I should be terribly grieved to part." Once the boy's opportunity to learn is gone, his books become important and valuable treasures. This story illustrates the idea that our opportunities to learn often go unnoticed until it is too late.

Passage II, a poem, trumpets loudly to the reader the sheer determination of teachers to give their students the opportunity to learn. The poet skillfully uses characterization to convey the idea that teachers are resourceful, persevering people who never give up. They appear before their students daily, shining "like something on a beach," determined to provide an education. The students, however, are characterized as the teacher's obstacles because they are distracted by every-day occurrences. Students are so involved with their own lives that they "hear the teachers as if they were far off, speaking down a tube." This simile clearly illustrates the students' lack of receptiveness. The teachers' voices are like a far-away ~~background~~ noise forming a background to the students' own realities. The poem also conveys the concept of learning opportunities. The teacher's persistence will eventually produce results. The teachers "have a plan." Children are bombarded with many opportunities to learn on a daily basis. The title is quite appropriate - teachers are truly "Morning Glory." The imagery of the cranes and the hummingbird, at the poem's conclusion, suggests that the continuing natural cycles parallel the cycle of the school year, and that if students would work with their teachers, their learning opportunities would be sweet.

It is evident that there are numerous opportunities to learn for those who choose to explore them. Some students, unfortunately, do not realize the chances offered to them, or

they become aware of them only when these opportunities are stripped away. Opportunities which teachers give their students are like seeds which ultimately will be harvested.

Anchor Level 6 – B

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Establishes a controlling idea that reveals an in-depth analysis of both texts (<i>Some students ... swept away</i>). The response makes insightful connections between the controlling idea and the ideas in each text (<i>This story illustrates the idea that our opportunities to learn often go unnoticed until it is too late and if students would work with their teachers, their learning opportunities would be sweet</i>).</p>
<b>Development</b>	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific details to characterize Frantz's changed <i>perception of school</i> (<i>Frantz ... contemplates skipping school, He becomes angry, "My books ... seemed ... like old friends</i>) for Passage I. In Passage II, the response uses a simile to describe students ... <i>as the teacher's obstacles</i> and then incorporates how these students "<i>hear the teachers ... speaking down a tube</i>." The use of characterization is successfully incorporated into the discussion.</p>
<b>Organization</b>	<p>Maintains the focus on <i>students who do not realize the learning opportunities offered to them ... until they are stripped away</i>. The response exhibits a logical and coherent structure, first summarizing Passage I, followed by a chronology of Frantz's day to delineate his changed perspective. For Passage II, the response begins with a topic sentence about <i>the sheer determination of teachers</i> that is illustrated through a discussion of literary elements (<i>shining "like something on a beach" and The imagery of the cranes and the hummingbird</i>). Transitions are skillfully used (<i>When Frantz does arrive and It is evident</i>).</p>
<b>Language Use</b>	<p>Is stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice (<i>perception ... changes dramatically, trumpets loudly, ultimately will be harvested</i>). The response varies structure and length of sentences to enhance meaning (<i>The author uses characterization ... fields</i>).</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions with essentially no errors.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 6 in all qualities.</p>	

Learning opportunities are often taken for granted. In Passage I and II it is evident that both authors convey this notion. They do this through the use of literary elements and devices like characterization, tone and symbolism.

Passage I depicts a young boy's realization that he has wasted many learning opportunities. When he discovers that he will no longer be taught in French, his native language, he sees that a chance is now gone forever. "How angry I was with myself because of the time I had wasted, the lessons I had missed, running about after nests or sliding on the Saar" His character experiences a sudden maturity, as he sees how foolish and childish he was. "My books, which only a moment before I thought so tiresome... seemed to me now like old friends, from whom I should be terribly grieved to part." The boy's regret makes even more clear that he will miss schooling. The old villagers, who came to sit in on the last class, symbolize how far-reaching education is. They sat in the schoolroom with their old schoolbooks to show their connection with the present generation of children.

Passage II also shows how learning opportunities can be taken for granted. Years later, the narrator looks back on his or her teachers and appreciates their perseverance. The poem gives examples of how the teachers looked past the inattention of the students and continued teaching because they, themselves, were inspired by their teachers. The author of the poem cites student distractions like crickets and rumors of trouble and

fear as reasons for not being able to appreciate units," or to be open when "so full." The student missed their chance to achieve more through their lesson. The poem's tone is somewhat remorseful. The narrator is saddened by these students' inability to focus on school. However, the teachers "have a plan" and don't give up on their students, as their teachers didn't give up.

Both passages convey a controlling idea that opportunities which are taken for granted are forever regretted. The young boy in Passage I was saddened by the loss of his teacher. His entire culture was replaced, and he now saw his loathsome books as old friends. Passage II also exemplifies the necessity of schooling. Students who are "fat with blindness and forgetting" will appreciate their teachers' perseverance only in retrospect.

**Anchor Level 5 – A**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b> Establishes a controlling idea that <i>learning opportunities are often taken for granted</i>, revealing a thorough understanding of both texts. The response makes clear and explicit connections between the controlling idea in Passage I (<i>a young boy's realization that he has wasted many learning opportunities</i>), and in Passage II (<i>how learning opportunities can be taken for granted</i>).</p>
<b>Development</b>	<p>Develops some ideas more fully than others, with references to specific and relevant evidence from both texts. The response uses point of view and characterization to develop Passage I (<i>"How angry I was with myself"</i> and <i>His character experiences a sudden maturity</i>), while theme and tone are alluded to for Passage II, but not fully developed.</p>
<b>Organization</b>	<p>Maintains the focus established by the controlling idea. The response exhibits a logical sequence of ideas to trace Frantz's changed attitude about school for Passage I, and to highlight the narrator's appreciation for teachers who <i>don't give up on their students</i> in Passage II, through the use of appropriate internal (<i>When he discovers</i> and <i>However</i>) and external transitions (<i>Passage I depicts</i> and <i>Both passages convey</i>).</p>
<b>Language Use</b>	<p>Uses language that is fluent and original, with evident awareness of audience and purpose (<i>His entire culture was replaced, and he now saw his loathsome books as old friends</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>The old village men ... symbolize how far-reaching education is</i>).</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions with essentially no errors.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat stronger in conventions and somewhat weaker in development.</p>	

Most children dread school: they would prefer to be playing outside or watching television. Despite such distractions, most students are eventually able to accept, and sometimes even embrace learning because of their teachers' perseverance. Passage I utilizes an anecdote to convey this message, while Passage II uses figurative language. Both passages show that although students' reluctance seems to form a bulwark around their will to learn, they can eventually be reached.

In Passage I, the author explains how his perspective about learning was altered. In the first paragraph, the author tells how "for a moment [he] thought of staying away from school and wandering about the fields." The only reason he resisted this temptation was because he was "terribly afraid of being scolded." The author uses a first person point of view in order to show the train of thought a student may possess when contemplating the importance of his education. When the narrator arrives at school, he becomes unsettled by the unusual silences permeating the schoolyard. The narrator becomes even more surprised when his teacher greets him affably instead of harshly. He seems to be full of relief when he isn't upbraided by his teacher, Monsieur Hamel, however, he becomes outraged when he learns that the reason for this unusual occasion is because his teacher was told by the Germans that he can no longer teach in French to his students and is being replaced by a German-speaking teacher. The narrator's attitude shifts quickly, and he becomes more aware of the significance of his education when he learns that his opportunity to learn has been robbed from him. The narrator only comes to the realization of how fortunate he is to be offered a chance to learn when that opportunity is taken away. He no longer had ill-feelings toward his teacher: "The thought that he was going away, that I should never see him again, made me forget the punishments, the blows with the ruler." The narrator paid a high cost in order

to realize the importance of his opportunity to learn.

In Passage II, the poem, "Morning Glory" conveys a similar theme as Passage I, but instead of using a personal narrative, it uses figurative language. This poem states that by the perseverance and unwavering efforts of our teachers, it is possible for students to recognize the importance of their education. The poem uses metaphors to explain that even though "we are fat with binders and forgetting" and "we're shaping the name of a new love on the underside of our thumbs", still "the teachers don't give up." The poem concludes by using a metaphor, comparing education to a "sweet". It says "we may dip into the sweet together if we hover over long enough," meaning that if we hold on and are guided by the persistence of our teachers, we can eventually realize the value of our education.

Education is essential to the development of young people. Most students fail to see the importance of learning and are unappreciative of their opportunity to learn. However, both passages support that it is eventually possible to overcome this ignorance and give credit to teachers for playing an integral role in guiding students to do so.

## Anchor Level 5 – B

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Establishes a controlling idea that reveals a thorough understanding of both texts (<i>Despite ... distractions, most students are eventually able to accept, and sometimes even embrace learning because of their teacher's perseverance</i>). The response makes clear and explicit connections between the controlling idea and the ideas in Passage I (<i>the narrator's attitude shifts quickly</i>) and Passage II (<i>by perseverance ... of our teachers ... students ... recognize the importance of their education</i>).</p>
<b>Development</b>	<p>Develops some ideas more fully than others. The response uses relevant and specific evidence from Passage I to detail the events of Frantz's day and their effect on him (<i>"for a moment [he] thought of staying away from school, he becomes unsettled, his teacher greets him affably, he becomes outraged</i>) incorporating literary elements of point of view and characterization into the discussion. Passage II relies on the presentation of quoted lines from the poem with little discussion.</p>
<b>Organization</b>	<p>Maintains the focus established by the controlling idea (<i>teachers ... playing an integral role in guiding students</i>). The response exhibits a logical sequence of ideas, beginning with strong topic sentences for the discussion of Passage I and Passage II, then using chronological order to present information from the story and quotes from the poem, and ending with a strong summary conclusion. Transitions are appropriately used.</p>
<b>Language Use</b>	<p>Uses language that is fluent and original (<i>utilizes anecdote to convey, contemplating the importance, guided by ... persistence</i>), with evident awareness of audience and purpose. The response varies structure and length of sentences to control rhythm and pacing (<i>Most children dread school; they would prefer to be playing</i>).</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions, exhibiting occasional spelling errors (<i>bulwarck</i> and <i>upraided</i>) only when using sophisticated language.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in development.</p>	

The importance of the values obtained from teachers is often underestimated and taken for granted. Both passages prove that teachers are key to a student's learning. The passages use imagery and detailed characterization to illustrate the impact of schooling.

In Passage One, the short story excerpt, the boy Frantz realizes the importance of his schooling after discovering that his teacher, Monsieur Hamel, must leave. In the beginning of the passage, Frantz doesn't want to go to school because he'd rather be "wandering the fields" on this "warm, lovely day." That is an example of imagery used by the author to show how Frantz doesn't want to go to school. He decides to go, and runs for fear of the punishment of being late. When Frantz gets to school and finds out that Monsieur Hamel will no longer be teaching, he begins to rethink his opinion of school. The first difference of Frantz's day, also foreshadowing, is when he sees the cluster of townsfolk around the noticeboard and dismisses it. The second is when the room is quiet and there are older people in the back, like the ex-mayor and the ex-postman. The final thing that occurs is when the teacher tells the class that today was the last lesson he would be giving. The boy Frantz put the pieces together and started to reflect on his school days. He regretted not having come to more classes, and went one step further to say that the people in the back of the room felt that way as well. They were paying their respects, so to speak, and also thanking the teacher for his work of 40 years. In this case, the opportunities for learning in school were taken for granted until an ill event happened.

In passage two, the poem describes in a similar way the importance of teachers in opportunities for learning and the way students can take them for granted. It states that teachers are determined and focused in their jobs, and how teachers are important to a child's development. It describes using imagery, (not like in the first ~~passage~~ passage), for example: "So many seasons of rain, sun, wind have crystallized their teachers, they shine like something on a beach", to show the value of the teachers. It says in the third stanza how the teachers aren't given much of a chance and are underestimated at times, and if "we gave them a chance", "we would appreciate" them and all they do for us. It shows characterization of teachers in general when the poem states and implies that teachers are determined, focused, hopeful and ~~optimistic~~ optimistic. The poem goes on to say how students are concerned with other less important things like rumors and trouble, when they should be concentrating and making an effort, like the teachers, to learn and understand and remain focused on the task at hand.

Throughout both passages, there is a lesson to be learned about the importance of ~~teaching~~ <sup>teachers</sup> and schooling. The use of ~~many~~ literary elements such as characterization, foreshadowing and imagery help show this idea. Education is an opportunity that shouldn't be taken for granted.

**Anchor Level 5 – C**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b> Establishes a controlling idea that reveals a thorough understanding of both texts (<i>The importance of the values obtained from teachers is ... taken for granted</i>). The response makes clear and explicit connections between this idea and the texts by referring to Frantz’s regrets (<i>opportunities ... taken for granted</i>) in Passage I, and asserting that <i>teachers are important to a child’s development</i> in Passage II.</p>
<b>Development</b>	<p>Develops ideas clearly and consistently, using relevant and specific evidence from Passage I to discuss Frantz as a reluctant student by using quotes from the text and detailing the circumstances that change Frantz’s attitude toward his education. The response develops the controlling idea similarly for Passage II, stating that <i>students are concerned with other less important things like rumors and trouble</i>, and incorporates literary elements of imagery (<i>“warm, lovely day”</i>), characterization (<i>teachers are determined</i>), and foreshadowing (<i>sees the cluster of townfolk</i>) into the discussion of both texts.</p>
<b>Organization</b>	<p>Maintains the focus established by the controlling idea on the <i>importance of teachers and schooling</i>. The response exhibits a logical sequence of ideas with strong topic sentences introducing the discussion of each passage, the transition <i>similar</i> to set up the Passage II discussion, and a conclusion that reasserts the controlling idea (<i>Education is an opportunity ... granted</i>).</p>
<b>Language Use</b>	<p>Uses appropriate language, that is sometimes awkward, clichéd (<i>put the pieces together, one step further to say, the task at hand</i>), and imprecise (<i>states and implies</i>). The response occasionally makes effective use of sentence structure (<i>In the beginning ... day</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting frequent errors in comma use [<i>quiet and; classes, and; imagery, (not like in the first passage);, elements such as</i>] that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in language use and conventions.</p>	

Some of the most significant people in a person's life, whether they realize it or not, are their teachers. Teachers are constantly striving to educate their students, sacrificing much to reach this goal. Unfortunately, it is ~~not~~ often not until many years later that many students truly understand and appreciate their teachers.

An excellent example of this can be found in Passage I. Frantz, the protagonist, tells of a day when he almost did not go to school out of fear of punishment and temptation to play, using strong imagery to explain the temptations. He decides to go to school, passing a message board with a small crowd around it, foreshadowing trouble, as all bad news has come from it. When Frantz arrives at Monsieur Hamel, his teacher's home (where class is taught), he finds that the bad news is that ~~the~~ school shall no longer be taught in French. Frantz finds himself thunderstruck, personifying his schoolbooks as old friends and mourning the loss of something he had considered avoiding only a short while before. It is not until he has lost it that he appreciates the efforts of Monsieur Hamel to educate him.

The poem "Morning Glory" tells a similar story, but <sup>more</sup> from the teacher's perspective than the student's. Metaphor describes the unreceptive nature of the students, hearing the teachers as though they were on opposite ends of a long tube, catching only the odd phrase here or there. This is further emphasized by the broken, uneven structure of the poem. But despite this, the poem tells

Anchor Paper – Part A—Level 4 – A

us, despite wanting to look at a "fine scallop of bark" or their elderly parents instead of papers, teachers do not give up. They continue to strive, trying to get through to their students, because if they can reach even one, it makes the sacrifice worthwhile.

Teachers are often unappreciated. They sacrifice much while seeming to get little in return. However, what they do get, the satisfaction when a student actually connects with is being taught, often runs deep enough to make it worthwhile.

Anchor Level 4 – A

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Establishes a controlling idea that shows a basic understanding of both texts ( <i>Some of the most significant people in a person's life ... are their teachers</i> ). The response makes implicit connections between the controlling idea and the ideas in both passages ( <i>An excellent example of this can be found in Passage I and the poem "Morning Glory" tells a similar story</i> ).
<b>Development</b>	Develops some ideas more fully than others, with reference to specific and relevant evidence from both texts. The response details Frantz's experiences for Passage I ( <i>He decides to go to school and passing a message board with a small crowd around it</i> ) and Passage II ( <i>unreceptive nature of students, a long tube, "a fine scallop of bark"</i> ). Literary elements of foreshadowing, personification, and metaphor are successfully incorporated into the discussion, but <i>imagery</i> and <i>structure</i> are left undeveloped.
<b>Organization</b>	Maintains a clear and appropriate focus on <i>teachers who are often unappreciated</i> . The response exhibits a logical sequence of ideas, chronologically telling the events in Frantz's day that led him to appreciate <i>the efforts of Monsieur Hamel</i> for Passage I and using contrast to tell a <i>similar story ... from the teacher's perspective</i> for Passage II. Transitions are appropriately used.
<b>Language Use</b>	Uses appropriate language that is sometimes repetitive ( <i>despite this ...despite wanting</i> ). The response occasionally makes effective use of sentence structure ( <i>Frantz finds himself thunderstruck ... before</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting frequent errors in vague pronoun referents ( <i>example of this, lost it, This is further emphasized, despite this</i> ), occasional errors in punctuation [ <i>taught,</i> ] and <i>much while</i> ], and proofreading ( <i>to educate to educate</i> ).
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 4 in all qualities.	

Throughout life, you cannot waste time because you never know what kinds of lessons you may be missing. If you waste time, you are only hurting yourself. In the future, you might become very angry with yourself because of all the things you missed out on. In Passage one and Passage Two, "Morning Glory", it shows some regret people feel for chances they did not take and it also shows a lot of determination that people have to try and do the best they can. A few literary elements used throughout these two passages would be theme and conflict.

In passage one, there is a big theme of regret. During this passage, you read about a boy that is late for school and is very scared of being punished. When the boy finally gets to school, he realizes that everything ~~is~~<sup>was</sup> different. It was very silent, when usually it is very loud. As he gets to his class he notices desks that are usually empty are now full. Not knowing what was going on, the boy sat at his desk and listened to his teacher talk. Monsieur Hamel let everyone know that he would no longer be teaching because only German could now be taught in schools. The boy was very upset when he heard this news. He regretted the fact that he wasted so much time and that there was so much he did not learn.

In Passage Two, "Morning Glory", themes of faith and persistence are ~~very evident~~ evident throughout the poem. In this piece, you see how teachers play an important role in the lives of students. Without teachers, ~~the~~ students may ~~not~~ just give up. Teachers help push you to do things that they know you are capable of. They do not let you give ~~up~~ up. They have so much faith in their students, even when the students do ~~not~~ not have faith in themselves. If it were not for teachers persistence and determination, many students would not learn valuable lessons and they might miss out on things in the future.

In Passage One, a conflict of man vs. man is shown. Through this passage, you see how a boy <sup>was</sup> ~~is~~ very fearful that he may get punished for being late. <sup>Because</sup> He was so afraid that he might get scolded, he thought of not even showing up to school. Although ~~the~~ the boy was scared of what the teacher may do, he went to school anyway. When he got there, it was different than usual. ~~When~~ when he found out what was going on, he was no longer afraid of being punished. The boy just regretted the fact that there was so much he did not know and he was sad for his teacher, who he would never see again.

In Passage Two, "Morning Glory", a conflict of man vs. man is also present. Like Passage One, it

deals with the conflict of teacher vs. student. Throughout this poem, you see how teachers push their students to learn. Even when students feel like they cannot do something, teachers are there to try and help the student and make the situation a little easier. Sometimes when students do not have faith in themselves, teachers are there to help the child succeed. They have faith in their students. ~~Because of teachers,~~ Because of teachers, students learn many things that they would not be able to learn on their own.

As you can see from these two passages, students are given many chances to ~~learn~~ learn new lessons. In passage one, you see how a boy regrets many of the things he has done. Because he wasted time, he missed out on many lessons in which he will never be taught. In passage two, "Morning Glory," you see how students are learning to succeed with the help from their teachers. Because of the persistence teachers show, students are able to feel good about themselves and ~~they will learn many new things~~ it helps the students learn many new lessons. If you do not use your time wisely, you ~~will~~ <sup>may</sup> regret it in the future.

**Anchor Level 4 – B**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b> Establishes a controlling idea on the necessity of using time wisely that shows a basic understanding of both texts (<i>Throughout life, you cannot waste time because ... of the lessons you may be missing</i>). The response makes implicit connections between the controlling idea and the ideas in Passage I stating that the boy <i>regretted the fact that he wasted so much time and that there was so much he did not learn</i>, and in Passage II suggesting that <i>teachers help push students to use their time wisely to learn valuable lessons</i>.</p>
<b>Development</b>	<p>Develops some ideas more fully than others, with reference to specific and relevant evidence and appropriate literary elements from both texts. While the response attempts to discuss both texts through the literary elements of <i>theme and conflict</i>, the <i>man vs man</i> conflict in Passage I is not developed, and the paragraph devoted to this conflict repeats much of what is said in the second paragraph.</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on wise use of time. The response exhibits a logical sequence of ideas, contrasting themes of regret (<i>Frantz wasted so much time ... that ... he did not learn</i>) with <i>themes of faith and persistence</i> (<i>teachers do not let you give up</i>) and then moving to a discussion of conflict between teachers and students. The response concludes with a reference to the controlling idea (<i>If you do not use your time wisely, you may regret it in the future</i>).</p>
<b>Language Use</b>	<p>Relies on basic vocabulary (<i>Not knowing what was going on and boy sat at his desk and listened to his teacher talk</i>) with some imprecision (<i>thought these two passages, a big theme of regret, During this passage</i>) and little awareness of audience and purpose. The response exhibits some attempt to vary sentence structure or length (<i>Monsieur Hamel let everyone know ... taught in schools</i>), but with uneven success.</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>alot</i> and <i>alittle</i>), punctuation (<i>did not take and it also, to his class he notices, teachers persistence</i>), and grammar (<i>who he would never and lessons in which</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in language use.</p>	

Passage one and Passage two, "Morning Glory" use literary elements and techniques to show the controlling idea. ~~The theme to these~~ The theme to these passages is teachers giving students great opportunities and the children do not even realize it. ~~The theme to these passages is~~

In passage one the little boy, Frantz realizes in the end what great opportunities he has missed, when his teacher tells the students that he would no longer be teaching. Passage two, "Morning Glory" the poet states what he recognizes what the teachers gave up for the students.

Passage one is about a boy named Frantz. He was late for school and he was afraid to go because he did not want to be punished. He stated "For a moment I thought of staying away from school and wandering about the fields." The writer used imagery to show its controlling idea. ~~or~~ This is true in, "I could hear the blackbirds whistling on the edge of the wood, and in the Rippert field, behind the sawmill, the Prussians' going through their drill." The writer makes it sound so lovely, he is showing that that was much better than going to school. This writer, in the end proves the theme because he compared the beginning on how the little boy didn't want to go to school to the end. In the end the boy states how much <sup>valuable</sup> time he has wasted when he could be learning how to read and write. He feels this way when

~~the~~ \* Monsieur Hamel reveals that he would no longer be teaching.

Morning Glory relates to the controlling idea in passage one. It's about realization of what teachers do for students and what they give up. A statement that shows this is, "The teachers have more faith than we do. They have organized units. We would appreciate units if we gave them a chance." This shows that teachers are dedicated to what they do. The literary technique used in this poem to show the controlling idea is simile, "They shine like something on a beach. But we don't see that yet." This means that teachers are very important but students won't see that until later down the road. This poem ~~has~~ has a lot of true statements like, "we hear the teachers as if they were far off, speaking down a tube." This is very true. Many students could relate to ~~this~~ this. A characteristic displayed by a teacher is determination. No matter how many students give up the teachers will not.

Teachers have given students great opportunities and lessons but the students do not realize it until later in their life. This is relevant in both passages. Both passages state in the end that they realize what ~~the~~ their teachers tried doing for them. The passages relate back to the controlling idea because they both are about realization of what teachers do for the students.

**Anchor Level 4 – C**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b> Establishes a controlling idea that shows a basic understanding of both texts by stating that <i>the theme to these passages is teachers giving students great opportunities and the children do not even realize it</i>. The response makes implicit connections between the controlling idea and the ideas in each text (<i>In the end the boy states how much valuable time he has wasted when he could be learning how to read and write and teachers are very important but students won't see that until later down the road</i>).</p>
<b>Development</b>	<p>Develops some ideas more fully than others, with reference to specific and relevant evidence from both texts. The response focuses on the beginning of Passage I, including two quotations describing the fields, blackbirds, and the Prussian soldiers drilling, but focuses less on the events at the school. For Passage II, the response focuses on three quotations about teachers and their <i>determination</i>. Both passages make reference to appropriate literary elements and devices, including simile, imagery, and theme.</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on <i>what teachers do for the students</i>. The response exhibits a logical sequence of ideas discussing each work separately, using chronological order in the discussion of Passage I, but lacking internal consistency in Passage II, shifting from a discussion of the teacher's characteristics to the students' (<i>Many students could relate to this</i>) back to the teacher's characteristics.</p>
<b>Language Use</b>	<p>Relies on basic vocabulary, with some awareness of audience and purpose (<i>Passage one and Passage two, "Morning Glory" use literary elements and techniques to show the controlling idea</i>). The response attempts to vary sentence structure, but with uneven success (<i>the Poet states what he recognizes what the teachers gave up and is showing that, that</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in punctuation (<i>The writer makes it sound so lovely, he; Morning Glory; give up the teachers</i>), capitalization (<i>The writer, in the end Proves and Both passages State</i>), grammar (<i>The writer ... it's and their life</i>), and usage (<i>beginning on how</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in language use.</p>	

There are many opportunities for learning in this world. Mostly they are from schools but you can usually learn anywhere that you want to know about. All it takes would be a person that wants to listen and comprehend. That would be learning.

In Passage I the learning opportunity would be in a school. The boy named Franz was learning about French and how to speak and write it. He was afraid to be late. Punishment was frightening the boy into wanting to learn. That would be one opportunity to learn. Realizing that his teacher was leaving would make the boy overwhelmed with anger and disappointment. He was disappointed because he had wasted too much time and missed too many lessons. He wanted to learn but nobody was there to push him to actually do it. Going to school itself would be a major learning opportunity. Regretation would be another one that would help push the people to make their own learning opportunities. In passage I it says, "It seemed to mean that they regretted not having come oftener to the school."

Another learning opportunity could be helped by the determination of the teachers. Anybody that is open or receptive to information would create their own learning opportunity. "Persistence will produce results." - Passage II Multiple choice question. If you keep giving them information eventually it will sink through. In Passage II the teachers do it

give up and they keep trying so not only are the students trying to learn but the teachers are still trying to help them learn.

Basically the basis of all of the learning opportunities are created by the person themselves. If they want to learn they will, if they don't want to learn they won't. It is all up to the human being.

**Anchor Level 3 – A**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b> Establishes a controlling idea that shows a basic understanding of the texts, suggesting that students make their own learning opportunities. The response makes superficial connections between the controlling idea and the ideas in each passage (<i>Regrettion ... would help push the people to make there own learning opportunities</i>).</p>
<b>Development</b>	<p>Develops ideas briefly, using some evidence from the texts (<i>He was afraid to be late, his teacher was leaving, the teachers don't give up</i>).</p>
<b>Organization</b>	<p>Establishes, but fails to maintain, an appropriate focus. The response exhibits a rudimentary structure, stating that a person creates his/her own opportunities for learning in the introduction and conclusion, but lacks consistency, contradicting this idea in the body of the essay (<i>He wanted to learn but nobody was there to push him</i>).</p>
<b>Language Use</b>	<p>Relies on basic vocabulary that is sometimes imprecise (<i>Regrettion</i>). The response occasionally makes effective use of sentence structure (<i>He was dissappointed because he had wasted too much time and missed too many lessons</i>). The response relies on plot summary.</p>
<b>Conventions</b>	<p>Demonstrates emerging control, exhibiting frequent errors in spelling (<i>Franzt, oppurtunities, Punishment, frightning, Persistance</i>), punctuation (<i>in Passage I the learning, eventually it, trying so, will if</i>), and grammar (<i>Anybody ... their and the person themselves</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 3 in all qualities.</p>	

Throughout life teachers show many opportunities for learning. The two passages are about how hard the teachers work. "Teachers have more faith than we do."

In the first passage it talked about a boy and his teacher. Frantz is never interested in school he would like if he would never have to go. As Frantz was going to school today was going to be different. Monsieur Hamel is a French teacher at the school. Monsieur Hamel is a strong willed teacher who shows discipline to the students. Both characters don't have a strong connection between each other. As Frantz got into the classroom he noticed his teacher is different. Monsieur Hamel said to the students "this is the last time I shall teach you." That now everything must be taught in German.

Frantz is ~~overwhelmed~~ overwhelmed and he is depressed that he missed out getting to know his teacher. He noticed that his teacher worked very hard to help the students and all he did was fool around.

In the second passage the poem "Morning Glory" is about how the teachers feel. In this it shows that teachers don't give up. Even though the students are not listening to the teachers or what they say or do, the teachers still try. The poem is about what the teachers have to go through and that they work so hard. "The teachers have

Anchor Paper – Part A—Level 3 – B

more faith than we do." The symbolism is that teachers show respect to the students.

Throughout life teachers show many opportunities for learning. The two passages are about how hard the teachers work. "Teachers have more faith than we do"

Anchor Level 3 – B

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Establishes a controlling idea about <i>teachers who show many opportunities for learning and how hard they work</i> that shows a basic understanding of the texts. The response makes superficial connections between the controlling idea and the ideas in Passage I ( <i>it talked about a boy and his teacher</i> ) and Passage II ( <i>the poem "Morning Glory" is about how the teachers feel</i> ).
<b>Development</b>	Is largely undeveloped, hinting at ideas, but references to the text are vague ( <i>he noticed his teacher is different</i> ), repetitive ( <i>"teachers have more faith than we do"</i> ), or unjustified ( <i>Monsieur Hamel is a French teacher at the school</i> ).
<b>Organization</b>	Establishes a focus on teachers and how hard they work, but fails to maintain a focus in the discussion of Passage I ( <i>Frantz missed out getting to know his teacher</i> ). The response exhibits a rudimentary structure.
<b>Language Use</b>	Relies on basic vocabulary that is sometimes imprecise ( <i>In this it shows, shows disaplín to the students, listing</i> ), with some awareness of purpose ( <i>In the first passage and In the Second passage</i> ). The response exhibits some attempt to vary sentence structure and length, with uneven success ( <i>That now everything must be taught in Germen</i> ).
<b>Conventions</b>	Demonstrates emerging control, exhibiting occasional errors in spelling ( <i>instrested, disaplín, conection</i> ), punctuation ( <i>school he, school today, students this</i> ), grammar (tense shifts), and usage ( <i>of what they say</i> ) that hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in development.	

The opportunities for learning are very similar in these two essays. It's you never appreciate learning and teachers until you get it took away or you learn something new.

In passage 1 it talks about a young boy on his way to school he thinks about not going but he had strong resistants he went to school and was last afraid of being scolded but there were new people in the room and his teacher was dressed in his best and instead of being scolded he was asked to take a seat soon after the teacher explained to the class that he was leaving that they replaced him because they had to ~~switch~~ <sup>taught</sup> ~~confer~~ ~~in~~ German no longer in French. This young boy was very upset because he never really got to learn to write it and would never be able to he was upset with him self for being late and missing class and not studying.

~~He~~ realize after the fact he had lost something and was never getting it back and by scolding the kid the teacher was trying to make there future better not his.

~~Some literary elements used were there is set up a theme of going to school and being late and getting scolded~~ Some literary elements used were there is set up a theme of going to school and being late and getting scolded

~~also~~ but this theme was broke with the leaving of the teacher. Another was irony this kid didn't like school he didn't want to go but was made by his good will.

~~In conclusion you never realize~~

In passage II Morning Glory it explains how teachers are trying ~~hard~~ harder and harder to make us do good to better are future not there to make us grow up to be some not a nobody. But they give us something to do and we take longer than we should. We don't realize how important ~~are~~ are teacher are to us until after ward and example from the reading They shine like something on a beach but we don't see that yet. Also it tells how we are distracted with love and rumors and trouble and fear and we tend to go with them then to sit and work on school work and in the end we realize how stupid we ~~we~~ were. Some literary elements used in this was structure it was setup to show us what we have wrong and not gone through with. Another is symbolism this symbolized learn as something we don't appreciate at first but in the end we wish we had.

In conclusion these two passage help me to realize how important my teacher and my school is important to have but some times you don't realize it until it's to late.

**Anchor Level 3 – C**

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Establishes a controlling idea that shows a basic understanding of the texts ( <i>you never appreciate learning and teachers until you get it took away</i> ), although it misidentifies the genre of both passages by calling them <i>these two essay</i> . The response makes superficial connections between the controlling idea and the ideas in each text ( <i>he was upset with him self for being late ... and not studying</i> ).
<b>Development</b>	Develops ideas briefly, using some evidence from the texts ( <i>a young boy on his way to school, new people in the room, he was ... Replaced, teachers are trying harder, distracted with love</i> ), but relies primarily on plot summary.
<b>Organization</b>	Establishes an appropriate focus on missed <i>opportunities for learning</i> . The response exhibits a rudimentary structure.
<b>Language Use</b>	Uses language that is imprecise ( <i>In passage I it talk about, they Replaced him because they had to taught in German, this sybolized learn as something</i> ) and unsuitable for the audience and purpose ( <i>this kid</i> ). The response shows little awareness of how to use sentences to achieve an effect ( <i>he went to school and ... but ... and ... and</i> ).
<b>Conventions</b>	Demonstrates a lack of control, exhibiting frequent errors in spelling ( <i>clase, resistants, some thing</i> ), punctuation ( <i>scolded but, to he, better not his, didnt, do and, symbolism this symbolized</i> ), capitalization ( <i>Replaced and french</i> ), and grammar ( <i>had to taught, He realize, was broke, make us do good</i> ) that make comprehension difficult.
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in language use and conventions.</p>	

~~Both~~ Both passages establish a controlling Idea about learning. The first uses Irony and the second uses Point of View and both show the same thing.

The first passage uses Irony to show how important learning is. Frantz is late to school so he comes rushing in and notices that the teacher is dressed up with a "handsome blue coat, his plaited ruff, and the black silk embroidered breeches." Frantz knew that this usually only happened on days of inspection or distribution of prizes, so Frantz thought it was going to be a nice day, until ironically the teacher announced that he was leaving. Frantz realizes that by missing so much school he was behind and wouldn't get the education he needed w/out the teacher. This shows a main Idea that education is very important.

The second passage uses point of view to show how important education and learning is. The point of view is of someone coming out of a concentration camp and show the importance of learning by telling that only certain people could survive in the camps b/c they learned to block out the pain and feel better inside and survive.

**Anchor Level 2 – A**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Conveys a confused understanding of Passage II, stating that <i>the point of veiw is of someone comming out of a concentration camp</i> , and conveys an incomplete understanding of Passage I by indicating no understanding of why the teacher is leaving. The response makes a few connections, but fails to establish a controlling idea.
<b>Development</b>	Is incomplete and largely undeveloped. The response hints at ideas, but references to the texts are vague ( <i>both show the same thing</i> and <i>Frantz is late to school so he comes rushing in</i> ) and unjustified ( <i>Frantz thought it was going to a nice day and they learned to block out the pain and feel better inside and survive</i> ).
<b>Organization</b>	Suggests a focus on <i>how important learning is</i> and suggests organization with an introduction and a separate paragraph for each passage. The response lacks a conclusion.
<b>Language Use</b>	Relies on basic language that is sometimes unsuitable for the audience and purpose ( <i>w / out</i> for “without” and <i>B / C</i> for “because”). The response exhibits some attempt to vary sentence structure, but with uneven success.
<b>Conventions</b>	Demonstrates emerging control, exhibiting frequent errors in spelling ( <i>hansome, plaitted, untill, ironicly, servive</i> ) and occasional errors in capitalization ( <i>Idea</i> and <i>Irony</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use and conventions.	

Anchor Paper – Part A—Level 2 – B

In both passages, opportunities for learning is revealed in the passages. They establish controlling idea about opportunities for learning

In passage I the student use symbolism to establish controlling idea. For example the blackbirds and the open fields represent freedom of school. Frantz has a fear of being punished by the teacher if he is late. The little board in town represents bad news.

As soon as Frantz gets to school he is greeted by silence. His teacher is well dressed and leaves Frantz wondering to what is going on.

Anchor Level 2 – B

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Conveys an incomplete understanding of both texts by restating the task ( <i>establish a controlling idea ... about ... learning</i> ) and making a few connections to Passage I ( <i>blackbirds and the open fields</i> ), but no connections to Passage II. The response fails to establish a controlling idea.
<b>Development</b>	Is largely undeveloped. The response hints at ideas, with a few vague references to Passage I ( <i>the student use symbolism to ... represent freedom of school and the little board ... represents bad news</i> ). There is no discussion of Passage II.
<b>Organization</b>	Lacks an appropriate focus but suggests some organization with the use of an introduction and two body paragraphs.
<b>Language Use</b>	Relies on basic vocabulary that is sometimes imprecise ( <i>wandering to what is going on</i> ), with little awareness of audience and purpose. Sentences are unevenly successful.
<b>Conventions</b>	Demonstrates a lack of control, exhibiting frequent errors in spelling ( <i>opportunitites, simbolism, feilds</i> ), punctuation ( <i>idea for example and school he</i> ), grammar ( <i>opportunitites ... is and establish controlling idea</i> ), and usage that hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use.	

The opportunities for learning some take it more serious than others. In passage I the boy was not taking any thing serious. He was late all the time. One morning he woke up late and he was ~~scared~~ scared to go to class because his French teacher. When he got there it was quiet and the teacher was being nice. He did not know why then his teacher said that was his last day. he realised he slacked off and his opportunity for learning French was gone, & He wasted his time the lessons he missed.

His opportunities for learning were gone. Now he ~~can't~~ <sup>does not</sup> have French. He should not have slacked off so much. He realised it when he was too late.

In passage II the students new they ~~failed~~ failed. The teachers ~~at~~ have faith in them students more than they have faith in them selfs. They <sup>did not</sup> appreciate the units but would if they gave them a chance.

They ignore the teachers all the time. They hear them speak as if they were far away speaking down a tube.

**Anchor Level 2 – C**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b>            Conveys an incomplete understanding of both texts. The response states that the boy’s opportunity for <i>learning French was gone</i> for Passage I. For Passage II the response paraphrases the poem and contains only one original sentence (<i>They ignore the teachers all the time</i>). The response makes a few connections, but fails to establish a controlling idea, stating only that <i>the opportunities for learning some take it more serous than others</i>.</p>
<b>Development</b>	<p>Is incomplete and largely undeveloped. The response briefly describes the beginning of Passage I, making only vague references to the text (<i>He did not Know why then his teacher said that was his last day</i>). With Passage II, the response refers only to one stanza and fails to develop the ideas there.</p>
<b>Organization</b>	<p>Suggests a focus on taking opportunities for learning seriously but lacks organization, combining the discussion of Passage I into the introductory paragraph, and then separating the remainder of the discussion into two short, separate paragraphs. The response similarly presents information for Passage II.</p>
<b>Language Use</b>	<p>Uses language that is imprecise (<i>the boy was not taking anything serous</i> and <i>their</i> for “there”) and unsuitable for the audience and purpose (<i>He should not have slacked off so much</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>He relised it when he was to late</i>).</p>
<b>Conventions</b>	<p>Demonstrates emerging control, exhibiting occasional errors in spelling (<i>realised, lessions, them selfs</i>), punctuation (several missing periods), and capitalization (<i>day. he</i>) that hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions.</p>	

The two passages talk about relationship between the student and the teachers. Sometimes students take their education for granted and don't realize that teachers only want to help them in their lives and their future.

Anchor Level 1 – A

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Provides minimal evidence of textual understanding. The response makes only a general reference to <i>the two passages</i> and provides no analysis of the texts.
<b>Development</b>	Is minimal, with no evidence of development.
<b>Organization</b>	Suggests a focus on teachers helping students, but lacks organization.
<b>Language Use</b>	Is minimal, making assessment of language use unreliable.
<b>Conventions</b>	Is minimal, making assessment of conventions unreliable.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in organization.	

## Anchor Paper – Part A—Level 1 – B

The opportunities for learning is always there. It's just the matter of <sup>putting</sup> ~~taking~~ time in, <sup>one</sup> ~~do~~ do your best in the assignment the teacher gives you to do. The passage shows that there where ever you are there is the chance to study, and if you don't take the chance then who knows what might happen the next day.

### Anchor Level 1 – B

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Provides minimal evidence of textual understanding, making no connections between the texts and the task. The response exhibits only a few personal observations ( <i>It's just the matter of putting time in</i> ) and an unsupported reference to <i>the passage</i> .
<b>Development</b>	Is minimal, with no evidence of development. The response begins to summarize Passage I, but ends abruptly with no reference to Passage II.
<b>Organization</b>	Suggests a focus on <i>the opportunities for learning</i> and suggests some organization with the use of transitions ( <i>and, where ever, if, then</i> ).
<b>Language Use</b>	Is minimal, making assessment of language use unreliable.
<b>Conventions</b>	Is minimal, making assessment of conventions unreliable.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in organization.	

Learning is a vast plane that all people view during their lifetime. As one learns they gain knowledge and with knowledge comes opportunities. Throughout one's education they become faced with choices that may effect their future. These choices with the help of educators are the chances that effect the rest of your life. In passage II the poem "Morning Glory" the author reveals the determination of teachers and the persistence to see their students succeed, while passage I reveals how a student is awoken to the opportunity of learning through the absence of a teacher. Both these excerpts show how through the authors use of literary terms the central idea of learning is shown.

In passage I the main character is a student whom is not the most punctual or hard working. Until he hears the news of his teacher leaving he shows no interest to succeed in school. When he is told the news of the departure of his teacher he reacts by saying he has wasted his time and he has missed lessons by missing school. Through the authors use of characterization Frantz is shown ~~as~~ "one way then reacts to this change and wants to change ~~this way~~ <sup>for the better</sup>. This is ironic that a student with no will to succeed changes when his teacher leaves. One change ordered by Berlin effects the will of a child. The forty years that Monsieur Hamel had taught, at the end of this excerpt is honored by the village but also by a poor students will to learn. Hamel is a symbol of persistence. he has taught with a "stern but

gentle hand" With this he has shown Frantz the importance of education.

As passage I, passage II shows the determination of teachers. They are characterized as having "more faith than we do" and not giving up.

The poem helps the reader see that without these people students may just give up and see no need to continue. This poem is actually from the point-of-view of a student which, as passage I, shows the respect for them and the gratitude they feel for them. As the teachers have learned from their teachers <sup>the students can</sup> they finally understand the truth <sup>with</sup> which they spoke.

Each excerpt proves the value of education. They show how teachers seek the best for their students and always want them to succeed.

School is not just a building but an opportunity for success or failure and educators are the people whom helps their students see the real meaning of knowledge.

The life of a child is filled with many opportunities to advance education or to learn something new. Many of these advancement opportunities are available through school. Many more are available through other means but, most are through school.

As Frantz learned <sup>In Passage 2</sup> some opportunities are only available for a short time and a person should take advantage of them while he is able to. He learned this because his French class was canceled and he was made to take German classes. This is an opportunity wasted on Frantz's part due to the fact that he complained about the books and he missed many French classes. Frantz could have made good use of ~~the~~ French class but ~~he~~ instead he had to take German which still has advancement opportunities but, Frantz wanted to learn French as he stated later on in the passage.

In Passage 2, "Morning Glory", the students of many classes had opportunities to learn from the teachers which would rather busy themselves looking out the window or examining a piece of bark. The children who had failed over and over were still the object of the teachers' capabilities in which they are learned. The kids know

that they don't pay attention (lines 28-35) but they also know that the teachers insist on their learning the class (lines 36-38). ~~They~~ The teachers seem to understand that "Traveling" away from school for a summer will bring back the students attention.

The Main Idea of these two passages is to show that there are many advancement opportunities through school. In conclusion this shows that teachers REALLY are there to teach no matter how much a student doesn't believe in it.

A determined and hard-working teacher may greatly increase a student's interest in learning. In passage I, a schoolboy is informed that his teacher is giving his last French lesson. The boy is suddenly overcome with regret for not paying attention or attending <sup>only</sup> some of his classes. He is also filled with admiration for the hard-working teacher, and is sad that he is leaving. In passage 2, persistent and hard-working teachers keep trying to educate their unresponsive, distracted students. However, the teacher's refusal to give up will play an <sup>important</sup> ~~important~~ role in the children's future, because they will have no choice but to listen and pay attention.

In passage I, a boy regrets his lackadaisical work ethics when his teacher has to give his last French lesson.

"The thought that he was going away, that I should never see him again, made me forget the punishments, the blows with the ruler."

This quote clearly shows the boy's respect, admiration, and sadness that he's leaving. The teacher's determined and solid approach to teaching wins the respect and approval of the boy. From this point on, we may infer that the schoolboy will develop a much stronger work ethic, due in large part from his inspirational teacher.

In passage II, a student describes his persistent teacher's attempts to educate their unresponsive, distracted students. "They

shine like something on a black. But we don't see that yet." This quote talks of the excellence and skill of his teachers. It is inevitable that the students will learn and pay attention because of their excellent teachers, and because of their persistent, hard-working approach to teaching.

The authors of both passages use specific literary elements in their works. In passage 1, the boy's realization of the depressed ex-mayor and ex-postman sitting in the back of the classroom is a foreshadowing. It tells the reader that this is a solemn and significant day. Of course, this is true because the father is forced to stop teaching French and is forced to leave the school, much to the sadness of the ~~schoolboy~~ schoolboy. In passage 2 there is a quote, "How do we open, when we are so full?" This metaphor shows that the students are overloaded and bogged down with so much information that learning is virtually impossible. It's the main reason why they are so inattentive and easily distracted in class. Both literary ~~the~~ elements help convey the author's main idea.

Being a teacher clearly isn't easy. One must earn their students' respect in order to truly reach them, and ~~more~~ in order to make a difference in their lives. One important way to do this is to work very hard in preparation for lessons, and to be persistent with the students. By giving one's time and attention to their learning needs, and always double-checking that they ~~do~~ their work and understand the crucial information, one can make a huge difference ~~in~~ their lives.

Part A — Practice Paper — D

There are many opportunities for learning if you grasp on to them. I will use a short story & a poem to show these opportunities.

In the short story the author uses characterization to talk about the main character and his love for school. In lines 3 & 4 the young boy resists the temptation of skipping school. "But I had the strength to resist, and I ran as fast as I can to school." This shows his dedication to school. The author also uses symbolism to talk about the teacher's ruler and how it is a symbol for pain. This shows the hardship the main character goes through for coming late to school.

The poem uses characterization to talk about the teacher's commitment to their students and if they put their minds to it they could succeed.

These two stories show that if you put your mind into something positive and you don't take good opportunities for granted you will succeed in everything you do.

A person's education is one of the most important things they can receive in their life time. Unfortunately most students do not realize this, nor do they appreciate the teachers who so earnestly struggle to help us. Many people pass on their opportunities to learn. They then learn too late what a wonderful experience they have missed out on.

All too many students attend school only because they are forced to. It is a very small minority that attends because they truly ~~wish~~ wish to learn. ~~They~~ The rest come because they are motivated by fear. Passage I shows this with the little boy Frantz. He is hurrying to school and is already late. On the way he sees many things he would rather do than sit in class on a nice day. But, in an act that shows he does wish to learn, he continues on to school. This goes through every student's mind on their way to school, they ~~would~~ would rather be in bed, or watching T.V., or on the computer. Yet they come anyway, usually under orders from their parents.

The teachers come to. Although they are not forced to by anyone. They come because they care for our education. The poem "Morning Glory" tells how teachers come every day to face our disdain and inattention. They teach and teach but we are too concerned with our momentous worries to bother with what could be the foundation of the rest of our lives.

Only all too late do we realize the opportunity we have missed out on. Little Frantz <sup>in passage I,</sup> discovers this hard truth when he learns that his teacher is being

forced to stop teaching. He sees that he may never again have the same opportunity to learn and regrets ~~having wanted in the chance~~ that he did not take full advantage of it. But rather, considered it a burden and often spent his days outdoors skipping lessons. We come to school because we are forced to and very few realize that if we just put forth a little effort we may get something wonderful out of it, as symbolized by the hummingbird in Passage II.

In conclusion, students have a wonderful opportunity in school. But, you only get as much out as you put in. Most people either don't realize this or they don't care. Thus leading many students to miss out on what could shape the rest of their lives.

**Practice Paper A–Score Level 4**

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

**Practice Paper B–Score Level 3**

**Conclusion:** Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in organization.

**Practice Paper C–Score Level 5**

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

**Practice Paper D–Score Level 2**

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

**Practice Paper E–Score Level 4**

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

**SESSION TWO – PART B – SCORING RUBRIC  
READING AND WRITING FOR CRITICAL ANALYSIS**

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

- 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.

According to Nicholas Cage, "I like flawed characters because somewhere in them I see more of the truth." In other words, characters that are not cookie-cutter images of perfect people are more realistic and easier to relate to. All people have flaws; therefore, characters with imperfections possess greater truth. I agree with this statement because characters with flaws are more realistic and interesting and give the reader a more accurate view of humanity. Characters based on real people, not stereotypes, emulate the true view of human character, personality, and action. *The Great Gatsby* by Fitzgerald and *The Scarlet Letter* by Hawthorne both feature main characters and situations that reflect this idea. In both works conflict and characterization serve as a means to presenting truths revealed within.

In *The Great Gatsby*, Gatsby is a rich, single man who lives in the fictitious area of the West Egg. Mr. Gatsby's character is that of a peculiar man who is constantly throwing wild parties and yet is never known or seen by the attendees. In such a setting rumors fly about and a mysterious air surrounds Mr. Jay Gatsby. The unique qualities and personality of Gatsby make him an interesting and true character. Gatsby befriends his neighbor Nick, which seems completely out of character, and so the reader gradually sees into the workings of Mr. Gatsby's complex personality. The "truth" in him can be seen when his background is disclosed. Gatsby was a soldier, as was Nick, and before he left to go war he had fallen in love with a girl named Daisy. Since his return, his single ambition has been to try to make enough money to suit her lifestyle so that he can "win" her back and

away from her husband Tom. Gatsby turns out to be a pathetic romantic who lives in the shadow of Daisy, who lives in East Egg. He also finds that Daisy would have an affair with him, and did, but wouldn't leave her husband and financial situation because she didn't truly love Gatsby. Fitzgerald depicts Gatsby's character in such a way that the reader can see that life isn't always how one perceives it and that human nature doesn't always make sense or have predictability. Therefore, Gatsby's flaws and imperfections make him a reflection of the reality of some people and their true character.

However, Gatsby's conflict creates an even closer view of human nature and the reasons that motivate us into action. Gatsby's main focus, which was to "win" Daisy, drove him to unusual means. Gatsby was involved in illegal activities, but didn't care about the risk because he needed the money in order to impress Daisy, his love. Gatsby gave extravagant parties, drove a fancy car, lived in a waterside mansion, and ~~had~~ hired countless servants. All of this leads back to Daisy. He had an unrealistic perception of his world which plays into Mr. Cages' statement of liking characters with flaws because Mr. Gatsby is surely a flawed character. Gatsby is a character who is incessantly struggling for money to capture the attention of his love and searching for acceptance in her eyes once they meet. Gatsby's continuous conflict makes him a realistic character that the reader can find both truth and imperfection in.

The Scarlet Letter also has characters with issues that make them imperfect, but who serve as good examples of human conscience and nature. Dimmesdale, the minister in a strictly religious colony

in the early development of the United States, is one of those characters. Dimmesdale had an intimate sexual relationship with a married woman, which was forbidden because of her marriage. Dimmesdale was not a strong character. He couldn't stand to see his lover in prison, nor could he stand to question her upon the scaffold or to watch her daily being subjected to public scorn. He secretly tortured himself because of the guilt he bore that couldn't be confessed. Dimmesdale inflicted wounds and pain upon himself to share some of the pain that he had caused. He is an interesting character, appearing strong at first in physical stability, yet not strong enough to live up to the consequences of his actions. Dimmesdale's religious calling has been trampled upon by his actions and lust. He doesn't ~~seem~~ seem to truly love his lover either because, when given ~~an~~ the opportunity to leave with her and their daughter Pearl, he cannot do it. His numerous flaws in character are what make him an interesting and complex being and shows the reader how people's character is constantly being tested.

Furthermore, Dimmesdale's conflict plagues him throughout the story. The repercussions of his actions, haunt him, both physically and mentally. He is torn between his work, his conscience, his religion, his lust and his lover. Dimmesdale is outwardly a respected community member, but inwardly he's a man struggling to face himself and reality. Hawthorne uses Dimmesdale to show the contrary nature of human behavior and that the choices we make have consequences. Dimmesdale is a great example of this. The truth in Dimmesdale's conflict is that

reality isn't simple and easy, but one must struggle. Through his actions, Dimmesdale is an example of man not being strong enough to handle his environment.

Overall, characters of interest are those who seem real. Characters lacking perfect qualities and difficult choices are interesting and more realistic. Relating to characters is much easier if they are not stereotypical and fake. The best way to see human nature is by examining others. This can be done with characters in both *The Great Gatsby* and *The Scarlet Letter* whose conflicts and imperfections make them more interesting. Humanity and human actions can be measured by one's struggles. The imperfections of a person create real, true meaning to life.

Anchor Level 6 – A

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Provides an interpretation of the critical lens that is faithful to the complexity of the statement ( <i>I agree with this statement because characters with flaws ... give the reader a more accurate view of humanity</i> ). The response uses the criteria to make an insightful analysis of the chosen texts ( <i>Fitzgerald depicts Gatsby's character to show that human nature doesn't always make sense and uses Dimmesdale to show the contrary nature of human behavior</i> ).
<b>Development</b>	Develops ideas clearly and fully, making effective use of a wide range of relevant and specific evidence and appropriate literary elements from both texts to support a discussion of the realistic nature of characters. The response discusses setting ( <i>In such a setting rumors fly about and a strictly religious colony</i> ) as an influence that creates the conflicts the characters face ( <i>Gatsby was involved in illegal activities, but ... needed the money ... to impress Daisy and He secretly tortured himself because of the guilt</i> ).
<b>Organization</b>	Maintains the focus on <i>all people have flaws; therefore, characters with imperfections possess greater truth</i> . The response exhibits a logical and coherent structure, first interpreting the critical lens, then presenting background information about characters in conflict, and concluding that <i>characters of interest are those who seem real</i> . Coherence is strengthened through the skillful use of transitions ( <i>He also finds, Therefore, All of this leads back, Overall</i> ).
<b>Language Use</b>	Is stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice ( <i>cookie-cutter images, a pathetic romantic who lives in the shadow, religious calling has been trampled upon</i> ) and awareness of audience and purpose ( <i>Gatsby's conflict creates ... that motivate us into action</i> ). The response varies structure and length of sentences to enhance meaning ( <i>He is an interesting character, appearing strong ... yet not strong enough ... of his actions</i> ).
<b>Conventions</b>	Demonstrates control of the conventions with essentially no errors, even with sophisticated language.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 6 in all qualities.	

A wealth of Knowledge can most often stem from one who has made the most mistakes. Nicolas Cage has been quoted to say, "I like flawed characters because somewhere in them I see more of the truth." Cage hits upon a core essential for most character development in a literary work. Quite frequently, and almost all the time in modern literature, an author will introduce a character with numerous flaws and imperfections. This is in the hope that the reader will become more cognizant of his own shortcomings. John Steinbeck's Tom Joad from The Grapes of Wrath is a shining example. Tom is introduced to us as a paroled convict, charged with murder. Therein lies the biggest character flaw. A character that rivals even Steinbeck's is Miguel Cervantes' Don Quixote, in the novel by the same name. In this, we are called to question our own sense of right and wrong, sanity and insanity, as our slightly senile protagonist does the same. Cervantes, being credited for writing the first literary novel as we know it today, strikes upon the same chord Steinbeck so masterfully used hundreds of years later. These authors revolutionized the literary world with their use of imperfect, vulnerable human heroes to share with us certain truths and messages.

Steinbeck is one of America's most well known writers, largely because of the cast of characters he creates. Tom, already having been introduced to us as a convict, has a shady past that, like many people, has given him deep insight into the inner machinations of life. This comes into bloom when the Joad family meets the hardships of the Dust Bowl. It is because of his acquired wisdom that Tom is able to keep his family,

namely his brother, out of trouble. When one examines Tom more closely, it becomes increasingly obvious that the man is far from perfect. It is because of this that it brings the character closer to earth, on level with the reader to show him "more of the truth". Tom shows us "more of the truth" when he encounters the corrupt police force, the angry youth in the camps and the unjust ranch owners. It is because of his flaws that reality can be shown. How can one reveal truth if one has not lived it? Tom Joad lived it and he can certainly teach many lessons. Life is not always fair. Sometimes unethical means must be taken in order to survive.

Miguel Cervantes, even 300 years ago, knew the best way to convey a message and a theme. The protagonist, the aging Alonso Quixano, takes the reader to the edge of insanity as he convinces himself he is Don Quixote, Knight errant. As his beguiling charade continues, we see that, through his insanity, the ~~unhappy~~ world is a frighteningly forbidding place. Perhaps the one biggest flaw was that our gallant Knight saw the world as it should be, not as it is. However, through his delusional journey, he performs several harsh acts himself. He beats roadside strangers in a fit of insane righteousness, provoking some vile and sly characters, all while in search of the Great Enchanter. One can almost conclude that his Enchanter is a symbolic character, representing omnipotent evil and the quest to eradicate it. Through Quixote's feverish

dream, we, too, see the truth of the world. There ~~is always evil out there that~~ is always evil out there that we must be prepared for at any time.

Nicolas Cage summed up what, arguably, every modern author tries to convey. Through the flaws and imperfections of human kind, we can gain deep insight into our own minds. It is through these people that a true message can carry on.

Anchor Level 6 – B

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Provides an interpretation of the critical lens that is faithful to the complexity of the statement ( <i>A wealth of knowledge can most often stem from one who has made ... mistakes</i> ). The response uses the criteria to make an insightful analysis of <i>The Grapes of Wrath</i> ( <i>Tom Joad lived it and ... Sometimes unethical means must be taken in order to survive</i> ) and <i>Don Quixote</i> ( <i>Through Quixote's feverish dream, we, too, see the truth of the world</i> ).
<b>Development</b>	Develops ideas clearly and consistently, with reference to relevant and specific evidence. The response refers to setting ( <i>hardships of the Dust Bowl</i> ) and characterization ( <i>a convict with a shady past, ... deep insight, and acquired wisdom</i> ) to show how Tom's imperfections give the reader " <i>more of the truth,</i> " and refers to setting ( <i>delusional journey</i> ) and characterization ( <i>fit of insane righteousness and feverish dream</i> ) to show how through Alonso Quixano's charade ... <i>we see ... the world as a frighteningly forbidding place.</i>
<b>Organization</b>	Maintains the focus on <i>vulnerable human heroes who share ... truths</i> . The response exhibits a logical and coherent structure, first introducing both heroes, then presenting separate paragraphs of information to show characters' flaws, and then linking them to the reality shown ( <i>Sometimes unethical means must be taken and There is always evil out there</i> ). Coherence is strengthened through the skillful use of transitions ( <i>Therein lies, perhaps the one biggest flaw, It is through</i> ).
<b>Language Use</b>	Is stylistically sophisticated, using language that is precise and engaging ( <i>machinations of life and omnipotent evil and the quest to eradicate it</i> ), with a notable sense of voice and awareness of audience and purpose. The response varies structure and length of sentences to enhance meaning ( <i>The protagonist, the aging Alonso Quigana, takes the reader to the edge of insanity as he convinces himself he is Don Quixote, knight errant</i> ).
<b>Conventions</b>	Demonstrates control of the conventions with essentially no errors, even with sophisticated language.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in development.	

Nicolas Cage once stated "I like flawed characters because somewhere in them I see more of the truth." In other words, when a character seems to deviate from what's expected, that's where the truth is evident. Their mistakes are what make them more real and human. I agree with this quote because nobody is perfect, and whether we like it or not, people do make mistakes. That's what makes us human.

~~The~~ *Catcher in the Rye* by J.D. Salinger is not your typical story of a teenage boy; rather it is a story of a young man struggling his own inner battles. In *Death of a Salesman* by Arthur Miller, Willy Loman is so caught up in trying to make a living that his own mind eventually fails him. Through these characters' mistakes, ~~at~~ and flaws, it is shown how realistic they truly are.

The title of *Catcher in the Rye* is symbolic itself.

At one point in the story, Holden Caulfield, a teenage boy, states to his younger sister Phoebe how he wants to be the 'catcher in the rye'; the one who hides in the rye fields near the edge of a cliff and protects any child playing in the fields from falling off. Phoebe laughs at him and points out how he's misquoted the words to the song, and that there is no catcher in the rye. This is parallel to Holden's life, where he is struggling between adulthood and childhood. After getting a sense of adult life, Holden intends on protecting every little kid from experiencing it; including his sister. While his goal is genuine, it is also impossible - he can not

prevent children from growing up. Holden's actions are a result of this flaw, and through this symbolism it is shown how yes, you can dream the impossible because that is what makes us strive for a certain goal, and therefore keeps us more true to ourselves.

The characterization of Holden is held in a stark contrast. Holden is ~~batting to put~~ striving to prevent kids from experiencing the adult world, yet he tries to be in it himself. After leaving school, Holden returns to New York City and stays at a hotel. In the bar, Holden not only tries getting alcohol, but he also ~~takes~~ attempts to pick up older women. In the elevator to his room, he is even convinced to take a prostitute. When the prostitute ~~is~~ comes to his room, surprisingly all Holden wants to do is talk. While trying to maintain this whole 'adult macho man' persona, inside Holden is still just a child at heart. He cries a lot and becomes very emotional to the simplest things. Even though Holden tries to stop kids from being adults, which is something he's trying to be himself ironically enough, he is simply ~~struggling~~ dealing with his conflicting emotions. And deep down, all people have sometimes in their life internally struggled.

The Death of a Salesman by Arthur Miller also portrays a similar type of character. Salesman Willy Loman is going through a mid life crisis. His job is coming to an end, yet Willy makes it out like he's doing just fine. His wife <sup>Linda</sup> asks him how he did for

the day as far as earnings, and Willy feels her he's raking in ~~the~~ the money, when in reality he is flat-broke. His wife knows this, and because of their financial needs, she ends up taking loans from their neighbor. Willy's biggest character flaw is his pride. His neighbor offers him a job that is close to home (so he won't have to drive much around the Northeast) and pays even better than his current job.

Willy becomes insulted and immediately turns down the offer because he refuses to leave from his current job. Willy's characterization shows that as humans, sometimes our flaws are that we let our pride and dignity get in the way of something good, something worthwhile. We can't help it either, because that is just how we are in nature and in our true forms, ~~just how~~

Because of his situation, there is a theme of fantasy vs. reality strong within the novel. To make things better in his head, at times Willy's mind will leave him and take him to a flashback in the past. Willy often daydreams to himself while driving home in his car, and due to his lack of paying attention, this has led him to many car accidents. He also goes back to the days when him and his sons got along, ~~not~~ unlike the present where all they do is fight. Lastly, Willy recollects memories of his brother who appears frequently in the play, but only in Willy's imagination. ~~This nostalgia for the past often results in changes in his present and future life. Willy only sees it as making things appear better to him however.~~ Because of his mistake of ~~longing~~<sup>nostalgia</sup> for the past, Willy often commits many

mishaps in his real life, which also changes the lives of those around him. But because Willy only sees it as making things appear better to him, he is completely oblivious to the reality of it all; and this is what makes him more of a real person.

Holden Caulfield<sup>in ~~the~~ <sup>catches in the eye</sup></sup> struggles to protect the innocent while also struggling his own self. His character flaw is the flaw of many more people.

Willy Loman in The Death of a Salesman practically loses his mind and tries to cover up the truth, which is more realistic to a person because people often tend to try and hide their troubles. Although flaws can be tragic, they also give insight to the real mindset of the character. The closer you get to the inside mind workings of a character, the more you can see just how personal they truly are.

### Anchor Level 5 – A

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Provides a thoughtful interpretation of the critical lens that clearly establishes the criteria for analysis, stating that <i>when a character seems to deviate from what's expected, that's where the truth is evident. Their mistakes ... make them more real and human.</i> The response uses the criteria to make a clear and reasoned analysis of <i>Catcher in the Rye</i> and <i>Death of a Salesman</i>.</p>
<b>Development</b>	<p>Develops ideas clearly and consistently, with reference to relevant and specific evidence from the texts to discuss the <i>flaws</i> which make characters <i>realistic</i> in <i>Catcher in the Rye</i> (<i>Holden is striving to prevent kids from experiencing the adult world, yet he tries to be in it himself</i> and <i>In the bar, Holden not only tries getting alcohol, but he also attempts to pick up older women</i>) and in <i>Death of a Salesman</i> (<i>Salesman Willy Loman is going through midlife crisis</i> and <i>Willy recollects memories of his brother ... but only in Willy's imagination</i>). The response integrates references to appropriate literary elements in both discussions (<i>The title of <u>Catcher in the Rye</u> is symbolic itself; The characterization of Holden is held in a stark contrast; Willy's characterization shows that as humans, sometimes our flaws ... get in the way</i>).</p>
<b>Organization</b>	<p>Maintains the focus established by the critical lens on <i>characters' mistakes, and flaws</i> which are used to show <i>how realistic they truly are</i>. The response exhibits a logical and coherent structure, with each paragraph reinforcing the focus as it relates to the text (<i>and this is what makes him more of a real person</i> and <i>Although flaws can be tragic, they ... real mindset of the character</i>). The skillful use of transitions (<i>At one point in the story, Because of his situation, Lastly</i>) further strengthens coherence.</p>
<b>Language Use</b>	<p>Uses language that is fluent and original (<i>While trying to maintain this whole 'adult macho-man' persona</i>), with evident awareness of audience and purpose (<i>I agree with this quote ... people do make mistakes</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>That's what makes us human</i>).</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>alot</i>), punctuation (<i>every kid from experiencing it; including his sister</i>), grammar (<i>when him</i>), and usage (<i>intends on protecting</i> and <i>emotional to the simplest things</i>) only when using sophisticated language.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat stronger in organization.</p>	

The best way for an author to convey a universal truth to the reader is through a character who has his downfalls and makes mistakes. An ideally perfect character may show the epitome of mankind but will not relate real life to the reader. It has been accepted that man learns from his mistakes and this is also true in literature. When the characters in a piece of literature have their slip-ups, they, along with the reader, come closer to recognizing a universal truth in their situation. Nicolas Cage expresses his feelings on this circumstance and I agree when he says "I like flawed characters because somewhere in them I see more of the truth". Such an occurrence is evident in The Crucible by Arthur Miller and A Raisin In the Sun by Lorraine Hansberry.

John Proctor in The Crucible is not a great role model, he has his flaws as do we all. Throughout the play, the reader is with him and sympathizing as he battles his own conscience due to his flaws or mistakes. He has committed adultery, a crime, a moral sin, and a grave mistake to say the least. As the play carries on, he continues to repent for his flaw and near the end, finally halts at his revelation. He says "God in heaven... what is John Proctor?" and this draws him to the conclusion that he is a man, only a man, and absolutely a man. Through John Proctor's error of adultery the reader or audience sees the truth. That truth being that no matter what crime is committed, we are all still human, only and absolutely.

Walter Lee Younger in A Raisin In the Sun is "the aspiring black man striving to make it in this world." "Money is life" he says, and it is all he's fixated on. Similar to John Proctor, he has his many flaws and endures much difficulty while coming to grips with who he is. His powerful ambition drives him to gamble the family's money, and in turn he loses it all and the dreams of the other members of the family are eradicated. This "flaw" becomes a heavy burden on Walter's heart until the climax. In a dramatic and emotional scene, Walter repeats the word "man" several times in a mild state of hysteria. This event is a crucial predecessor to the thematic climax. Eventually, as the climax occurs, and likewise to John Proctor, Walter realizes his self-worth and enters into true manhood. Mirroring

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**Anchor Paper – Part B—Level 5 – B**

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The Crucible, Hansberry concludes her play with that universal truth that being a "man" is accepting ones self and being content with ones own self worth. This truth was produced by Walter Lee's flaws.

It is those characters that have their many flaws and commit many mistakes that we learn from the most. John Proctor and Valter Lee Younger are two "children" that gradually grow into their manhood while admitting their flaws and reconciling with themselves. Their mistakes have shown their audience the truth about mankind. Regardless of flaws, man is man by having the ability to retain dignity and self worth when all is said and done.

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**Anchor Level 5 – B**

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Provides a thoughtful interpretation of the critical lens, stating that <i>when the characters in a piece of literature have their slip-ups, they, along with the reader, come closer to recognizing a universal truth in their situation.</i> The response uses the criteria to make a reasoned analysis of <i>The Crucible</i> and <i>A Raisin in the Sun</i> .
<b>Development</b>	Develops ideas clearly and consistently. The response discusses internal conflict ( <i>battles his own conscience due to his flaws</i> and <i>This "flaw" becomes a heavy burden on Walter's heart</i> ) and climax ( <i>as the climax occurs, and likewise to John Proctor, Walter realizes his self-worth</i> ) as they relate to the lens.
<b>Organization</b>	Maintains the focus as established in the introduction, and reinforced in the conclusion, that <i>the best way for an author to convey a universal truth to the reader is through a character who has his downfalls and makes mistakes.</i> The response exhibits a logical sequence of ideas discussing first the character's flaw, then his revelation and, finally, how this represents a universal truth. The appropriate use of transitions helps strengthen coherence ( <i>As the play carries on, Similar to John Proctor, Regardless of flaws</i> ).
<b>Language Use</b>	Uses language that is fluent and original, with evident awareness of audience and purpose. The response varies structure and length of sentences to control rhythm and pacing ( <i>Mirroring The Crucible, Hansberry concludes her play with that universal truth that being a "man" is accepting ones self and being content with ones own self worth. The truth was produced by Walter Lee's flaws</i> ).
<b>Conventions</b>	Demonstrates control of the conventions, exhibiting occasional errors in spelling ( <i>ocurance</i> and <i>predecesor</i> ) and punctuation ( <i>says "I; model, he; adultery, the; familys"</i> ) only when using sophisticated language.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 5 in all qualities.	

No one is perfect, and to achieve perfection is impossible. Even the greatest people ~~have~~ are flawed in some way. When ~~the~~ Nicolas Cage said, "I like flawed characters because somewhere in them I see more of the truth," he was referring to a problem that frequently occurs in literature or theater: many times a character will be created that is perfect in every way. This is not <sup>hold</sup> true to real life though, and the characters ~~are~~, like Hamlet who procrastinates, or Willy Loman, in Death of a Salesman by ~~Arthur~~ Arthur Miller, who is chasing an unrealistic dream are by far more tangible than those who are the epitome of perfection.

Of all Shakespeare's plays Hamlet is probably the most human. While it is not likely that everyone reading it will be a should-be prince who was cheated out of ~~being~~ the throne by his murdering uncle, many ~~people~~ readers over analyze situations and procrastinate. When planning his <sup>revenge on his</sup> Uncle ~~Shakespeare~~ Hamlet had numerous chances to kill the man, but he constantly delayed, waiting for the perfect moment. At one point, when Claudius is alone in a room, Hamlet chooses not to kill him, because he sees that he is praying and Hamlet, who the reader knows is very religious because of Shakespeare's allusions to his faith, know that if he kills him he will go to heaven. The dramatic irony of the scene is that what Hamlet does not know, or hear, is the couplet where Claudius says his prayers are not going up to heaven because his heart is not in them. Hamlet even knows he is a procrastinator. ~~He~~ In one of his soliloquies he comments on the fact that he has yet to avenge his father's death, and wonders why it is so hard for him to do so. Hamlet's procrastination eventually leads to his tragic death, but also makes him more human.

In Death of a Salesman, ~~the~~ the main character, Willy <sup>Lowman.</sup> is a man who is aspiring to have a life he is not made for. His flaw is his obsession with money and his desire to live what he believed was the American Dream. ~~Willy~~ Willy had a wife who loved him, and two sons who idolized him, but still he wasn't happy. He believed that he needed to make <sup>more</sup> money and become the best salesman there ever was. He wanted more than anything to be "well-liked," a phrase he repeats continually throughout the play. Willy was not meant to be this man though. Even his name reinforced this fact. The name "Lowman" was an allegory for what he was: a lowman; he was not meant for greatness. Miller also alludes throughout the novel to Willy's ability with his hands. He constantly is doing the work of a contractor around his home. In the end his flaw not only leads to his death, but his son's resentment of him.

Both Hamlet and Willy Lowman are what are called "tragic heroes." They have a "tragic flaw" and die at the end of their plays. ~~While~~ While their plays are much more ~~heart-rending~~ upsetting they are also so human. They were the type of characters Nicolas Cage was looking for when he said his quote, and their humanity makes them that much more interesting.

**Anchor Level 5 – C**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Provides a thoughtful interpretation of the critical lens and uses this interpretation to make a clear and reasoned analysis of the chosen texts (<i>characters, like Hamlet who procrastinates, or Willy Lowan, in <u>Death of a Salesman</u> by Arthur Miller, who is chasing an unrealistic dream are far more tangible than those who are the epitome of perfection</i>).</p>
<b>Development</b>	<p>Develops ideas clearly and consistently, with relevant and specific evidence while discussing Hamlet’s and Willy Loman’s character flaws (<i>Hamlet even knows he is a procrastinator and obsession with money and his desire to live ... the American Dream</i>) and noting how they are further understood through Shakespeare’s use of <i>dramatic irony</i> and Miller’s use of <i>allegory</i>.</p>
<b>Organization</b>	<p>Maintains the focus established by the critical lens. The response exhibits a logical sequence of ideas, first identifying the character flaws, then exemplifying them through the characters’ specific actions, and, finally, concluding that, because of these, <i>they are also so human</i>. The response uses appropriate transitions (<i>Even the greatest, At one point, They were the type</i>).</p>
<b>Language Use</b>	<p>Uses language that is fluent and original, with evident awareness of audience and purpose (<i>While it is not likely that everyone reading it will be a should-be prince ... many readers overanalyze situations and procrastinate</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>No one is perfect, and to achieve perfection is impossible</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control of the conventions, exhibiting occasional errors in spelling (<i>soliliquies, throught, heros</i>), punctuation (<i>Uncle Hamlet, upsetting they, interesting</i>), and grammar (<i>Hamlet ... know that</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions.</p>	

The statement, "I like flawed characters because somewhere in them I see more of the truth," made by Nicolas Cage is fairly simple. It means that he likes a character with a flaw because it makes them seem more real and believable, as opposed to a flawless character of perfection and the feeling that they are fake and unrealistic. This statement is true because a person with flaws makes the story more interesting. There are many literary works that show this.

In *Romeo + Juliet*, by William Shakespeare, Romeo is a flawed character. He, like many real people, is flawed by being impatient and getting too excited. This is what makes the story more interesting. He is so impatient with his love for Juliet that he rushes quickly to marry her. He is too spontaneous and impatient at the end of the story when he thinks Juliet is dead, and he then commits suicide to be with her. This shows his impatience as a flaw because shortly after, Juliet wakes up to a dead Romeo. Romeo's flaw made the story what it is though, because without it, *Romeo & Juliet* would not be as tragic and popular.

In *Macbeth*, by William Shakespeare, Macbeth's flaw is his greed. When the witches tell him he will be the king of Scotland he almost immediately resorts to murder to hurry up the process. He wanted to be king so bad that he had Lady Macduff and her children murdered for no reason. His greed got him in power faster but also brought his demise through ignorance and cockiness. He commits many more acts of murder throughout the story. But Macbeth's flaws shape the plot of the story and make it interesting. His flaws are also flaws that real people would have in the same situations, and it makes him seem true and mortal.

The quote by Nicolas Cage, "I like flawed characters because somewhere in them I see more of the truth," means that flawed

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**Anchor Paper – Part B—Level 4 – A**

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characters show truth of the nature of mankind and make the characters more human and life-like. Macbeth ~~and~~ and Romeo & Juliet both prove this statement by case to be true. Through the flaws of Romeo and Macbeth, the truth of mankind's nature is shown by greed, impatience, love and ignorance and makes those stories great, because of those character flaws.

**Anchor Level 4 – A**

Quality	Commentary
<b>Meaning</b>	Provides a reasonable interpretation of the critical lens, stating that flawed characters are <i>more real and believable</i> , thereby making <i>the story more interesting</i> . The response makes implicit connections between the criteria and the texts ( <i>Romeo's flaw made the story and Macbeth's flaws shape the plot of the story</i> ).
<b>Development</b>	Develops some ideas more fully than others, giving specific examples to characterize Romeo's impatience ( <i>rushes quickly to marry her</i> ) and Macbeth's greed ( <i>resorts to murder to hurry up the process</i> ) and how they affect plot. The response is less specific in explaining how these flaws make the story more interesting and popular.
<b>Organization</b>	Maintains a clear and appropriate focus on <i>flawed characters who show truth</i> . The response exhibits a logical sequence of ideas by first interpreting the lens, then moving to body paragraphs that parallel in their discussion of a character's flaws and how they shaped the plot to make it more real to the reader. The response ends with a summary conclusion.
<b>Language Use</b>	Uses appropriate language, with some awareness of audience and purpose ( <i>He, like many real people and it makes him seem true and mortal</i> ). The response occasionally makes effective use of sentence structure or length ( <i>He is too spontaneous and impatient at the end of the story ... and then he commits suicide to be with her</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>Shakespear, imppatient, mary, Scotland</i> ), punctuation ( <i>is though, and faster but</i> ), and grammar ( <i>a character ... them, a flawless character ... they are, and so bad</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 4 in all qualities.	

In literature, there are always multiple characters who have certain character flaws. The purpose of these flawed characters is to show the reader the truth about life and society. In agreement with this statement, Nicolas Cage said, "I like flawed characters because somewhere in them I see more of the truth." Two specific novels that prove this statement to be true are, Fahrenheit 451, by Ray Bradbury, and Catcher in the Rye, written by Salinger. ~~Through~~ To convey this idea, these two authors use literary elements.

The setting in Fahrenheit 451 is different than most other novels. It is a futuristic <sup>society</sup> full of machines and technology. These machines and the technology that goes with them, ~~have~~ can do everything for humans. This in turn makes humans more stupid and unable to think for themselves. Also in this city of the future, books were banned. The ~~only~~ <sup>only</sup> thing that machines cannot do is write something that is not first given by a human. Books and all types of literature were so illegal that they were burned if found in a home. The homes were so fire proof that the books were burned by firemen inside their home. Because books ~~are~~ <sup>are</sup> just knowledge that is written down, and are a good thing, this shows ~~that~~ the prediction of the <sup>author</sup> that society is corrupt and flawed.

But as far as characters go, Guy Montag was certainly a dynamic character. Montag was, at the expedition of the novel, a firefighter. He like everyone else let the machines and technology do everything for him. He was characterized as a normal citizen. One time, however, while he was burning books ~~that~~ found in a house, he happened to pick up a few ~~that~~ before they were gone forever. Upon reading them he realized that reading books helped him gain knowledge. ~~Montag~~ Montag found his flaw in that he did everything the government said and let technology run his life. He knew that it is better to live on his own mind than on the corrupted mind of the government. In this novel, Montag found this to be the truth.

The Catcher in the Rye also portrays ~~the~~ the idea that the truth ~~can~~ is shown through a novel's characters. Holden Caulfield, throughout the novel, wanted to keep children innocent. ~~Holden~~ Holden grew throughout the course of the novel and came to realize that it is impossible to keep ~~innocent~~ children innocent because they will eventually have to go out into the ~~corrupt~~ corrupt world. This theme ~~is shown~~ and Holden's growth is shown through two instances in the novel. At one point Holden says that when he grows up he wants to be a "catcher in the rye." What he means by this is that he wants to watch kids play in a "rye field." And Holden wants to ~~be~~ be the person who stops the children from falling off of the cliff that is at the end of the field. Symbolically this means that he wants to keep kids from ~~falling off~~ becoming adults and keep them innocent. Holden does however learn from his mistake and learns the truth. At the end he ~~may~~ sees his ~~younger~~ younger sister playing on a merry-go-round. He begins to cry and says that he realizes that kids just have to grow up and there is nothing anyone can do to stop them from doing so. The reader sees the truth through Holden's actions.

Point of view is another literary element that shows the reader the truth. The first person point of view allows the reader to ~~to~~ see the main characters inner thoughts. Through these inner thoughts the reader can trace the thought pattern of the protagonist. Specifically, the reader ~~can see~~ can see how Holden's mental state goes from immature, and bad to worse and finally to mature. He learns his ~~his~~ lesson at the end and it helps the reader to see the truth about innocents because of this ~~point~~ point of view.

Seeing the truth in characters flaws is what every author wants a reader to do. ~~The~~ An author uses literary elements to make it easier for the readers to see it. The important thing is to learn from the mistakes and flaws of the characters.

**Anchor Level 4 – B**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b> Provides a reasonable interpretation of the critical lens, stating <i>the purpose of these flawed characters is to show the reader the truth about life and society</i>. The response makes implicit connections between the criteria and <i>Fahrenheit 451</i> (<i>He knew that it is better to live on his own mind than on the corrupted mind of the government</i>) and <i>The Catcher in the Rye</i> (<i>he realizes that kids just have to grow up</i>).</p>
<b>Development</b>	<p>Develops some ideas more fully than others, providing specific details about the truths that Montag learns about society (<i>Upon reading them he realized that reading books helped him gain knowledge</i>), but is less specific in discussing the truths Holden discovers (<i>He learns his lesson at the end and it helps the reader to see the truth about innocents</i>). The response incorporates a discussion of the literary elements of setting, characterization, theme, and point-of-view.</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on seeing the truth in characters' flaws. The response exhibits a logical sequence of ideas, presenting information about the process each character undergoes to overcome personal flaws in the discovery of truth (<i>Montag realized that reading books helped him gain knowledge</i> and <i>Holden learns ... to see the truth about innocents</i>). The abrupt shift from setting to character at the beginning of paragraph 3 detracts from internal consistency.</p>
<b>Language Use</b>	<p>Uses appropriate language that is sometimes imprecise (<i>the expedition of the novel</i>), with some awareness of audience and purpose (<i>The important thing is to learn from the mistakes ... of the characters</i>). The response occasionally makes effective use of sentence structure (<i>The reader sees the truth through Holden's actions</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>futureistic, portrays, Symbolicly, Specificly</i>) and punctuation (<i>This in turn makes, He like everyone else let, novels characters, characters inner thoughts</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 4 in all qualities.</p>	

## Anchor Paper – Part B—Level 4 – C

The quote "I liked flawed characters because somewhere in them I see more of the truth," by Nicolas ~~providing~~ Cage, provides a valid opinion about literature today. The statement means that it is easier to relate to a character that has problems rather than one who is perfect. Two pieces of literature that prove this are The Scarlet Letter by Nathaniel Hawthorne and Frankenstein by Mary Shelley.

In the novel The Scarlet Letter a character with flaws is Hester Prynne. Hester's main flaw is that she is an adulteress. While her husband was away she became pregnant and had a baby. Hawthorne uses the theme of sin and its effect on people throughout the novel. Hester faces the effect of sin when she is discriminated and secluded by the rest of the town. Even though Hester has flaws, there is still qualities that make her likeable. For instance, Hester is able to stand up against the town by wearing a big, gold scarlet letter ~~was~~ on her chest. She also ~~is~~ proves to be a ~~very~~ good mother. Hester dresses her daughter, Pearl in the best clothes and always is there for her even though it brings her pain. Another flawed character is Dimmesdale. Rev. Dimmesdale is the father of Hester's daughter. However, he does not tell the town of his sin and lets all the pain and suffering on Hester. The sin effects him when he is in a constant state of guilt and punishes himself. Although Dimmesdale is heavily flawed, he is still able to uplift the town

## Anchor Paper - Part B—Level 4 - C

with his sermons and feels strong sense of guilt for leaving Hester alone.

In the novel Frankenstein, Mary Shelley shows the flaws of a character through the point of view of Frankenstein's monster. The monster's main flaw is revenge. He wants to make Frankenstein suffer ~~by~~ ~~for~~ for rejecting him by killing his loved ones and eventually killing him. It is easy to relate to the monster's feelings because everyone in their life has wanted revenge on someone. The monster, however, cannot control his anger and ends up killing the people instead. Another character with flaws is Dr. Frankenstein. Shelley uses characterization to show the problems of Frankenstein. He is so obsessed with figuring out how to create life that he blocks out the ones he loves. An example of this in real life is people's jobs. Sometimes a person can work so much and will ignore their family. Another flaw out of Dr. Frankenstein is that he rejects the monster based on his looks. He leaves the monster to fend for himself without teaching him anything.

In conclusion, the quote "I like flawed characters because somewhere in them I see more truth" by N. Cize shows that people can relate better with characters that have problems. In The Scarlet Letter Hester ~~is an adulteress~~ ~~and Dimmesdale~~ ~~is a~~ characters flaws are shown through the effect of sin on their lives. Mary Shelley's Frankenstein uses point of view & characterization to show characters w/ flaws.

**Anchor Level 4 – C**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b>            Provides a reasonable interpretation of the critical lens, stating <i>it is easier to relate to a character that has problems</i>. The response makes implicit connections between the criteria and <u>The Scarlet Letter</u> (<i>qualities that make her likeable</i>) and <u>Frankenstein</u> (<i>everyone in their life has wanted revenge on someone</i>).</p>
<b>Development</b>	<p>Develops some ideas more fully than others, emphasizing the character’s flaws and problems (<i>Hester’s main flaw is that she’s an adulteress and He wants to make Frankenstein suffer for rejecting him</i>) more than the reader’s ability to relate to the characters. The response uses specific details for discussing how <i>Hawthorne uses the theme of sin and its effect</i>, but is less specific in explaining how <i>Shelly shows the flaws of a character through the point of view of Frankenstein’s monster</i>.</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus by reinforcing in the conclusion the idea that <i>people can relate better with character that have problems</i>. The response exhibits a logical sequence of ideas within body paragraphs by discussing characters’ flaws, followed by how the reader can relate. Some internal inconsistency exists in the discussion of Dimmesdale, which is not connected to the lens.</p>
<b>Language Use</b>	<p>Uses appropriate, although sometimes, imprecise (<i>she is discriminated and secluded by and to uplift the town</i>) or unsuitable (<i>&amp; and w/</i>) language, with some awareness of audience and purpose (<i>It is easy to relate to the monster’s feelings</i>). The response occasionally makes effective use of sentence length (<i>The monster, however, cannot control his anger and ends up killing the people instead</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>Prynn and agaisnt</i>), punctuation (<i>her daughter, Pearl in</i>), grammar (<i>there is still qualities</i>), and usage (<i>a person ... will ignore their</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in language use.</p>	

The quote "I liked flawed characters because somewhere in them I see more of the truth." said by Nicolas Cage means that when a character isn't perfect and has problems then it is more believable and more like a regular person. I agree with this quote. Two works of literature that support this quote are *Catcher in the Rye* and *A Raisin in the Sun*.

The character Holden in *Catcher in the Rye* was not a perfect character. Holden had many flaws which made it easier for readers to relate to him and his problems. The things that Holden was going through are very common for teenagers to deal with. These flaws made the character more believable.

The other piece of literature is *A Raisin in the Sun*. The character Walter in this piece also has many flaws. Walter wants a lot for his family, he wants to be able to support them and care for them. This is what everyone wants to do for their families. This character was very down to earth. He messed up by losing money, which also made the book easier to believe because things don't always work out as planned.

The quote said by Nicolas Cage, "I like flawed characters because somewhere in them I see more of the truth." is very true. If a character has flaws and isn't perfect it is easier for

normal people to relate to and it will make the story easier to believe. The characters Holden from *Catcher in the Rye* and Walter from *A Raisin in the Sun* support this quote. Their imperfections help people to understand and relate.

Anchor Level 3 – A

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Provides a simple interpretation of the lens stating that <i>when a character isn't perfect and has problems then it is more believable and more like a regular person</i> . The response makes superficial connections between the criteria and <i>Catcher in the Rye</i> ( <i>Holden ... was not a perfect character</i> ) and <i>A Raisin in the Sun</i> ( <i>Walter ... has many flaws</i> ).
<b>Development</b>	Develops ideas briefly, using some evidence from <i>A Raisin in the Sun</i> by saying <i>Walter wants a lot for his family, he wants to be able to support them and care for them</i> . The response makes generalizations in discussing <i>A Catcher in the Rye</i> , suggesting <i>Holden had many flaws and problems ... common for teenagers</i> , but offering no specific proof.
<b>Organization</b>	Maintains a clear and appropriate focus, introducing the idea that flawed characters are more believable and then reinforcing that idea in both body paragraphs ( <i>flaws made the character more believable and made the book easier to believe</i> ) and in the conclusion ( <i>Their imperfections help people to understand and relate</i> ). The response uses transitions to help strengthen coherence ( <i>These flaws and the other piece</i> ).
<b>Language Use</b>	Relies on basic vocabulary that is sometimes unsuitable ( <i>down to earth and messed up</i> ). The response occasionally exhibits some attempt to vary sentence structure, but with uneven success, relying mainly on simple sentences.
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in punctuation ( <i>quote "I, truth." said, Catcher in the Rye, perfect it</i> ) and capitalization ( <i>money. which and raisin</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in organization and conventions.	

"I like Flawed characters because somewhere in them I see more of the truth." - Nicolas Cage. This means the more imperfect a character the easier it is to understand the character and think the character is true. The novella Of Mice and Men by John Steinbeck and the ~~Macbeth~~ play Macbeth by Shakespeare prove this quote.

In Macbeth the main character Macbeth is Flawed in the way that he is ~~so~~ easily persuaded. When Macbeth reports to Lady Macbeth what has happened she immediately plans to kill King Duncan. All the while before Macbeth states that if he is <sup>destined</sup> ~~going~~ to be king than it will happen with out him doing anything. But then Lady Macbeth with much ease persuades to kill Duncan. This is how Macbeth fits the quote.

In Of Mice and Men the character George has a big emotional Flaw. By the end George kills Lennie. He does this because Lennie killed Curley's wife and Curley was gonna kill Lennie anyway after torturing him. Before the search for Lennie began George knew he was going to kill Lennie. This is where George's Flaw comes into play. George's love for Lennie leads to George killing him because if anyone killed Lennie it should be him. This situation is like when Candy's dog was shot; he regretted not shooting him the dog himself. George didn't want to regret Lennie suffering because of Curley so George ended this the fastest way he could.

This his how the goute is proven by literature. Macbeth's insecurity, and George's love for Lennie are prime examples of Flaws that can show more truth of the Character. There are many other works that prove this and only 2 were given.

Anchor Level 3 – B

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Provides a simple interpretation of the critical lens, stating <i>the more imperfect a character the easier it is to understand the character and think the character is true</i> . The response makes superficial connections between the criteria and characters in <i>Macbeth</i> ( <i>Macbeth is ... easily persuaded</i> ) and <i>Of Mice and Men</i> ( <i>George has a big emotional flaw</i> ).
<b>Development</b>	Develops ideas briefly, using some evidence from the text to show that Lady Macbeth convinced her husband to kill King Duncan and that George's love for Lennie leads him to commit murder. The response hints at foreshadowing in <i>Of Mice and Men</i> , mentioning Candy and his dog, but no further reference is made to literary elements.
<b>Organization</b>	Establishes an appropriate focus on <i>flaws</i> that reveal <i>the truth of the character</i> . The response exhibits a rudimentary structure although it fails to follow the order of texts established in the introduction.
<b>Language Use</b>	Relies on basic vocabulary, that is sometimes unsuitable and imprecise ( <i>gonna, we was, comes in to play</i> ) with little awareness of audience. The response exhibits some attempt to vary sentence structure, but with uneven success ( <i>All the while before Macbeth states that if he is destine ... doing anything</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>Stienbeck, happend, him self, goute</i> ) and punctuation ( <i>Lady Macbeth with much ease persuades</i> and <i>Before the search for Lennie began George</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response fits the criteria for Level 3, although it is somewhat stronger in conventions.	

Nicolas Cage, an ACTOR of such movies like "Broken Arrow", "Gone in 60 Seconds", and "Raising Arizona" once said that ~~he~~ <sup>he</sup> ~~liked~~ <sup>likes</sup> "I like Flawed characters because somewhere in them I see more of the truth." I agree with this critical lens because a person's character is seen through their Flaws. One can tell a lot about another from their Flaws. This quote can be supported with the two novels "The Lords of Discipline" by Pat Conroy and Hamlet by Wiliam Shakespeare.

In "The Lords of Discipline" by Pat Conroy, Will McLean is a student at a military academy in South Carolina. He has no honors and is deemed as a student with no dignity or school spirit. Even though most see him in this persona, he is liked by all the students. By having Flaws, people are able to see the person that is inside. Also, Will is able to relate to other students through their own Flaws.

In Hamlet by William Shakespeare, Hamlet has gone "mad" since his Father was murdered by his uncle. Hamlet becomes a man of Flaws and ridicule. However, he is able to be more truthful as the prince of Denmark. The author, William Shakespeare, uses characterization to describe how ~~truthful~~ <sup>truthful</sup> Hamlet is after he has gone "mad."

"I like Flawed characters because somewhere in them I see more of the truth" was said by Nicolas Cage and I agree with his thoughts. His thoughts can be supported by the two novels "The Lords of Discipline" by Pat Conroy and Hamlet by William Shakespeare.

### Anchor Level 3 – C

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Provides a simple interpretation of the critical lens, suggesting some criteria for analysis (<i>a person's character is seen through their flaws</i>). The response makes superficial connections between the criteria and the characters in <i>The Lords of Discipline</i> (<i>Will is deemed as a student with no dignity</i>) and <i>Hamlet</i> (<i>Hamlet has gone "mad" since his father was murdered by his uncle</i>).</p>
<b>Development</b>	<p>Develops ideas briefly, using some evidence from the text to note how each character is perceived as a result of his flaw (<i>is liked by all</i> and <i>Hamlet becomes a man of ... ridicule</i>). The response mentions characterization (<i>Shakespeare, uses characterization to describe how truthful</i>), although there is no discussion to support this statement.</p>
<b>Organization</b>	<p>Establishes, but fails to maintain an appropriate focus, moving from how flaws affect perception of a character to how flaws make one more truthful. The response uses a rudimentary structure of introductory, body, and concluding paragraphs. Occasional use of transitions (<i>In</i> and <i>However</i>) provide further coherence.</p>
<b>Language Use</b>	<p>Relies on basic vocabulary, with some awareness of purpose (<i>I agree</i>). The response attempts to vary sentence structure, but with uneven success (<i>By having flaws, people are able to see the person that is inside</i> and <i>Also, Will is able ... through their own flaws</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting errors in punctuation (<i>"Broken Arrow"</i>, and <i>"Gone in 60 Seconds"</i>,) and grammar (<i>about another from their flaws</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.</p>	

Anchor Paper – Part B—Level 2 – A

This quote means that the characters with flaws are easier clarified because there is more truth seen in them. This quote is true because in the short story "Feathertop", this confused scarecrow has many flaws. Even though he has many flaws but still finds true love. Feathertop was alive only because of Black Magic + does not have real organs or body parts. He falls in love with Polly even though he has an artificial heart. He finds out that he is not a real man and he is devastated. In the end Feathertop ~~finds out~~ he takes his own life because being real is the only thing he wants.

Anchor Level 2 – A

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Provides a confused interpretation of the critical lens ( <i>characters with flaws are easier clarified because there is more truth seen in them</i> ). The response alludes to the critical lens ( <i>This quote</i> ) but does not use it to analyze, "Feathertop," the single text selected.
<b>Development</b>	Is incomplete and largely undeveloped making no reference to literary elements. The response hints at ideas ( <i>He finds out that he is not a real man and is devastated</i> ), but references to the text are vague ( <i>this confused scarecrow has many flaws</i> ).
<b>Organization</b>	Lacks an appropriate focus, but suggests some organization. The response introduces the idea that truth can be seen in flawed characters and continues on in a single paragraph to discuss the single work, "Feathertop," although it does not connect this plot summary back to the lens.
<b>Language Use</b>	Relies on basic vocabulary that is sometimes imprecise ( <i>easier clarified</i> ). The response exhibits some attempt to vary sentence structure and length, but with uneven success ( <i>This quote is true because in the short story "Feathertop," this confused scarecrow has many flaws. Even though he has many flaws but still finds true love</i> ).
<b>Conventions</b>	Demonstrates emerging control, exhibiting occasional errors in spelling ( <i>flawes, thruth, devistated</i> ) and capitalization ( <i>polly</i> ) that hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use and conventions.	

with the statement  
I agree, stated by Nicolas Cage saying,  
"I like flawed characters because somewhere in  
them I see more of the truth". I believe one work  
of literature that can best be contributed to  
this statement is Huckleberry Finn by Mark Twain.

In the novel Huckleberry Finn by Mark Twain, a  
local color genre, which means Mr. Twain put a  
kind of accent to make the characters sound  
from the south such as using the word  
"ain't". Flawed I believe is fake or <sup>mistake</sup> ~~type~~, the  
King and Duke were flawed people until they  
got busted coming many committ~~ments~~ <sup>ments</sup> to going  
to a fake shakespeare play. Or when made  
a ~~mis~~ flaw in the Wilks brother scam  
telling the nieces that they can ~~come~~  
live with them suppoably in England.  
But under all those ~~pages~~ lies and  
cons they did care.

**Anchor Level 2 – B**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b> Provides a confused interpretation of the critical lens suggesting truth is found in <i>Huckleberry Finn</i> (<i>Mr. Twain put a kind of accent to make the characters sound from the south</i>). The response alludes to the idea of the King and Duke being flawed characters, but does not relate their flaws to truth.</p>
<b>Development</b>	<p>Is largely undeveloped, hinting at the idea of characters being flawed (<i>Or when made a flaw in wlicks brother scam</i>), but references to the single text are vague and unjustified (<i>But under all those lies and cons they did care</i>).</p>
<b>Organization</b>	<p>Suggests a focus on flawed characters by agreeing with the quote and briefly referring to flawed characters in <i>Huckleberry Finn</i>, but the response lacks organization.</p>
<b>Language Use</b>	<p>Uses language that is imprecise and unsuitable with little awareness of how to use sentences to achieve an effect (<i>Flawed I believe is fake or mistake, the King and Duke were flawed people until they got busted coning many committunitys to going to a fake Shakespere play</i>).</p>
<b>Conventions</b>	<p>Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>belive, committunitys, Shakespere, suppoaibly</i>), punctuation (<i>I, agree and truth".</i>), and grammar (<i>be contributed to</i>) that make comprehension difficult.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 2 in all qualities.</p>	

"I like flawed characters because somewhere in them I see more of the truth. Nicolas Cage's mice of men was more truthful. It was about two brother like figures that go from place to place making little money, they are truthful for the most part, their names were George & Leni."

Anchor Level 2 – C

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Provides a confused interpretation of the critical lens ( <i>they are truthful</i> ). The response reflects minimal analysis of a single text.
<b>Development</b>	Is incomplete and largely undeveloped, hinting at the idea that <i>George and Leni</i> represent truth ( <i>two brother like figures that go from place to place making little money</i> ).
<b>Organization</b>	Suggests some focus on the idea that <i>mice of men was more truthful</i> , but lacks organization. The response consists of one loosely constructed paragraph containing two facts and a repeated opinion.
<b>Language Use</b>	Uses language that is imprecise and unsuitable ( <i>mice of men, there</i> for "their", +). The response reveals little awareness of how to use sentences to achieve an effect.
<b>Conventions</b>	Are minimal, making assessment of conventions unreliable.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2 in all qualities, although it is somewhat weaker in meaning and conventions.	

Anchor Paper – Part B—Level 1 – A

In the quote by Nicholas Cage, "I Like Flawed Characters because some where I see more truth." He means that even though that the character has committed a mistake or a flaw that there may be more truth involved with every day life. In passage 2 two the men all get along who are going to the concentration camp no matter what each other look like or age and color. In real life that may not be true for some people but for most of the world we all get along.

Anchor Level 1 – A

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Provides a confused interpretation of the critical lens ( <i>Even though that the character has a mistake or a flaw, that there may be more truth involved with every day life</i> ). The response reflects a minimal analysis of only one text which it does not identify.
<b>Development</b>	Is minimal, with no evidence of development.
<b>Organization</b>	Lacks an appropriate focus but suggests some organization. The response introduces the lens, makes a brief reference to one text, and uses a concluding sentence in a four-sentence paragraph.
<b>Language Use</b>	Is minimal, using language that is incoherent ( <i>The men all get along who are going to the concentration camp no matter what each other look like or age and color</i> ).
<b>Conventions</b>	Is minimal, making assessment of conventions unreliable.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in meaning and organization.	

~~My interpretation~~ My interpretation of the Critical Lens: "I like flawed characters because somewhere in them I see more of the truth", is that characters that have flaws helps the reader to see how the character handles things in life with flaws, which helps to see more of the truth. If the character was perfect, then ~~the~~ the reader can't see any of the truth because the character won't do anything wrong.

Anchor Level 1 – B

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Provides a simple interpretation of the critical lens by saying <i>that characters that have flaws helps the reader to see how the character handles things in life</i> , but makes no reference to any specific texts.
<b>Development</b>	Is minimal, with no evidence of development.
<b>Organization</b>	Suggests a focus ( <i>If the character was perfect, then the reader can't see any of the truth</i> ), but lacks organization.
<b>Language Use</b>	Is minimal, making assessment of language use unreliable.
<b>Conventions</b>	Is minimal, making assessment of conventions unreliable.
<b>Conclusion:</b> 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 like flawed characters because somewhere in them I see more of the truth." - Nicolas Cage. Well, isn't it true that for a character to be flawed they are just more realistic? In reality there are no perfect people, if there were they might be <sup>(rather ironically)</sup> thought of as being suspicious too ~~fake and~~ unreal. I agree that some of the best fictional characters are the flawed ones, because their flaws ~~bring~~ inspire honesty from them. They (for the most part) are not concerned with what other people think of them.

In One Flew Over the Cuckoo's Nest by Ken Kesey the ~~narrator, chief Bromden is~~ protagonist, McMurphy, is perhaps the most flawed, yet honest, characters in the novel. He is separated from the society that suppresses him ~~and yet~~ and labeled as "crazy" but yet he is the most truthful of them all and probably the most sane as well. He is often compared to a savior for his acts of ~~his~~ selflessness in the novel, something that his oppressors (among them, Nurse Ratched) would consider unthinkable. Perhaps the "truth" in him and other flawed characters is more of a secret kind that is harbored ~~in~~ in its most pure form.

A second character that comes to mind is ~~the~~ Younger Brother, from E.L. Doctorow's

Ragtime. Younger Brother is also someone ~~the~~ viewed by the people around him as being flawed. He is what they would consider shady, and somewhat mysterious. He leads a complete second life without anyone's knowledge and yet he is the most truthful of them all. He ~~is at times a~~ not only demonstrates the qualities of a generous human being, but the ~~manipulation of someone~~ perspective of someone impartial and uninfluenced by society and the people around him.

In reality, the most honest people are the ones that are flawed and untaxed by the opinions and views of others. This stands to be true in literature as well. Perhaps all characters should be those who have the most noticeable restraints put on them.

Nicolas Cage once said, "I like flawed characters because somewhere in them I see more of the truth." Imperfect characters who make errors are more realistic, and thus can be related to more readily than flawless ones. I, myself, am more partial to characters I can relate to because I find it ~~interesting~~ <sup>fascinating to see how</sup> a character would react in a particular situation that I had, perhaps, encountered. *Gone with the Wind*, by Margaret Mitchell, and *The Great Gatsby*, by F. Scott Fitzgerald each use a multitude of literary devices ~~such as~~ including setting, characterization, point of view, and conflict to aid in substantiating Cage's afore mentioned statement.

Had the setting of *Gone with the Wind* not occurred in the South during and after the Civil War, Scarlett's <sup>chara's</sup> wealth, social status, family, property, and life would not have been threatened. Scarlett, a flawed character from the start, was consequently forced to either fight for what mattered most to her, or surrender. While Scarlett may not have been polite, kind, or considerate, she was most certainly a fighter. Driven by her selfish desires for money and for the love of a married man, Scarlett set off on a never-

ending conquest to defeat the hardships that the Civil War had bestowed upon her. While Scarlett ~~may have~~ was a flawed character from the beginning, the cruel setting justifies some of her actions, and enables the reader to understand her reasoning.

Scarlett O'Hara is one of those characters that readers love to hate. Characterization plays an essential role in developing the truthfulness of Scarlett. While she, herself, may not be truthful, her dishonesty and coniving ways are <sup>what</sup> make Scarlett a realistic, likeable character, in which truth can be seen. ~~However~~ In addition, more ~~the~~ truth can often be seen in a foe than in an ally. Scarlett, unlike the other upper-class southerners who cling to proprieties, and "the good old days," Scarlett hurt whomever she needed to if she believed it would elevate her, or help her in her ultimate goal of reaching Tara, her childhood home. Just like any other person consumed by desperation and ambition, Scarlett forced herself to attain her goals. ~~A truth that can~~ ~~is~~ Enormous truth in Scarlett ~~can~~ is blatantly characterized by Mitchell, and Scarlett, as the reader knows

her, is what she is, determined, desperate, and brave.

In The Great Gatsby, point of view is vital to the validation of Gatsby's flawed truth. Oftentimes, we do not scrutinize ourselves as accurately and adequately as an acquaintance might, and if the novel had been written in ~~the~~ first person narrative, Gatsby's flaws would not be so transparently evident. Nick, the narrator, gradually uncovers Gatsby's transgressions, which enabled the reader not only to notice Gatsby's wrongdoings, but to see the justification for them as well. Gatsby, like many people, ~~is~~ numerous risky ventures in a seemingly <sup>engages in</sup> life-long attempt to win the heart of Daisy, his beloved, yet married, sweetheart. Aside from his illegal activities with Wolfsheim, Gatsby is flawed in other aspects, as well. Gatsby, in his infinite wealth, spends a great portion of his life, as Nick, third person narrator, comes ~~to~~ preparing to buy Daisy's love. This ignorant flaw, while it is evident to the reader, remains unnoticed by Gatsby, and gives him a sense of truth and reality just as any person can easily get carried away with a goal. <sup>to discover</sup>

Conflict also plays a major role in Fitzgerald's novel. Gatsby, like many individuals,

struggles with himself internally over a vast array of issues. Not only is he absorbed ~~with~~<sup>in</sup> concern for Daisy, he also deals with stress from his "business" ventures with Wolfsheim. In addition, once Tom finds out about Gatsby's<sup>his</sup> affair with Daisy, Gatsby ~~loses~~<sup>loses</sup> touch with Daisy, the only person he's truly cared about. However, Gatsby is not the only character who must endure conflict. Daisy forces herself to be foolish, ~~and~~<sup>and</sup> ignorant, to avoid admitting to herself that her husband has been cheating on her for years. Both Daisy and Tom are made true by their common struggles involving right and wrong.

Flawed characters often portray more truth because individual human beings are tremendously flawed. People get to know and understand each other based upon their flaws, ~~not~~ rather than on their <sup>as evidenced,</sup> perfections. Scarlett, Gatsby, and Daisy exemplify how oftentimes flawed characters make the most memorable and enjoyable characters of all.

I disagree with the statement "I ~~like~~ like flawed characters because somewhere in them I see more of the truth" for many reasons in ~~which~~ which I will tell you about later in the essay. The two books that I will be using are The Jungle and The Great Gatsby. In both of these books there were many incidents that both support and do not support the ~~statement~~ statement.

But I don't believe that in the book The Jungle that the people are very truthful for the most part. But there are some people who do think that they are pretty flawed characters because of the way that they think and act. These people are not good.

Those are some of the reasons that I disagree with the statement "I like flawed characters because somewhere in them I see more of the truth". That is how the books The Jungle and The Great Gatsby were good books to use for this essay.

"I like flawed characters because somewhere in them I see more of the truth." This statement from Nicholas Cage means that flawed characters are real, and human just as we are. A flawed character shows the reader that he/she makes mistakes just like everyone else. This statement is presented in the novels *The Sun Also Rises* by Ernest Hemmingway, as well as *Catcher in the Rye* by J.D. Salinger.

*The Sun Also Rises* by Ernest Hemmingway shows how flawed characters possess a certain truthfulness. The protagonist Barnes is the flawed character in this novel. He often uses violence and alcohol to solve his problems. This is shown through Jake's characterization. He is characterized as a drinker, who loves Brett Ashley. This flaw is his use of alcohol, making him seem more truthful. Another element is the setting. The novel is set in many areas of casual drinking which causes Jake to drink more. The casual setting contributes to his truthfulness.

A third element contributing to Jake's truthfulness is conflict. The conflict of the story is when Romero steals Brett. This causes Jake to react the same way as many of us which

is the use of violence. Jake fights Romeo, which in turn shows a certain truth about his character.

~~And~~ Catcher in the Rye by JD Salinger supports flawed characters possessing truthfulness. Holden Caulfield is the protagonist of the novel. He often slacks off or procrastinates, which is his flaw. The central conflict is Holden being kicked out of his school. This shows how he makes mistakes as any other human. Also what makes him appeal is his decision not to tell his parents yet, which is part of Holden's characterization as a stubborn, witty, teen. This shows Holden's rebellious, sneaky side as any average teen.

A third element contributing to Holden's truthfulness is theme. The theme shows Holden's curiosity of sex. This shows the normality labeled as a flaw of every human being. This is shown when he hires a prostitute. It shows that Holden makes mistakes as everyone else does.

Flawed characters possess a certain truth. It is shown in The Sun Also Rises and Catcher in the Rye. Elements contained

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Part B — Practice Paper — D

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in the novels help support the truthfulness  
of a certain flawed character. Nicholas  
Cage was right.

In the statement "I like flawed characters because somewhere in them I see more of the truth" by Nicholas Cage means that we learn from our flaws, we are better represented in flawed characters. This is because they are who we truly are but we can learn from it and change from it. I agree with the statement, "I like flawed characters because somewhere in them I see more of the truth." Two works that supports my opinion are Scarlet Letter and Hamlet.

In the novel, Scarlet Letter by Nathaniel Hawthorne involves a flawed character, Hester Prynne. Hester committed a sin, adultery but this did not prevent her from doing good. Even though she has done something wrong, it doesn't mean that they're bad. Hester helped the poor and anyone that needed her help. Helping others is her true self, even though she committed adultery, the flaw in her character.

In the play, Hamlet by William Shakespeare, <sup>the protagonist</sup> Hamlet was a character that has a flaw. He had killed many individuals whom he believes to have something to do with the death of his father. But it shows his true self, the inner side of him, that he really cares for his father and would <sup>do</sup> anything for him - murder. Hamlet <sup>can be characterized as</sup> revengeful and aggressive.

From both the Play and novel we can see how flawed characters brings out the true identity of oneself. It also shows how one can learn from their own flaws and bring out their true selves

**Practice Paper A–Score Level 4**

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

**Practice Paper B–Score Level 5**

**Conclusion:** Overall, the response best fits the criteria for Level 5, although it is somewhat stronger in conventions.

**Practice Paper C–Score Level 2**

**Conclusion:** Overall, the response best fits the criteria for Level 2 in all qualities.

**Practice Paper D–Score Level 4**

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

**Practice Paper E–Score Level 3**

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

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

<b>Key Ideas</b>	<b>Part of Test</b>
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 2005 Regents Examination in Comprehensive English will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> on Wednesday, August 17, 2005. 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.***