

SESSION TWO

FOR TEACHERS ONLY

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

ENGLISH

E

Wednesday, January 24, 2007— 1:15 to 4:15 p.m., only

SCORING KEY AND RATING GUIDE

Mechanics of Rating

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Check this web site <http://www.emsc.nysed.gov/osa/> and select the link "Examination Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents examination period.

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

<p>Session Two Correct Answers</p>
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<p>Part A</p>

- | |
|---------------|
| <p>(1) 4</p> |
| <p>(2) 2</p> |
| <p>(3) 1</p> |
| <p>(4) 3</p> |
| <p>(5) 4</p> |
| <p>(6) 3</p> |
| <p>(7) 2</p> |
| <p>(8) 1</p> |
| <p>(9) 2</p> |
| <p>(10) 4</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**

QUALITY	Responses at this level: 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
<p>Meaning: the extent to which the response exhibits sound understanding, and analysis of the task and text(s)</p>	<p>-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</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>-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</p> <p>-develop ideas clearly and consistently, with reference to relevant and specific evidence and appropriate literary elements from both texts</p>	<p>-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</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>-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</p> <p>-develop ideas briefly, using some evidence from the texts -may rely primarily on plot summary</p>	<p>-convey a confused or incomplete understanding of the texts -make a few connections but fail to establish a controlling idea</p> <p>-are incomplete or largely undeveloped, hinting at ideas, but references to the text are vague, irrelevant, repetitive, or unjustified</p>	<p>-provide minimal or no evidence of textual understanding -make no connections between the texts or among ideas in the texts</p> <p>-are minimal, with no evidence of development</p>
<p>Organization: the extent to which the response exhibits direction, shape, and coherence</p>	<p>-maintain the focus established by the controlling idea -exhibit a logical and coherent structure through skillful use of appropriate devices and transitions</p>	<p>-maintain the focus established by the controlling idea -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>-lack an appropriate focus but suggest some organization, or suggest a focus but lack organization</p>	<p>-show no focus or organization</p>
<p>Language Use: the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety</p>	<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 to 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>Conventions: the extent to which the response exhibits conventional spelling, punctuation, capitalization, grammar, and usage</p>	<p>-demonstrate control of the conventions with 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.

Grandmothers, women who have lived for years and have endured life changing experiences, are most influential people. Because of their work ethic and their moral fiber, the grandmothers in both Passage I and Passage II serve as models of honor, prestige, and responsibility, especially for their granddaughters. When the granddaughters who author these passages reflect on their grandmothers' lives, they realize and gain respect for the lessons these women have imparted to them. Moreover, these granddaughters are able to gain an appreciation for the demands of society which have made their grandmothers' lives different from their own.

The narrator of Passage I views her grandmothers as women of strength who held the responsibility of providing sustenance and comfort to their families. They made a living for themselves and their families by using the resources available to them. The specific references the narrator makes to her grandmothers' lives and attitudes ("followed plows... bent to toil... touched earth [while being] full of sturdiness and singing") show the reader that the narrator appreciates the challenges that her ancestors faced and admires her grandmothers for their work ethic. The narrator emphasizes the strength that her grandmothers possessed, structuring her poem about them around repetition of this concept. The narrator concludes the poem with a rhetorical question, asking "Why am I not as they?" The narrator questions why she is different from her grandmothers and fears that she has failed to exhibit the hard work and the strength she sees in her ancestors. Since people of the narrator's generation have labor saving devices available to them and usually are not required to raise their own food, the narrator is not yearning to take up the plow. Rather, she realizes that the qualities possessed by her grandmothers are still important qualities for her to embrace in her own time. The honor and prestige ^{that they have earned} will be hers one day if she accepts

responsibility and displays the work ethic modeled by her predecessors.

Likewise, the narrator of the second passage reveals that she, too, after the passing of time, is able to view her grandmother with the respect she deserves. Referring to her grandmother as "Gramma," the narrator is able to present their relationship on a more informal level. There was a relationship that in the narrator's youth suffered from a barrier of cultures. The grandmother had immigrated to America but had failed to adopt the English language and lifestyle. The narrator's grandmother, described as dressing in black and speaking a foreign language, is placed at a distance from her younger descendants. Over time, the narrator realizes that her grandmother was underappreciated because of this cultural barrier. The narrator even recalls her "astonishment at mother's grief when Gramma died" to illustrate the extent to which she viewed her grandmother as distant from the family. As did the narrator of Passage I, the narrator of Passage II uses repetition to emphasize a point. Describing her grandmother as dressing in black, the narrator repeatedly uses this image to draw attention to her strict and traditional lifestyle. This lifestyle contrasts with that of the narrator. In retrospect, the narrator is able to overcome to a degree the language and cultural barrier and to recognize the attributes of her grandmother that make her worthy of honor and prestige. Her grandmother had sacrificed for her family when she "had come from the old world to make a new life and to prosper." She appreciated what America offered "to people like her, used to so little, used to making do." She had established her family in this new world and had given them the means to grow and prosper ("all that food, those cars, the well-dressed young men who would go to college"). Her grandmother's sacrifice, foresight, and love of family are now apparent to the narrator,

Anchor Paper – Part A—Level 6 – A

and she is able to view her grandmother as a model of honor, prestige, and responsibility, a person worthy of emulation.

Throughout the two passages, the lives of grandmothers are recalled. The grandchildren of these hard working women reveal a sense of admiration toward them and feel that they could do more to live up to their grandmothers' examples. The traditional values and work ethic displayed by the grandmothers shaped their families and provided models for their descendants to follow. Both narrators recognize the honor, prestige, and responsibility shown by their grandmothers and feel compelled to celebrate their lives by following in their footsteps.

Anchor Level 6 – A

Quality	Commentary
Meaning	<p>The response: Establishes a controlling idea that reveals an in-depth analysis of both texts, stating that <i>because of their work ethic and their moral fiber, the grandmothers in both Passage I and Passage II serve as models of honor, prestige, and responsibility</i>. The response makes insightful connections between the controlling idea and the ideas in Passage I (<i>The honor and prestige that they have earned will be hers one day if she accepts responsibility and displays the work ethic modeled by her predecessors</i>) and in Passage II (<i>she is able to view her grandmother as a model of honor, prestige, and responsibility, a person worthy of emulation</i>).</p>
Development	Develops ideas clearly and fully, making effective use of a wide range of relevant and specific evidence from the texts. For Passage I, the response discusses the narrator's use of repetition to highlight <i>the strength that her grandmothers possessed</i> and her use of a rhetorical question to reveal her wish to be like them. For Passage II, the response discusses the narrator's use of repetition to emphasize her grandmother's <i>strict and traditional lifestyle</i> .
Organization	Maintains the focus established by the controlling idea on how the grandmothers in these passages <i>serve as models</i> for their granddaughters. The response exhibits a logical and coherent structure, first discussing the narrator's view of her grandmothers as <i>women of strength</i> for Passage I and then discussing the narrator's realization of the <i>respect</i> owed to her grandmother for Passage II. Transitions (<i>Moreover, As did the narrator of Passage I, Throughout the two passages</i>) are skillfully used.
Language Use	Is stylistically sophisticated, using language that is precise and engaging (<i>providing sustenance and comfort, not yearning to take up the plow, is placed at a distance</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 narrator even recalls her "astonishment at mother's grief when Gramma died" to illustrate the extent to which she viewed her grandmother as distant from the family</i>).
Conventions	Demonstrates control of the conventions with essentially no errors, even with sophisticated language.
Conclusion: Overall, the response best fits the criteria for Level 6 in all qualities.	

The head of the family is often revered as a strong and wise influence on the younger members. In the poem and the memoir excerpt, grandmothers display strength from their life experiences, inspiring and uniting their grandchildren.

In the poem, the narrator uses repetition of the phrase "My grandmothers were strong" to convey the idea that they could withstand hard work. These women worked at farming ("They followed plows", "sowing seed", "grain grew") and yet sang. The narrator's recollection of the grandmothers is a pleasant one. These were women who sang and told stories based on their "memories". They had both physical strength to work the land as well as the inner fortitude to find joy in life.

The last line of the poem is significant because it asks the question: "Why am I not as they?" In the narrator's mind, these women are heroic in stature. They farmed, they washed; even their speech was "clean." In retrospect, their grandchild sees them as perfect. Their strength sustained their families but overpowers their descendant.

Grandmothers^{as} can represent the strength of the family unit. In the memoir excerpt, the grandmother is the driving force behind a yearly family reunion. The narrator's memories of the grandmother involve work: cooking, gardening. The grandchild tells of the grandmother's journey to America, describing her as a "strong-willed adventurer." She had standards for her family that centered on "good food on the table and good linen on the bed." Recalling the Lake Cazenovia reunions, the narrator uses a simile to describe how impressive and important the grandmother was to her family: "She sat there as silently as a Sioux chief" while her large extended family waited on her. No other comparison could convey strength like the grandmother to a Native-American chief. Wordlessly, she emitted power. As the narrator phrased it: "She was monumental."

Nevertheless, as respected as she was, the grandmother of the memoir was different from other grandmothers and from her own family. She did not

Anchor Paper – Part A—Level 6 – B

learn English and kept her customs from Italy. She kept her family unified without even being able to speak their language. That is a particular type of inner strength. The narrator's own mother expresses more emotion at the death of "Bramma" than she had during her life as this woman's daughter. Perhaps this is an echo of the question posed in the poem: "Why am I not as" her?

A family needs a strong leader whose experiences have taught them life's lessons. In both passages, grandmothers lead by example. Their descendants wonder about them and, though separated by time and customs, these grandchildren remember the strength of their family matriarchs.

Anchor Level 6 – B

Quality	Commentary
Meaning	The response: Establishes a controlling idea that reveals an in-depth analysis of both texts (<i>In the poem and the memoir excerpt, grandmothers display strength from their life experiences, inspiring and uniting their grandchildren</i>). The response makes insightful connections between the controlling idea and the ideas in Passage I (<i>In the narrator's mind, these women are heroic in stature</i>) and Passage II (<i>She kept her family unified without even being able to speak their language</i>).
Development	Develops ideas clearly and fully, making effective use of a wide range of relevant and specific evidence from the texts (<i>They farmed, they washed; even their speech was "clean" and The narrator's memories of the grandmother involve work: cooking, gardening</i>). The response makes use of appropriate literary elements (repetition, point of view, simile) to illustrate <i>the strength of... family matriarchs</i> .
Organization	Maintains the focus established by the controlling idea on the <i>strong and wise influence</i> of grandmothers. The response exhibits a logical and coherent structure, first discussing the <i>physical strength, inner fortitude</i> , and impact of the grandmothers in Passage I, and then <i>the driving force and inner strength</i> of the grandmother in Passage II. The response makes skillful use of transitions (<i>and yet, Grandmothers also, No other comparison</i>).
Language Use	Is stylistically sophisticated, using language that is precise and engaging (<i>They had both physical strength to work the land as well as the inner fortitude to find joy in life and Their strength sustained their families but overpowers their descendant</i>), with a notable sense of voice and awareness of audience and purpose. The response varies sentence length to enhance meaning (<i>Wordlessly, she emitted power</i>).
Conventions	Demonstrates control of the conventions with essentially no errors, even with sophisticated language.
Conclusion: Overall, the response best fits the criteria for Level 6 in all qualities.	

In both the poem and the excerpt from the story, the narrators discuss their grandmothers and reveal how these women have touched their lives. Although the grandmothers are very different from each other as described in the two passages, each author respects them equally. The grandmothers from the poem are hard-working and replete with stories about their lives. The grandmother from the excerpt is also industrious, but it is difficult for the narrator to relate to her because of cultural differences. However, the grandmothers will all leave a lasting impression on both of the authors' lives.

The author of the poem uses repetition to focus on the strength her grandmothers exhibited. She repeats the phrase "My grandmothers were strong" three times throughout the poem, while beginning many lines with the word "They" to stress their accomplishments. She explains how her grandmothers were from a generation where survival depended more on hard labor than on education. Through the use of the ^{alliteration} statement, "They moved earth and grain grew," the author shows that her grandmothers did not grow grain just by moving dirt from place to place. They had to plant seeds, water them, and clear the fields of weeds, all while raising a family. They experienced many more hardships than their children ever did and were brought up with different values. By sharing the past with

their grandchildren, the grandmothers ensure that the lessons they learned will be passed down to future generations.

The grandmother in the excerpt leaves her imprint in a different way from the grandmothers in the Poem. Since she "doesn't speak English, she can't communicate well with the younger generation. Yet, she loves them and puts family first, as the annual family reunion clearly shows. The author's feelings towards her grandmother are more complicated. She uses a simile to reveal the distance she feels between them, "Her smell was like that of the cedar closet in our attic," while another simile shows the respect she has for her grandmother despite their differences "She sat there as silently as a Sioux chief." Upon her grandmother's death, the author can't comprehend the extent of her mother's grief over her own mother's death. She concludes that her mother must be mourning all the things that went unsaid.

Both the poem and the excerpt illustrate the important role grandmothers play in the lives of their families. Grandmothers command respect, offer guidelines for living, and show their love in countless ways. Without grandmothers, our lives would be less complete.

Anchor Level 5 – A

Quality	Commentary
Meaning	<p>The response: Establishes a controlling idea that reveals a thorough understanding of both texts (<i>In both the poem and the excerpt from the story, the narrators discuss their grandmothers and reveal how these women have touched their lives</i>). The response makes clear and explicit connections between the controlling idea and the ideas in Passage I (<i>By sharing the past with their grandchildren, the grandmothers ensure that the lessons they learned will be passed down to future generations</i>) and in Passage II (<i>She uses a simile to reveal the distance she feels between them ... while another simile shows the respect she has for her grandmother despite their differences</i>).</p>
Development	<p>Develops ideas clearly and consistently, with reference to relevant and specific evidence from both texts (<i>They had to plant seeds, water them, and clear the fields of weeds, all while raising a family</i> and <i>Yet, she loves them and puts family first, as the annual family reunion clearly shows</i>). The response discusses the appropriate use of repetition and alliteration in Passage I and the appropriate use of simile in Passage II.</p>
Organization	<p>Maintains the focus established by the controlling idea that <i>the grandmothers will all leave a lasting impression</i>. The response exhibits a logical sequence of ideas, integrating literary elements with supporting quotes to advance the discussion. Transitions provide coherence (<i>The grandmother from the excerpt is also industrious</i> and <i>The grandmother in the excerpt leaves her imprint in a different way</i>).</p>
Language Use	<p>Uses language that is fluent and original (<i>replete with stories, use of the alliterative element, She concludes that</i>), with evident awareness of audience and purpose. The response varies structure and length of sentences to control rhythm and pacing (<i>The author's feelings towards her grandmother are more complicated</i>).</p>
Conventions	<p>Demonstrates control of the conventions with essentially no errors, even with sophisticated language.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat stronger in conventions.</p>	

Grandmothers, as revealed by both passages, have a great impact on their descendants. In both passages, the grandmothers are seen as being well-respected human beings. They receive their respect from the hard work they put forth. In Passage I, the author compliments and admires her grandmothers and emphasizes how strong they were. In Passage II, the author has a different opinion of her grandmother. This author notes how respected her grandmother was, but she doesn't have the same type of feeling towards her, ^{grandmother} as the author of Passage I has for hers. The author of Passage II seems to be confused by the mystery of her grandmother. Both authors use literary elements to convey their descriptions of their grandmothers.

In Passage I, the author really admires the hard work performed by her grandmothers. The author sees herself as less capable because at the end of the poem she asks, "Why am I not as they?" The author uses repetition to show that she really appreciates her grandmothers' hard work. By repeating the line, "My grandmothers were strong," the author gives the reader the feeling that she cares strongly about this thought. The influence of the grandmothers on this author is obvious. They have raised in her a feeling of envy. The author envies what her grandmothers were able to do. The same attitude, however,

can not be found in the second passage.

In Passage II, the author conveys an attitude of confusion and puzzlement about her grandmother. The author reveals that she and her grandmother never really talked because they did not share the same language. However, the reader learns that family was important to this grandmother as she even calls for an annual family outing. She made her wish known that "the family should meet each summer when travel was easier and eat together." The author uses the simile "as silently as a Sioux chief" to emphasize the respect shown to the grandmother at such an outing. Despite the distance the author feels from her grandmother, her grandmother's hard work in caring for her family is recognized by the author, and she gives her the respect that she has earned.

In both passages, the grandmothers are seen as having a great influence on their granddaughters. They were admired and respected for their hard work and caring. Their actions influence their descendants to try to do the same.

Anchor Level 5 – B

Quality	Commentary
Meaning	<p>The response: Establishes a controlling idea that reveals a thorough understanding of both texts, stating that <i>grandmothers, as revealed by both passages, have a great impact on their descendants</i>. The response makes clear and explicit connections between the controlling idea and the ideas in Passage I, stating that the influence on the granddaughter is <i>obvious</i> and that the grandmothers <i>have raised in her a feeling of envy</i> and in Passage II, noting that the granddaughter <i>acknowledges her grandmother’s hard work and gives her the respect that she has earned</i>.</p>
Development	<p>Develops some ideas more fully than others, referring only in generalities to the grandmothers’ <i>hard work</i> and strength in Passage I. Passage II is more specifically developed (<i>they did not share the same language, family was important to this grandmother as she even calls for an annual family outing</i>). Appropriate literary elements from both texts are used (<i>repetition</i> and <i>simile</i>).</p>
Organization	<p>Maintains the focus established by the controlling idea that grandmothers are well-respected and have an impact on their descendants. The response exhibits a logical sequence of ideas, first comparing and contrasting the authors’ views of their grandmothers, and then discussing each author’s view in a separate paragraph. The conclusion restates the focus. Transitions are appropriately used (<i>In Passage II, the author has a different opinion; she doesn’t have the same type of feeling; The same attitude, however, can not be found</i>).</p>
Language Use	<p>Uses language that is fluent and original (<i>compliments and admires, sees herself as less capable, Despite the distance the author feels</i>), with evident awareness of audience and purpose. The response varies structure and length of sentences to control rhythm and pacing (<i>The influence of the grandmothers on this author is obvious</i>).</p>
Conventions	<p>Demonstrates control of the conventions with essentially no errors, even with sophisticated language.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat stronger in conventions and weaker in development.</p>	

Grandmothers influence not only their own children but also their grandchildren who, in turn, influence their children. The imprints of their character, values and work-ethic pass from generation to generation. In each of these passages, a poem and an excerpt from a memoir, a granddaughter reflects on her grandmother's impact on her life.

In Passage I, "Lineage", the granddaughter pays tribute to the physical and moral strength of her two grandmothers. They worked hard in the fields preparing the soil, sowing seed and tending crops. They worked hard in their homes cooking, cleaning and nurturing. They sang as they worked and their hands, "with veins rolling roughly" over them, were evidence of this labor. The granddaughter, a poet, aspires to be like them but feels that she doesn't have the strength or the power. She wonders why she isn't like them. She can't follow their influence.

In Passage II, the author remembers her grandmother's powerful presence and in and influence on her family, in spite of her cultural and language barriers. Her grandmother is from "the old country", and has not lost her heritage. She maintains control over her children and grandchildren, imprinting her values on them even though she doesn't seem to communicate with them directly in conversation because she doesn't speak English. The granddaughter thinks that while her grandmother is the center of the family, her ties to her cultural roots and her language separate her from her own children and grandchildren. She is at

in the midst of the family and separate from them and isolated. The granddaughter believes that her grandmother is distant from her mother. But when her grandmother dies her mother's grief makes her realize how close they really were. Her grandmother influenced her by the respect her family had for her and family traditions.

In both passages, the authors use literary devices to convey how grandmothers have an influence on their family. In Passage I, the poet writes in the first person to make her point-of-view more realistic. This showed that her emotions came right from her heart and that she is speaking from direct experience. In Passage II, the author uses irony to convey her point. It was ironic that her mother seldom talked to or even seemed to like her mother very much. But, her mother's death caused "unbearable sadness". Her mother's reaction to her, the grandmother's death, demonstrated the love that was between them and the grandmother's influence on her life.

A grandmother's influence is priceless and something that happens to everyone with one. You may not think you are influenced at all by your grandma, but you are. Grandmothers' influence is often positive and pure because they only want what is best for their family. It is a lesson or influence that will stay with you for the rest of your life.

Anchor Level 5 – C

Quality	Commentary
Meaning	<p>The response: Establishes a controlling idea that reveals a thorough understanding of both texts (<i>In each of these passages ... a granddaughter reflects on her grandmother’s impact on her life</i>). The response makes clear and explicit connections between the controlling idea and the ideas in Passage I (<i>the granddaughter pays tribute to the physical and moral strength of her two grandmothers</i>) and in Passage II (<i>the author remembers her grandmother’s powerful presence in and influence on her family in spite of her cultural and language barriers</i>).</p>
Development	<p>Develops ideas clearly and consistently, with reference to relevant and specific evidence, stating that the grandmothers in the poem <i>worked hard in the fields and their homes</i>, and in the memoir, <i>the grandmother’s ties to her cultural roots and her language separate her from her own children and grandchildren</i>. The response highlights the importance of point of view in Passage I and addresses irony in Passage II.</p>
Organization	<p>Maintains the focus established by the controlling idea on <i>how grandmothers have an influence on their family</i>. The response exhibits a logical sequence of ideas, first addressing <i>the physical and moral strength</i> of the grandmothers in Passage I, and then the <i>powerful presence</i> of the grandmother in Passage II. The response discusses the effects of literary devices in a separate paragraph. Transitions are appropriately used (<i>In Passage I, In Passage II, In both passages</i>).</p>
Language Use	<p>Uses language that is fluent and original (<i>The imprints of their character, aspires to be like them, often positive and pure</i>), with evident awareness of audience and purpose. The response varies structure and length of sentences to control rhythm and pacing (<i>They sang as they worked and their hands, “with veins rolling roughly” over them, were evidence of this labor</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>exerpt, greif, relize</i>), punctuation (<i>in the fields preparing; “the old country”, and has; her grandmother dies her mother’s greif</i>), and proofreading (<i>at in the midst</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions.</p>	

Grandmothers often play an important role within their families. Because they grew up in a different era, ~~and~~ they upheld different values and ideals. Thus, their influence are influential to their younger generations. They can share their knowledge of the past and acquired skills for which they are often respected. Both passages demonstrate the theme of generational difference. These differences result in the exchange of knowledge from the elders to the grandchildren. The authors of both passages effectively used literary elements to enhance the way in which they convey their messages.

~~Although the~~

Generational differences can cause a feeling of separation and lack of common bonds. The narrator in passage 1 states "My grandmothers are strong.

Why am I not as they?"; demonstrating here a feeling of distance.

~~The~~ The narrator of passage 2 ~~says~~ shares a similar sentiment. She said, "I felt a sense of strangeness... she might as well have been from Mars." This sense of strangeness was probably caused by the language barrier that stood between them, like a wall.

Although they ~~are~~ felt distanced, these grandmother-grandchild relationships were indeed valuable. Both grandmothers acted as providers for their families through farming and gardening and cooking.

These grandmothers provided a respectable example of hard work and love for their families. They were admired and revered for their capabilities and accomplishments. They were truly

influential. Each author effectively

used characterization ~~words~~ in revealing the strength and motherly behavior of the grandmothers as well as the ~~the~~ ~~bridge~~ wall this ~~created~~ generational difference created. ~~and~~ However,

~~an~~ attempts were made to bridge this gap and unite their families.

Overall, these passages both demonstrated that there are generational differences.

However, they also prove that with effort, these boundaries can be surpassed and

we can overcome the lack of common bonds and ties with ~~a transfer of~~

~~the~~ a transfer of ~~their~~ knowledge and the creation of memories.

Anchor Level 4 –A

Quality	Commentary
Meaning	<p>The response: Establishes a controlling idea that shows a basic understanding of both texts, asserting that since grandmothers <i>grew up in a different era</i> and <i>upheld different values and ideals</i>, grandmothers <i>are influential to their younger generations</i>. The response makes implicit connections between the controlling idea and the ideas in each text (<i>These grandmothers provided a respectable example of hard work and love for their families</i>).</p>
Development	<p>Develops some ideas more fully than others. The response develops the idea of <i>generational differences</i> and the <i>feeling of separation and lack of common bonds</i> that result from such differences. The concept of <i>the exchange of knowledge</i> and idea of the <i>attempts ... made to bridge this gap and unite their families</i> are less developed. Discussion of the literary element of characterization is limited.</p>
Organization	<p>Maintains a clear and appropriate focus on the influence of grandmothers. The response exhibits a logical sequence of ideas, first addressing generational differences and then the role and behavior of the grandmothers in the passages. The response lacks internal consistency, introducing a new idea (<i>the creation of memories</i>) in the concluding paragraph.</p>
Language Use	<p>Uses appropriate language, with some awareness of audience and purpose (<i>Overall, these passages both demonstrated that there are generational differences</i>). The response occasionally makes effective use of sentence structure or length (<i>They were truly influential</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>valueable</i>) and punctuation (<i>states "My grandmothers; with effort, these; surpassed and we can</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.</p>	

In many families it is the elders who are looked up to and respected, but the influence of grandmothers are like no other. In a poem and an excerpt from a memoir, grandmothers influences on family are clear to see.

In this poem about grandmothers, a grandchild is talking about the way their grandmothers were. The grandmothers were strong and seemed to be great at everything they worked hard, yet still were very respected. This grandchild is happy to have such great memories with them. The child wishes that ~~she~~ she was more like ~~her~~ her grandmothers, stronger like them.

In this poem there are many elements. The author used symbolism and rhyme scheme. The symbolism was used to show a connection to something, like emphasizing her feeling about her grandmothers. An example would be, "they touched earth and grain grew," suggests that the grandmothers' role of being a provider. The ~~any~~ rhyme scheme was making the poem more interesting and easier to pay attention

too, such as, "Clay, say, they."

In this excerpt from a memoir, it is expressing that grandmothers don't always have to be strong, smart and talkative to be respected. This grandmother in this excerpt was very different and didn't talk, but always wanted the family to spend time together even if she just sat there. This grandmother influenced the act of caring and respecting your family and not taking life for granted.

In this excerpt there are many elements. This author used setting to give you a more visual idea of what's happening, irony and characterization. The setting was how the family always got together for good times, yet the grandmother was always quiet. The narrator's irony was the description of her mother's reaction to the death of her grandma. Another element was characterization, the grandmother wore black all the time and didn't talk and was brought up in the "Older days" yet she was very well liked and ~~very~~ respected,

everyone seemed to enjoy her presence.

Grandmothers have influence on everyone, yet it comes in different ways. The influences are passed on generation to generation.

Anchor Level 4 – B

Quality	Commentary
Meaning	The response: Establishes a controlling idea that shows a basic understanding of both texts, stating that <i>it is the elders who are looked up to and respected, but the influence of grandmothers are like no other</i> . The response makes implicit connections between the controlling idea and the ideas in Passage I (<i>The child wishes that she was more like her grandmothers, stronger like them</i>) and Passage II (<i>This grandmother influenced the act of caring and respecting your family</i>).
Development	Develops some ideas more fully than others. The response refers to specific and relevant evidence in discussing the grandmother in Passage II (<i>This grandmother ... was very different and didn't talk, but always wanted the family to spend time together even if she just sat there</i>), while the discussion of the poem is more general (<i>The grandmothers were strong and seemed to be great at everything</i>). The response discusses the author's use of symbolism and rhyme scheme in Passage I and setting, irony, and characterization in Passage II, although this discussion is weak.
Organization	Maintains a clear and appropriate focus on the influence of grandmothers. The response exhibits a logical sequence of ideas, discussing how the author's use of literary elements in each work relates to the controlling idea (<i>The symbolism was used to show a connection to something, like emphasizing her feeling about her grandmothers and Another element was characterization, the grandmother wore black all the time and didn't talk ... yet she was very well liked and respected</i>).
Language Use	Relies on basic vocabulary that is sometimes imprecise (<i>too</i> for "to", <i>used setting to give you, The setting was how</i>). The response exhibits some attempt to vary sentence structure or length for effect, but with uneven success (<i>An example would be "they touched earth and grain grew," suggests that the grandmothers' role of being a provider</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>symbolism and connection</i>), punctuation (<i>grandmothers influences; together even; whats</i>), and grammar (<i>influence ... are, grandchild ... their, respecting your family</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4, although somewhat weaker in language use.	

Often family members can influence young ones more profoundly than anyone. Probably the most influential would have to be grandmothers. The knowledge that they possess comes from decades of experience and hardwork. By passing these ideas on to younger generations a severe contrast to what used to occur and now does can be seen very clearly. In the ~~poem~~^{poem} and short stories for passage I and II, grandmothers are ~~discussed~~^{talked} about very differently. The grandmothers have each experienced very different lives, but ultimately teach their younger ~~children~~^{grandkids} the same lesson.

In passage I a child is discussing their grandmothers and how strong they are seen to be. The grandmothers work very hard, but still seem to be enjoying themselves. The child wonders why ~~they~~^{they} are not as strong and hardworking as ~~the~~^{their} grandmothers. The grandmothers do not realize they are impacting the grandchild like this. The grandchild is taking notice to this hardwork because ~~it~~^{they} look ~~to~~^{up} to them in an inspiring way. The grandmothers are influencing the child through actions that seem to them to be an everyday thing.

The literary elements that are shown in passage I are characterization and point of view. The grandmothers are characterized by being hardworkers, but still pleasant people. This allows the child to look at them and want to mimick their actions. Also, point of view is important because by the grandchild telling the story ~~the~~^{through the} actions of the grand~~child~~^{mothers} can be told by someone who

thinks what they are doing is great. The simplest ~~and~~ ^{and most} minor things are often the most important influences a young child can receive.

In passage II a child ~~is~~ wonders why they must go and visit their grandmother. The grandmother does not even speak the same language, so ~~nothing~~ ^{the} grandmother and grandchild could not even communicate. The grandchild sees its family members treating ~~her~~ this lady with so much respect and dignity that the child wonders, why? The grandmother then passes away and the child is ~~is~~ then left with the feeling of why are people ~~being~~ mourning someone they barely knew. The grandmother influences the child by showing the child that the time they spend ~~to~~ together is very important and that by not communicating with words, actions are instead replaced.

Irony is used ~~is~~ in passage II by the family ~~not even~~ grieving and crying for someone who ~~to~~ they barely knew and could not even communicate with. The family did not even hardly spend any time with the grandmother before she died but still grieved for her. Also, theme is ~~shown~~ ^{seen} in passage II by actions speaking louder than ~~the~~ words. By not being able to communicate ~~the~~ feelings are expressed through actions such as giving the grandmother gifts to show their admiration for her.

People can be influenced many different ways by many different people. In my opinion the person giving the most influence is a grandmother. I've had many experiences and lessons ~~learned~~ ^{taught} to ~~me~~ ^{me} by my grandmother.

Anchor Paper – Part A—Level 4 – C

Without these life lessons the person that I am today
 would ~~also~~ be less ^{very} intelligent and ^{not} as hardworking as
 I ~~have~~ ^{have} become.

Anchor Level 4 –C

Quality	Commentary
Meaning	The response: Establishes a controlling idea that shows a basic understanding of both texts, stating that of family members, <i>probably the most influential would have to be grandmothers</i> and that the grandmothers in the passages <i>ultimately teach their younger grandkids the same lesson</i> . The response makes implicit connections between the controlling idea and the ideas in Passage I (<i>The grandmothers are influencing the child through actions that seem to them to be an everyday thing</i>) and in Passage II (<i>The grandmother influences the child by showing the child that the time they spend together is very important</i>).
Development	Develops some ideas more fully than others. The response relies on generalities in the discussion of Passage I (<i>The grandmothers are characterized by being hardworkers, but still pleasant people</i>) while more specific references are used in the discussion of Passage II (<i>The grandmother does not even speak the same language</i>). The response develops a discussion of the author’s use of literary elements, referring to characterization and point of view in Passage I and irony and theme in Passage II.
Organization	Maintains an appropriate focus on how <i>the person giving the most influence is a grandmother</i> . The response exhibits a logical sequence of ideas, first discussing Passage I as it relates to the controlling idea, followed by a separate discussion of literary elements, and then repeating this procedure to discuss Passage II. The response shows a lack of internal inconsistency by the introduction of personal reflection in the conclusion.
Language Use	Relies on basic vocabulary that is occasionally imprecise (<i>by not communicating with words, actions are instead replaced</i> and <i>did not even hardly</i>) or unsuitable (<i>grandkids</i>). The response exhibits some attempt to vary sentence structure for effect, but with uneven success (<i>Also, point of view is important because by the grandchild telling the story through the actions of the grandmothers can be told by someone who thinks what they are doing is great</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>ultimately, mimick, bearly</i>), punctuation (<i>younger generations a severe contrast; very hard, but still seem; By not being able to communicate feelings are</i>), grammar (<i>child ... their, grandchild ... they, someone who they barely knew</i>), and usage (<i>taking notice to this hardwork and characterized by being</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in language use and conventions.	

Anchor Paper – Part A—Level 3 – A

The influence of grandmothers can be very great or not great at all. The passages one and two talk about two different families and their grandparents. The grandmother in passage 1 is a great influence and in passage 2 the Gramma was not as big of influence.

A grandmother can ~~be~~ influence her grandchildren very much if she is around them. In passage 1 the point of view the ~~to~~ speaker has shows that the grandmothers were strong. The feeling that the speaker gives you is that she admires her grandparents and would like to be like them although she can not. The speaker also wanting to ~~g~~ be like the grandparent makes the influence even greater. If people want to be like someone even if its there grandparent they make their influence greater.

The influence of a grandparent can be much less if the child doesn't want to be influenced. Not seeing your grandparents gives them less of an impact on you as well. In passage 2 the speaker doesn't enjoy going and seeing her grandmother so it makes it hard for her to be influenced by her grandmother. The point of view that the speaker has about the grandmother is that she is just a old women that is strange and she didn't look like her friends grandmothers. This point of view makes it hard for the grandmother to influence her. The speaker also felt like she was strangers with her own grandmother giving the idea they never get to see each other much.

The influence of grandparents can be very large or not large at all. The circumstances that each family has effects the impact of a grandparent.

Anchor Level 3 – A

Quality	Commentary
Meaning	<p>The response: Establishes a controlling idea that shows a basic understanding of both texts (<i>The influence of grandmothers can be very great or not great at all</i>). The response makes superficial connections between the controlling idea and the ideas in Passage I (<i>The speaker also wanting to be like the grandparent makes the influence even greater</i>) and in Passage II (<i>This point of view makes it hard for the grandmother to influence her</i>).</p>
Development	<p>Develops ideas briefly, relying primarily on general statements for Passage I (<i>The feeling that the speaker gives you is that she admires her grandparents</i> and <i>If people want to be like someone ... they make their influence greater</i>) and using some evidence for Passage II (<i>she didn't look like her friends grandmothers</i>), with little elaboration.</p>
Organization	<p>Maintains a clear and appropriate focus on influence. The response exhibits a rudimentary structure, with an introduction, a paragraph devoted to each passage, and a conclusion. Organization of ideas is governed by the repetition of the concept of <i>influence</i>.</p>
Language Use	<p>Relies on basic vocabulary that is sometimes imprecise (<i>there</i> for “their” and <i>effects</i> for “affects”), with little awareness of audience and purpose. The response exhibits some attempt to vary sentence structure for effect, but with uneven success (<i>The grandmother in passage 1 is a great influence and in passage 2 the Gramma was not as big of influence</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>different family's, dosn't, a old women</i>) and punctuation (<i>its there, strange and she didn't, friends grandmothers</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in organization and conventions.</p>	

In many families people look up to their Grandparents, brothers, sisters, or parents etc. People wish they could be just like them in hopes that one day they could have the ability to have the strength, ~~happiness~~ ^{or happiness} that the person they once looked up to had. In passage one and two it talks about a ~~the~~ grandchild describing their grandmothers and grandma.

In passage one a grandchild talks about the strength her grandmothers ~~were~~ had and how they were strong ~~were~~ with pride. She talks about how her grandmothers would go out into the ~~the~~ field and sow seeds that turned into grain. The only thing the girl wonders is why can't she be as strong as they were. She tries to have the strength that they had a one point.

In passage two, a girl is confused on her grandmothers appearance and language. ~~The~~ Her grandmother is not like the others in her family. Her grandma which she called "Gramma" always wore black even on a hot, nice, summer day. She loved America for the great range of foods that it provided to people like her, used to so little, and used to making ~~do.~~ ~~to~~

In passage one and two, they were or they either weren't so influenced with their grandmother. In passage one the ~~the~~ grandchild was influenced with the strength her grandmothers had. In passage two the person was more confused then influenced. The person was looking at the grandmother figuring out

Anchor Paper – Part A—Level 3 – B

why she was so much more different than her whole other family.

Anchor Level 3 – B

Quality	Commentary The response:
Meaning	Establishes a controlling idea that shows a basic understanding of both texts (<i>In many families people look up to their grandparents and wish they could be just like them</i>). The response makes few or superficial connections between the controlling idea and the ideas in Passage I (<i>She tries to have the strength that they had a one point</i>) and in Passage II (<i>the person was more confused then influenced</i>).
Development	Develops ideas briefly, using some evidence from Passage I (<i>a grandchild talks about the strength her grandmothers had, how her grandmothers would go out into the field and sow seeds, the girl wonders ... why can't she be as strong as they</i>). Discussion of Passage II is based on reference to the <i>grandmothers appearance and language</i> and a statement copied from the text. The response makes no reference to literary elements or techniques.
Organization	Establishes an appropriate focus on the influence of grandmothers who serve as role models. The response exhibits a rudimentary structure, beginning with an introduction, then discussing each passage in a separate paragraph, and ending with a conclusion.
Language Use	Relies on basic vocabulary that is sometimes imprecise (<i>etc., confused on, then</i> for “than”). The response exhibits some attempt to vary sentence structure for effect, but with uneven success (<i>In passage one and two, they were or they either weren't so influenced with their grandmother</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in grammar (<i>it talks about a grandchild describing their grandmothers and grandma and Her grandma which she called “Gramma”</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.	

When somebody visits their grandmas, they're not expecting to have a great, fun, loudy time, but to just hear their stories is enough. Grandmas have infinite wisdom to share and it's important to listen because they have great influence.

In passage I, the speaker's grandmothers ~~was~~ were hard working and strong, probably mentally and physically. The speaker wants to be like their grandmothers because they ~~had~~ worked hard to grow food and do other things for other people, and there is no reward greater than making somebody else happy. The speaker is influenced to want to work hard because their grandmothers are family heroes and they too would like to be remembered as being a hero.

Little kids may not idolize their grandma, but they still look up to them no matter what. They might not know a lot about their grandma but they know that they have lived a long life and that they ~~do~~ have wisdom to share, whether you talk to them or not. In passage II the little kid's grandma is somewhat "scary" to them and they never talk because the grandma is an immigrant from some foreign country. Even though they never spoke with their grandma, they knew that she was important & was important to the family's future. At the family picnics they would all gather around the grandma and just sit, although she didn't speak they worshipped her ~~and~~ because they know how wise she is.

So in conclusion, the influence ~~and~~ of grandmothers can come from their actions and hard work or their incredible amount of wisdom. Grandmas have tons of stories to tell and they are important to listen to, even if you don't know it, they are ~~intense~~ influencing you.

Anchor Level 3 – C

Quality	Commentary
Meaning	<p>The response: Establishes a controlling idea that shows a basic understanding of the texts (<i>Grandma's have infinite wisdom to share and it's important to listen, because they have great influence</i>). The response makes superficial connections between the controlling idea and the ideas in Passage I (<i>The speaker is influenced to want to work hard because their grandmother's are family hero's</i>) and in Passage II (<i>although she didn't speak they worshipped her because they know how wise she is</i>).</p>
Development	<p>Develops ideas briefly, using some evidence from the texts for Passage I (<i>they worked hard to grow food</i>) and for Passage II (<i>At the family picnics they would all gather around the grandma</i>) with little elaboration. The response makes no reference to literary elements or techniques.</p>
Organization	<p>Establishes an appropriate focus on the <i>wisdom</i> that grandmothers have to share, but fails to maintain this focus in the discussion of Passage I. The response exhibits a rudimentary structure of an introduction, a paragraph for each passage, and a conclusion that expands the controlling idea (<i>So in conclusion, the influence of grandmothers can come from their actions and hard work or their incredible amount of wisdom</i>).</p>
Language Use	<p>Relies on basic vocabulary, with little awareness of audience (<i>a great, fun, roudy time; kids; &</i>). The response exhibits some attempt to vary sentence structure and length for effect, but with uneven success (<i>Grandma's have tons of stories to tell and they are important to listen to, even if you don't know it, they are influencing you</i>).</p>
Conventions	<p>Demonstrates emerging control, exhibiting occasional errors in spelling (<i>roudy</i> and <i>immagrant</i>), and frequent errors in punctuation (<i>Grandma's have; to share and it's; their grandmother's are family hero's and they too would like; to them and they; just sit, although she didn't speak they</i>) and agreement (<i>somebody ... their, speaker ... their, grandma ... to them, little kid's ... to them</i>) that hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3 in all qualities.</p>	

In the two selected passages that I've read about two very different grandmothers. I will describe the influences of both of the grandmothers.

In passage one, the author describes how strong his or her grandmothers was. "They followed plows and bent to toil, they moved through fields sowing seed." The author describe the grandmother as very sturdy and strong people. Also she compare his or herself to their grandmothers. "My grandmothers were strong, why am I not as they?"

In passage two, the author describes about his or her grandmother and how they communicate.

Anchor Level 2 –A

Quality	Commentary
	The response:
Meaning	Conveys an incomplete understanding of the texts. While the response attempts to establish a controlling idea (<i>I will describe the influences of both of the grandmothers</i>), only a few connections are made to Passage I, and an unsupported connection is made to Passage II.
Development	Is incomplete and largely undeveloped. The response relies on material copied from Passage I (" <i>They followed plows and bent to toil, they moved through fields sowing seed</i> "). The discussion of Passage II is not developed.
Organization	Suggests a focus on the influence of grandmothers and suggests organization, with an introduction, a brief paragraph about Passage I, and a single sentence about Passage II. There is no conclusion.
Language Use	Uses language that is imprecise (<i>Also she compare his or herself to their grandmothers</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>In the two selected passages that I've read about two very different grandmothers</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in grammar (<i>grandmothers was, The author describe the grandmother as very sturdy and strong people, Also she compare his or herself to their grandmothers</i>) and usage (<i>describes about</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions.	

All grandmothers are not the same the all have a very unique way about them. In passage one the narrator is remberring the smell of his grandmother in line seven he said that his grandmother are full of memeries. His grandmother was strong she was a very hard worker. She liked when her children and grandchildren was together for Christmas and thanksgiven. She watched out for her family if they need something she was always their for theme. Their grandmother was very strict in some ways.

Anchor Level 2 – B

Quality	Commentary
	The response:
Meaning	Conveys a confused and incomplete understanding of the task and texts. While the response attempts to establish a controlling idea that <i>all grandmothers are not the same</i> , only a few connections are made to the passages.
Development	Is incomplete and largely undeveloped. The response hints at ideas, but references to the texts are copied (<i>full of memories and strong</i>), vague (<i>the narrator is remberring the smell of his grandmother and Their grandmother was very strict in some ways</i>), or unjustified (<i>if they need something she was always their</i>).
Organization	Lacks an appropriate focus. The single paragraph response lacks organization, leading to confusion over which text is being discussed (<i>She was a very hard worker. She liked when her children and grandchildren was together for Christmas and thanksgiven</i>).
Language Use	Uses language that is imprecise (<i>the</i> for “they,” <i>their</i> for “there,” <i>theme</i> for “them”). The response reveals little awareness of how to use sentences to achieve an effect (<i>In passage one the narrator is remberring the smell of his grandmother in line seven he said that his grandmother are full of memories</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>remberring</i> and <i>thanksgiven</i>), punctuation (<i>His grandmother was strong He was a very hard worker and She watched out for her family if they need something she was always their for theme</i>), and grammar (<i>his grandmother are full and her children and grandchildren was together</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions.	

Anchor Paper – Part A—Level 2 – C

In each paragraph the grandmothers was Highly respected and was respectful for everyone around them ^{for example} in passage one the grandmothers was hard working and they have many clean words to say and in passage two the grandmother sat under a leafy elm tree as silently as a sioux chief and was served food, given babies to kiss, and paid homage to all day.

It is ironic that passage two even though the kid mother never spoke to her mom she still cried at her funeral.

Anchor Level 2 – C

Quality	Commentary
Meaning	The response: Conveys a confused and incomplete understanding of the task and texts (<i>grandmothers' ... was respectful for everyone around</i>). The response makes only a few connections to the task.
Development	Is incomplete and largely undeveloped, hinting at ideas but relying on vague references to the texts (<i>grandmothers was hard working</i>) and quotes (<i>they have many clean words to say and the grandmother sat under a leafy elm ... all day</i>), with no elaboration.
Organization	Lacks an appropriate focus (<i>grandmothers' ... was respectful</i>) but suggests some organization through an attempt to paragraph.
Language Use	Uses language that is imprecise for the audience and purpose (<i>It is ironic that passage two even though the kid mother</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>the grandmother was hard working ... and in passage two ... and was served</i>).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in punctuation (<i>the grandmothers', them for example in passage one the grandmothers, working and, say and</i>), and occasional errors in grammar (<i>grandmothers' was</i>) and usage (<i>respectful for everyone</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.	

A great Family is Formed around many things. The most important part of the Family is the Foundation or the corner stone. In most Families the Foundation is the grandparents. They play an important role because that's where the Family's beliefs come from. In my Family my grandfather is the "strongest" person. On the other side of the Family My grandmother is the "strongest" person.

They have ~~the~~ ~~ideas~~ given me many ideas, beliefs and values. Those values are passed on from generation to generation. The grandparents keep the legacy going and they keep the family together. They are the glue that binds the Family together. They spread their ideas throughout the family.

Anchor Level 1 – A

Quality	Commentary
	The response:
Meaning	Provides no evidence of textual understanding, making a single reference to a <i>grandmother</i> . The response makes no connections between texts or among ideas in the texts.
Development	Is incomplete and largely undeveloped. The response hints at ideas about the influence of <i>grandparents</i> , making vague references to the <i>many ideas, beliefs and values</i> which are <i>passed on</i> by them. The response is primarily a personal response, offering only vague references to the role of grandparents.
Organization	Lacks an appropriate focus but suggests some organization. The response discusses <i>family</i> in the first paragraph and the passing on of <i>values</i> in the second paragraph. There is no conclusion and no attempt to discuss either passage.
Language Use	Uses appropriate language, with some awareness of purpose (<i>In most families the foundation is the grandparents</i>). The response occasionally makes effective use of sentence structure (<i>They are the glue that binds the family together</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in punctuation (<i>thats, of the family My grandmother, legacy going and they keep</i>) that do not hinder comprehension.
Conclusion: Although the response fits the criteria for Levels 1, 2, and 4, it remains at Level 1 because the response makes no reference to either text.	

The influence of grandmothers from the old country Post are way different from now. The time from before the grandmother lived different. I will ~~not~~ write about the influence of grandmothers and I will give ideas from both passages!

Anchor Level 1 – B

Quality	Commentary
Meaning	The response: Provides no evidence of textual understanding, making only references to the task (<i>the influence of grandmother and ideas from both passages</i>). The response makes no connections between the texts or among ideas in the texts.
Development	Is minimal, with no evidence of development.
Organization	Suggests a focus on <i>the influence of grandmother</i> but lacks organization.
Language Use	Is minimal.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1 in all qualities.	

Grandmothers make many influences on others. They give us examples to show how to treat our family when grown up.

Passage I shows that these grandmothers were hard working & it shows that we need to be hard workers also. Passage II says even if you ~~don't~~ don't talk to your grandparent or mother you should still love them & respect them.

In these passages they show the point of view of the narrators. They tell how they think grandmothers are. ~~Grandmothers are hard workers.~~

~~Grandmothers are hard workers.~~
Even if you can't talk to your grandmother because they don't speak English doesn't mean you shouldn't try to talk to her or just sit there with her.

There is a distinct barrier between grandmothers and their grandchildren, which stands only in the inability to bridge the two generations. ~~Their strengths and traditions~~ ^{memories} ~~may be apart of~~ Traditions and perspectives, of women especially, have varied over the years. It is difficult for the children of today to truly appreciate, or ~~even~~ ^{simply} understand, ~~so~~ the differences that ~~are~~ ^{exist} between their grandmothers and themselves.

Passage I deals with the variances between the two generations' means of providing and strength. The author is repetitive in using the line "My grandmothers were strong," in order to emphasize their ideas and admiration focused on their grandmothers. ~~Why am I not as they?"~~ ~~the last~~ The last line, "Why am I not as they?", represents the barrier between the author and their grandmothers, ~~or~~ questioning why it exists at all.

In this passage, the author uses ~~imagery~~ imagery to ~~discuss the matter~~ further explain the character of their grandmothers. "Smelling of soap and onions and wet clay" this sentence reveals the chores they performed. They cooked, they cleaned, and the "wet clay" probably arose from having to make ~~pottery such as~~ bowls or plates. The author also uses alliteration, phrases such as: "sowing seed"; "grain grew"; and "rolling

roughly". These words enhance the ~~severe~~ severity, and hard work they endured throughout their lives. ~~that~~

The Passage II displayed the grandmother as having a "presence of foreignness". The narrator complained about her not looking like "any of the grandmothers of our friends or like any of those on the covers of the Saturday Evening Post around thanksgiving time." The fact lay only in the perception, where the grandmother "clung tightly to her "old-world" traditions of family and values, and the grandchild felt as ~~if~~ if the older woman were a stranger.

The passage uses the simile "she sat there as silently as a Sioux chief" to enhance her solid sentience and the respect she received from her family as a community. A second technique was irony. The major irony was the grandmothers effort to hold onto family ties and traditions and the grandchild's inability to relate or feel at home. "I still felt a ^{sense} ~~strange~~ of strangeness" divulges ~~yet~~ another change of perception caused from the differing generations.

These passages reveal an ~~apparent~~ obvious variance ~~of~~ the views and perception between grandparents and their grandchildren. Lifestyles no longer ~~coincide~~ coincide and the generation gap continues to flourish. These changes may never be resolved, but the attempts to learn

from them will always leave us with
~~are~~ numbing questions.

Family is an important part of life in many cultures. One kind of person, in particular, grandmothers, contribute graciously to the importance of family. Two works of literature that convey these ideas are a poem about grandmothers and an excerpt from a memoir.

As ^{stated in the} ~~the~~ poem grandmothers are strong. The narrator of the poem feels that "hard work like following plows, moving through fields of sowing seed, and growing grain is what made their grandmothers strong. The narrator of the poem implies that grandmothers are also sweet people; "They have many clean words to say." The most amazing ^{characteristic} ~~feature~~ about grandmothers is their ability to be admired. "My grandmothers were strong. Why am I not as they?"

The main themes about grandmothers in the excerpt from the memoir is their ^{venerence} ~~importance~~ for family and culture. "It was Gramma who had decreed this annual outing... she had made her known wish that the family should meet each summer when travel was easier and eat together *al fresco*." The narrator of the excerpt shows the respectability of their own grandmother through the simile, "She sat there as silently as a Saux chef and was served food, given babies to kiss, and paid homage to all day." Other ~~one~~ characteristics of the narrator's ~~one~~ grandmother is her passion for cooking and seeing people eat, and sharing. The most ~~amazing~~ thing about this person's grandmother is that when she died her mother cried even though it seemed ~~as if~~ they never spoke.

Grandmothers are comprised of many different qualities that make them so special. Everyone, even those who haven't communicated with them, know the value of their ~~one~~ qualities.

Grandmothers bring the wisdom of past experiences to grandchildren lucky enough to have them as members of their families. Their experiences may be very different because of changing times and cultural practices, but the lessons that they teach come from the grandmothers' inner strength.

In the poem and the excerpt from a memoir, the grandmothers did hard work. Both of Margaret Walker's grandmothers seem to have labored on farms, plowing fields and "sowing seed." In a powerful alliterative image, Walker writes: "They touched earth and grain grew." Continuing the description of the grandmothers as food providers, Walker recalls that they smelled of "onions."

The Italian grandmother also farmed her yard. Helen Barolini, too, uses alliteration to describe the crops: "a bitter green she grew in her backyard along with broad beans and basil." Having raised her own children, the grandmother lived with her son and his large family "and did all the gardening and cooking, providing a generous table." The abundance of food that America had to offer was the Italian grandmother's reward for a life of hard work. It was the reason she had "come from the old world." Helen Barolini makes an interesting reference to her grandmother's "scorn" for dieters, as if they were unpatriotic. Her grandmother enjoyed the physical fruits of her labors and expected her children and grandchildren to continue the conspicuous consumption of food, cars and college.

But, in both of these works, the authors express a lack of understanding. In the memoir excerpt, Barolini literally cannot understand her grandmother because of a language barrier. Her

grandmother did not speak English. Also, her grandmother had obviously not assimilated. She continued to wear clothing and a hairstyle from her own Italian past. She didn't cook the traditional Thanksgiving turkey. She even smelled different; Barolini used a simile to describe her grandmother's scent as being "like that of a cedar chest." The grandmother showed her love for her visiting grandchildren with her smile and caresses ("tweaked out cheeks"). However, Barolini herself, and even Barolini's mother, seemed to remain aloof. The mother hardly spoke to her own mother. Barolini was distant not only from her grandmother, saying she "might as well have been from Mars," but also from her own mother, as she recalled her "astorishment" at her mother's uncharacteristic outburst of emotion.

Walker's final question was "Why am I not as they?" In her poem, Walker described her grandmothers as "strong," hard workers who had taken action to provide for their families. Yet, she also described them as "full of... singing... and memories." They had joy in their lives and recollections of their experiences to pass on. Walker seemed to be comparing herself to them and finding herself less than they. Whether it is because of laziness or a pessimistic outlook, Walker saw that she didn't measure up to her maternal ancestors.

Wisdom is a quality associated with the elderly. They have lived through various experiences and learned lessons from them. In both the poem and the memoir excerpt, grandchildren observed their grandmothers. Both grandchildren need the inner strength that their grandmothers had to answer life's basic questions.

The two passages that I have just read talk about family life but more specific about grandmothers. ~~There~~ The first passage is a poem about how this person's grandmother did so many great things and why can't that person be just like her. The second passage is an excerpt from a memoir that talks about a grandmother that came from a different country and raised her family in America and every year in summer had a family reunion that brought everyone together. Both these passages show how big the influence the grandmothers had on their families.

In passage 1 the narrator talks about all the good things that his/her grandmother did. The narrator explains the stuff she did and also wonders why he can't be just like her. In this passage there is a lot of characterization used. The grandmother is described, "They followed plows and bent to toil." (line 2). The narrator tells us how hard she works for her family. She works in the field as well as home. "They touched earth and grain grew." (line 4). He shows us that she was very important for the family.

The second passage is an excerpt from a memoir. It talks about how hard the grandmother worked and all the good things she did for her family. Her English was not good

and her grandkids ~~and~~ couldn't communicate with her. After raising her kids most of them moved away so every year in summer they had a family reunion. "It was her pleasure to have all her children, and ~~her~~ their children, convene in the meadow, and spend the day eating, singing, playing cards, gossiping..." (lines 37, 38.) They all had fun. This was going on until she passed away. The author uses symbolism to describe the grandmother. "She sat there as silently as a Sioux chief and was served food, given babies to kiss, and paid homage to all day." (lines 45, 46)

This shows how important she was and how big of an influence she had on everyone. She was respected greatly.

Both these passages talk about the importance and how big the influence the grandmothers had on the rest of their families. They talk about all the good things they had. Sometimes they even didn't have to talk to have a great relationship. Grandmothers were shown respect in these passages. That's how it should be all the time.

Practice Paper A–Score Level 2

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

Practice Paper B–Score Level 4

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

Practice Paper C–Score Level 3

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

Practice Paper D–Score Level 5

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

Practice Paper E–Score Level 4

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

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

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

Carleton Noyes once said, "The human heart has ever dreamed of a fairer world than the one it knows." The notion that no matter how bad a situation becomes, people will always hope for a better future is widely supported by literature. JRR Tolkien's The Lord of the Rings trilogy and Revenge of the Sith by Matthew Stover are two works that, despite their non-human characters, paradoxically capture the very essence of human hope in dire times.

In The Lord of the Rings, Middle-Earth is being drawn into wider and wider conflict. Tolkien's use of setting includes barren wastelands, volcanoes, dark castles, swamps of death, and perilous waterfalls. All the land is covered in an ethereal darkness as the story progresses. Indeed, the world is a dismal place and it seems the Dark Lord Sauron will rule ~~the~~ forever and ever. Yet in the midst of such turmoil and strife Tolkien places Frodo Baggins, ~~character~~ a hobbit characterized as optimistic, resolute, and crafty. Despite all the evil surrounding him and the near-hopelessness of the situation, Frodo and his friends press on and try to destroy the One Ring that is the key to Sauron's power. Long after it seems all is lost, Frodo still dreams of a world with no Sauron, no Ring, and no more darkness.

Matthew Stover's Revenge of the Sith likewise displays persistent hope where it seems there should be none. After Anakin Skywalker falls to the dark side and joins now-Emperor Palpatine at the head of the new Galactic Empire, all the Jedi except Obi-Wan Kenobi and Yoda are killed. With the Clone Wars ended and the Separatist leadership ~~ended~~

eliminated, it is now Obi-Wan and Yoda against the entire galaxy. However, Obi-Wan and Yoda are still Jedi – characteristically thoughtful, careful, and determined. They take Anakin's twin children, Luke and Leia, and hide them from their father. Despite overwhelming odds, the two Jedi foster a hope that one day Vader's force-sensitive offspring will become Jedi themselves and depose their father, thereby liberating the galaxy. This far-fetched optimism reinforces ~~Assess~~ Noyes' assessment of human nature: that people will never give up on the idea of a better tomorrow.

The Lord of the Rings trilogy and Revenge of the Sith are two works that clearly demonstrate what Carleton Noyes said all along: "The human heart has ever dreamed of a fairer world than the one it knows." Regardless of the disparaging setting or overwhelming adversity, enduring hope is intrinsic to the human condition and impervious to certain doom.

Anchor Level 6 – A

Quality	Commentary
Meaning	The response: Provides an interpretation of the critical lens that is faithful to the complexity of the statement by pointing out that <i>no matter how bad a situation becomes, people will always hope for a better future</i> . The response uses the criteria to make an insightful analysis of <i>The Lord of the Rings</i> (<i>Despite all evil surrounding him ... Frodo and his friends press on</i>) and <i>Revenge of the Sith</i> (<i>displays persistent hope where it seems there should be none</i>).
Development	Develops ideas clearly and fully. The response makes effective use of a wide range of relevant and specific evidence through the integration of references to setting (<i>barren wastelands, volcanoes, dark castles, swamps of death, and perilous waterfalls</i>) and characterization (<i>Despite overwhelming odds, the two Jedi foster a hope that one day Vader's force-sensitive offspring will become Jedi themselves</i>) to illustrate how human beings will always hope for a better future.
Organization	Maintains the focus established by the critical lens on the presence of <i>the very essence of human hope in dire times</i> . The response exhibits a logical and coherent structure, with each paragraph reinforcing the focus as it relates to the texts, and moves from introduction to textual analysis to conclusion. Transitions are skillfully used (<i>Indeed, Yet in the midst of such turmoil, With the Clone Wars ended, However</i>).
Language Use	Is stylistically sophisticated, using language that is precise and engaging (<i>paradoxically capture, ethereal darkness, characteristically thoughtful, far-fetched optimism</i>), with a notable sense of voice. The response varies sentence structure to enhance meaning (<i>Frodo still dreams of a world with no Sauron, no Ring, and no more darkness</i>).
Conventions	Demonstrates control of the conventions with essentially no errors, even with sophisticated language.
Conclusion: Overall, the response best fits the criteria for Level 6 in all qualities.	

Carleton Noyes observed that "The human heart has ever dreamed of a fairer world than the one it knows."

People always dream of accomplishing goals that are more fantastic than their realities. F. Scott Fitzgerald and Neil Simon examine this tendency in The Great Gatsby and Brighton Beach Memoirs, respectively. Each author effectively utilizes characterization and theme to establish the idea of people having unrealistic dreams and ambitions.

In The Great Gatsby, the young Jay Gatsby yearns for a life of culture, money, sophistication and elegance. Part of that dream is fulfilled when Gatsby, plucked from mid-western obscurity learns how to act like a wealthy gentleman. That veneer enables him to meet Daisy, the embodiment of Southern femininity and "old money." The war appears to ~~interrupt~~ interrupt their love, and Daisy solidifies their separation by marrying the powerful and wealthy Tom Buchanan, who fulfills her needs for ~~the~~ continued wealth and security.

The desire to reunite with Daisy and to realize the power and fame of his dreams is temporarily fulfilled in the East when he wins Daisy's affections with evidence of status and wealth on West Egg. Their relationship is shattered when a suspicious and dangerous Tom Buchanan reveals Gatsby's unsavory connections to gangsters. To Daisy, Gatsby's wealth and position are tainted; she retreats to the comfort of Tom's world.

Fitzgerald's theme of the "American dream" demonstrates the nature of humans to develop fantasies that make reality pale in comparison. Daisy's romance with Gatsby cannot withstand Gatsby's fraud, although her life with Tom is unhappy. Gatsby's ambitions are partially met, then destroyed. His dream over, his life is meaningless when he is shot and killed by George Wilson.

In Brighton Beach Memoirs, Eugene Jerome dreams of becoming a writer and keeps a daily journal. Eugene's family is stressed because they have taken in his widowed aunt and her two daughters. Eugene and his brother share their partitioned bedroom with their cousins. The two families have been living together for three years. Money and space are tight and ~~there~~ there is increasing tension in the house.

Eugene's cousin, Nora, is beautiful and takes dancing lessons. She dreams of being a star and living a "fairer life." One day a Broadway scout sees her dance and assures her that she will be chosen for a new show, "Abacaderbra," if she auditions. Nora is thrilled at this prospect.

Simon artfully develops the theme of the "American dream" through Nora and Eugene's goals of prospering economically and becoming famous. Both characters wish to move into larger homes with their own respective nuclear families. Furthermore, Eugene desires the love of a woman like Nora and she wants independence from the claustrophobia of the house. Both characters long to be recognized—Eugene for his writing

and Nora for her dancing.

In both The Great Gatsby by F. Scott Fitzgerald and Brighton Beach Memoirs by Neil Simon, the characters and theme demonstrate well the principle of humans possessing dreams that will greatly enhance their actual lives. Each author implements the "American dream" as a motif that ~~conveys~~ ^{carries} forth this idea. Thus, in literature and in life, it seems evident that "The human heart has ever dreamed of a fairer world than the one it knows."

Anchor Level 6 – B

Quality	Commentary
	The response:
Meaning	Provides an interpretation of the critical lens that is faithful to the complexity of the statement by stating that <i>people always dream of accomplishing goals that are more fantastic than their realities</i> . The response uses the criteria to make an insightful analysis of <i>The Great Gatsby</i> and <i>Brighton Beach Memoirs</i> , illustrating how characters in both works establish <i>the idea of people having unrealistic dreams and ambitions</i> .
Development	Develops ideas clearly and fully. The response makes effective use of a wide range of relevant and specific evidence through the integration of references to conflict in <i>The Great Gatsby</i> (<i>Their relationship is shattered when ... Tom Buchanan reveals Gatsby's unsavory connections to gangsters</i>), characterization in <i>Brighton Beach Memoirs</i> (<i>Eugene desires the love of a woman, while Nora wants independence from the clausterphobia of the house</i>) and theme of the "American dream" in both texts to illustrate the critical lens.
Organization	Maintains the focus established by the critical lens on the idea of <i>humans possessing dreams that will greatly enhance their actual lives</i> . The response exhibits a logical and coherent structure, with each paragraph reinforcing the focus as it relates to the texts, moving from introduction to textual analysis to summation. Coherence is strengthened through the skillful use of transitions (<i>That veneer, although, Furthermore</i>).
Language Use	Is stylistically sophisticated, using language that is precise and engaging (<i>plucked from mid-western obscurity and Daisy solidifies their separation</i>), with a notable sense of voice and awareness of audience and purpose (<i>Fitzgerald's theme of the "American dream" demonstrates the nature of humans to develop fantasies that make reality pale in comparison</i>). The response varies structure and length of sentences to enhance meaning (<i>Gatsby's ambitions are partially met, then destroyed</i>).
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>feminity, interrupt, clausterphobia</i>) and punctuation (<i>obscurity learns and Nora and she wants</i>) only when using sophisticated language.
Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in conventions.	

Throughout the world, human beings share the common ideas of dreams, hopes, and desires. One such dream is the dream for a better life. Carleton Noyes once stated that, "The human heart has ever dreamed of a fairer world than the one it knows." This valid statement holds true to people of all races, religions, and statuses. Whether rich or poor people often dream of a life better than their own. Often, they believe that one ~~thing~~ thing, one possession or one person, will provide life with the meaning that it has previously lacked. This however, can easily turn out to be a misconception. Two literary works ^{that} give proof to the statement by Carleton Noyes, as well as the belief that a better life may not create happiness, are "Of Mice and Men" and "The Great Gatsby". By using ^{several} literary techniques, these two novels instill in a reader the ideas of hopes and dreams, as well as the idea of disappointment.

In the novel "Of Mice and Men" many examples of the desire for a better life are given. The author uses local color to present the poverty and unhappiness that the two main characters, George and Lennie, are used to. George and Lennie both have the aspirations of starting a new life. In their quest for something bigger and better they realize that things often don't work out as expected. ~~the~~ the goals of making money, buying a plot of land, building a cabin, and raising rabbits are unobtainable once Lennie gets into trouble. Although they both had a strong desire to start over, Lennie's handicaps made it impossible. During the resolution of the novel George

comes to the realization that Lennie is incapable of creating a better life for himself. Because of this George is forced to kill his best friend and companion. He, through experience, learned that a better life, or the attempt at making a better life, is not always as glamorous and easy as it may seem. Another character who changes throughout ~~the~~^a novel to realize this is Jay Gatsby.

In the novel The Great Gatsby by Scott F. Fitzgerald, Jay Gatsby dreams of a better life. He, as a dynamic character, is characterized to be determined and successful, but rather unhappy. Throughout his life he works to gain possessions and money, but all that he really wants is Daisy, the love of his youth. Daisy symbolizes all of Gatsby's happiness, hard work, and aspirations in life. When he is finally able to see her, after five years of secret love and infatuation, he begins to realize that maybe he, ~~created~~ in his own mind, created Daisy to be something she wasn't. He was so enchanted and disillusioned by his dreams of her that he had begun to ignore reality. ~~He~~ He, like Lennie, was killed at the end of the novel, symbolizing lost ~~hope~~ hope and unfulfilled dreams.

Unlike George and Lennie, Gatsby had immense amounts of money and possessions. He dreamed of not material goods but emotional and mental growth. He wanted a better life due to the return of his love by Daisy. George and Lennie, on the other hand, were somewhat

content with their friendship and dreamed only of an increase in ~~o~~ wealth. They wanted to be able to support themselves and not have to rely on the payment of others for the hardwork they put ~~in~~ ⁱⁿ. Although the three characters differ greatly in ~~that~~ ^{who} they are and ~~that~~ ^{who} they want to be, they are extremely similar because they all have dreams. They all share the common desire to create a better life. ~~o~~ Unfortunately, all three realize that this idea is often impossible in reality.

Although George, Lennie, and Jay Gatsby all fail to reach their dreams, dreaming continues to be a part of everyday life. Beauty, happiness, and a better life are not always obtainable but they are however, able to be desired. People throughout the world have "dreamed of a fairer world" than the one that they are accustomed to and, in the future, this will continue. All people, just like the characters from Of Mice and Men and The Great Gatsby, are entitled to have dreams and wishes. Although some people will be successful in their attempts at a better life, others will not. Either way, dreaming will continue to be an important, and often ~~ess~~ essential, part of human life.

Anchor Level 5 – A

Quality	Commentary
Meaning	<p>The response: Provides an interpretation of the critical lens that is faithful to the complexity of the statement, explaining that although <i>people often dream of a better life than their own</i>, the search for a <i>better life may not create happiness</i>. The response uses the criteria to make an insightful analysis of both <i>Of Mice and Men</i> (<i>In their quest ... they realize that things often don't work out as expected</i>) and <i>The Great Gatsby</i> (<i>He was so enchanted and disillusioned by his dreams</i>).</p>
Development	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific details to show how <i>an increase of wealth</i> for George and Lennie and <i>the love of his youth</i> for Gatsby motivate their actions. The response integrates literary elements into the discussions (<i>local color</i> and <i>a dynamic character</i>), while the demise of Lennie and Gatsby symbolizes <i>lost hope and unfulfilled dreams</i>.</p>
Organization	<p>Maintains the focus established by the critical lens, exploring how <i>hopes and dreams</i> can lead to <i>disappointment</i>. The response exhibits a logical sequence of ideas, first establishing the dreams of Lennie and George with its unhappy <i>resolution</i>, then shifting to Gatsby's deteriorating situation since <i>he had begun to ignore reality</i>. Although repetitive in its conclusion, the response uses appropriate transitions (<i>One such dream, both have, Another character</i>).</p>
Language Use	<p>Uses language that is fluent, with evident awareness of audience and purpose (<i>All people ... are entitled to have dreams and wishes</i>). The response varies sentence structure to control rhythm and pacing (<i>Often, they believe ... lacked</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>experence</i> and <i>dissillusioned</i>) and punctuation (<i>poor people, This however, better they</i>).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat stronger in meaning and development.</p>	

Carleton Noyes once keenly observed that "The human heart has ever dreamed of a fairer world than ^{the} one it knows". This statement truly captures the fact that a person's dreams and expectations will always soar to higher levels than can ever be achieved. Both Alice Sebold's book, The Lovely Bones, and Ken Baker's book, They Don't Play Hockey In Heaven, express these high ideals that each person holds.

The Lovely Bones, by Alice Sebold, is written from the perspective of a ~~rape~~ rape and murder victim. Susie is observing the goings on of her family from her new home in heaven. This state of heaven that she has created for herself is extravagant and perfect to her. Towering soccer goalposts and endless art classes fill her life, which is highly unrealistic. The vision of heaven the narrator has created for herself is truly that of a "fairer world" than she had known. Susie's wishes for what would occur on Earth are also more imaginative than was likely to happen. Her heart aches for her parents to get along perfectly, and for her sister Lindsay to lead a fulfilling life. In reality, after the shock and traumatization of Susie's death, it is terribly unlikely for a family to recover and heal ^{completely.} ~~completely.~~ It is apparent from both these thoughts and the ideal setting that Susie has created for herself that she dreams of a better life than the one she knows.

Unattainable and unlikely dreams are also scattered throughout the novel They Don't Play

Hockey In Heaven. Ken Baker's truthful account of his dream to play professional hockey after having a life-threatening tumor is full of a heart's ~~own~~ ever-longing desire. Ken's strong character is apparent as he strains his aging body to attempt a physical comeback. Ken still ~~is~~ dreams of an ideal life as a rich and skilled ~~professional~~ hockey player even though he will never make it to that level. Ken also dreams of a "fairer world" than the one he has known; these dreams are the only reason he achieves as much as he does. Still, Ken Baker could have never truly achieved the remarkable goals his heart had dreamed of.

Both Alice Sebold's book, The Lovely Bones, and Ken Baker's book, They Don't Play Hockey In Heaven, solidify Carleton Noyes' statement that "The human heart has ~~never~~ ever dreamed of a fairer world than the one it knows." Alice Sebold's character Susie has created an ideal setting of heaven for herself, and dreams of ~~highly~~ unrealistic conditions for her grief-stricken family. Ken Baker tells the story of the physical and emotional expectations he set for himself, and although he did not achieve them he did experience self-victory. These two works of literature prove that the heart will continuously dream of a "fairer world than the one it knows"; and that these goals are what make it possible for a person to achieve any victory or happiness at all.

Anchor Level 5 – B

Quality	Commentary
Meaning	<p>The response: Provides a thoughtful interpretation of the critical lens that clearly establishes the criteria for analysis, stating that although <i>unattainable and unlikely</i>, dreams are necessary <i>to achieve any victory or happiness</i>. The response uses the criteria to make a clear and reasoned analysis of Suzie’s <i>highly unrealistic ... vision of heaven</i> in <i>The Lovely Bones</i> and Ken’s efforts to overcome a <i>life-threatening tumor</i> in <i>They Don't Play Hockey in Heaven</i>.</p>
Development	<p>Develops some ideas more fully than others. The response uses relevant and specific evidence to describe Suzie’s heavenly setting (<i>Towering soccer goalposts and endless art classes</i>) and conflict in both works (<i>parents do not get along</i>, Lindsay’s unfulfilled life, Ken <i>strains his aging body to attempt a physical comeback</i>). The earthly life Suzie <i>had known</i> before death is less developed.</p>
Organization	<p>Maintains the focus established by the critical lens (<i>the heart will continuously dream</i>). The response exhibits a logical sequence of ideas by first establishing the concept of impossible dreams, then presenting the hopes for <i>a family to recover and heal completely</i>, followed by the vision of a life as <i>a rich and skilled hockey player</i>. The conclusion connects these <i>physical and emotional expectations</i> to the power of Carleton Noyes’s statement. Transitions are skillfully used (<i>In reality, even though, These two works</i>).</p>
Language Use	<p>Uses language that is fluent and original (<i>Ken Baker’s truthful account ... heart’s ever-longing desire</i>), with evident awareness of audience and purpose (<i>Both ... solidify Carleton Noyes statement ... it knows</i>). The response varies sentence structure to control rhythm and pacing (<i>Her heart aches for her parents ... and for her sister Lindsay to lead a fulfilling life</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>tramautization</i>) and punctuation (<i>persons dreams, Bakers book, skilled hockey player even though</i>).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in development.</p>	

The simplest, yet most gratifying solace can be found in one's own imagination. As Carleton Beals said: "The human heart has ever dreamed of a fairer world than the one it knows." Thus, people are never at rest, they are always contemplating ways to better their situation. If this was not the case there would be no motivation for improvement and advancement. If Martin Luther King Sr. had not dreamed of a better world, perhaps there would still be terrible racial segregation and unjust treatment of Black Americans all over the country. Many authors use this human longing for a better life as a theme for their works.

The restlessness of human nature is inevitable, and leads to the longing to improve one's situation. George Orwell is one of the many authors to explore this avenue of thought in his book Animal Farm. Although his story consists of characters who are farm animals, this book is a microcosm of the Soviet Union, and its characters symbolize actual historical figures. The theme of this story revolves around the animals' hopes to improve their situation. They feel they are being tyrannized by their dictatorial farmer, so ~~it~~ in their thoughts they begin to dream of "fairer worlds" and ~~eventually~~ eventually plan to overthrow the farmer. Without this natural inclination towards wanting a better situation, they would have simply wasted away beneath the overpowering fist of their farmer. Orwell

used this theme brilliantly to convey both the terrors of the Communist Soviet Union, and also to show the natural desire for greener grass on your side of the fence. Orwell also used another literary technique in this novel to convey his views on human nature. He characterized many of the animals individually, giving each of them traits that contributed to this common view of wanting to live a better life than the one you have at the moment. All of the animals had that common desire, and for this reason all were able to unite, but Orwell also showed that although they may have had a common goal of improvement, each's personality traits gave each one a different view ~~of~~ of the projected outcome. Thus it was their nature to want a "fairer world," but their individual personalities were unable to cooperate. Thus Orwell's novel demonstrates how humans have the natural ~~desire~~ desire to dream of their own betterment. Another author uses similar situations to convey almost the same ideas.

It is only human to wish for a better situation. Upton Sinclair, a muckraker from ~~the~~ around the turn of the century illustrates some similar themes in his expository novel The Jungle. Sinclair uses the point of view of a poor European immigrant who comes to America in search of its rumored dream. From this point of view ~~the~~ the audience is able to be inside the thoughts and

observations of a man who has come from nothing and is trying to make it in the promising land of the free. Jurgis, the main character is always driven to work harder to fulfill his dream of ~~providing~~ providing for his family a better life than the one they had in Europe. The setting in this story is also important to conveying Sinclair's feelings. The book takes place in the slums of the meat packing district, and Jurgis always dreams of providing a better home and environment for his family. This Sinclair feels similarly to Orwell in that they both believe it is true for human nature to dream of and provide a better world than the one they currently have.

Without the natural desire to want a better situation, the world would be stuck in a rut of no innovation, advancement, or motivation. Thus it is good that it is human nature to do so, or the world of civilization would face a dull bleak future indeed.

Anchor Level 5 – C

Quality	Commentary
Meaning	<p>The response: Provides a thoughtful interpretation of the critical lens that clearly establishes the criteria for analysis by stating that <i>people ... are always contemplating ways to better their situation</i>. The response uses the criteria to make a clear and reasoned analysis of these motivations in both <i>Animal Farm</i> and <i>The Jungle</i> (the animals <i>plan to overthrow the farmer</i> and Jurgis ... <i>comes to America in search of its rumored dream</i>).</p>
Development	<p>Develops some ideas more fully than others, with reference to specific and relevant evidence from both texts. The response uses specific details about point of view (<i>a poor European immigrant</i>), character (<i>Jurgis ... is always driven to work harder</i>), and setting (<i>in the slums of the meat packing district</i>) to support a discussion of the <i>wish for a better situation</i> in <i>The Jungle</i>. The discussion of <i>Animal Farm</i> is more general, including the undeveloped assertion that the work explores the <i>terrors of the Communist Soviet Union</i>.</p>
Organization	<p>Maintains the focus established by the critical lens on people's <i>natural desire to want a better situation</i>. The response exhibits a logical sequence of ideas, using the introduction to establish the idea that people constantly search for <i>improvement and advancement</i> in their lives, then presenting information about the longings <i>for a better life</i> in the farm animals and in Jurgis who <i>always dreams of providing a better home ... for his family</i>. Coherence is strengthened through the use of appropriate transitions (<i>yet, also, Thus</i>).</p>
Language Use	<p>Uses appropriate language that is sometimes awkward (<i>this natural inclination</i> and <i>each's personality traits</i>) and clichéd (<i>avenue of thought, greener grass, stuck in a rut</i>), with some awareness of audience and purpose (<i>Many authors use this human longing ... as a theme for their works</i>). The response occasionally makes effective use of sentence structure (<i>Although his story consists of characters ... historical figures</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>restlessness</i>) and punctuation (<i>ones own, book Animal Farm, dull bleak future</i>).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in development and language use.</p>	

Ever has the human heart desired a fairer world than the one in which it lives. This is especially true when Frodo Baggins, the main character in J.R.R. Tolkien's The Lord of the Rings and Jay Gatsby, the hopeless romantic from F. Scott Fitzgerald's classic novel The Great Gatsby aptly demonstrate this desire. The authors are able to convey this desire to the reader through the use of a variety of literary devices.

In The Lord of the Rings, Frodo Baggins is entrusted with the near impossible task of bringing the fabled Ring of Power to the heart of Mount Doom, the one place it could be destroyed. To reach Mount Doom, Frodo must travel across the vastness of Middle Earth to Mordor, the heart of all evil in the world. ~~Through~~ Through the use of ~~dialogue~~ dialogue Frodo's true desires are revealed. On repeated instances Frodo expresses to both Gandalf and Sam that he wished he was not around to see such times. This desire only increases as he nears Mordor ~~where~~ ^{where} evil chokes the surrounding lands. Frodo's desire for fairer lands is reaffirmed through the flashbacks he has along his journey. On various occasions Frodo finds ~~himself~~ himself dreaming of a peaceful life in Lothlorien, the chief city of the elves and a place of peace, tranquility and great beauty. Frodo also finds remembering fair times in his homeland of the Shire. Although Frodo greatly desires ~~to see~~ a fairer world he endures and sees his task through to the end.

A central theme in ~~The Great Gatsby~~ The Great Gatsby is the desire to relive the past. In Jay Gatsby's past, his life is full of joy. ~~This~~ This joy is derived from one thing, the fact that he was united with his true love, Daisy Buchanan. In the present, Gatsby is separated from his true love and thus his heart desires above all else to relive the past, which, in Gatsby's eyes, was a fairer world. The indirect characterization of Gatsby is crucial to portraying the true desire of Gatsby's heart. All of his

Anchor Paper – Part B—Level 4 – A

actions are aimed at romance and recapturing Daisy, his one true love. He ~~throws~~^{throws} elegant parties merely in hope that Daisy will come. Additionally he bought his house just so he was in sight of Daisy. One can clearly see that, above all else Gatsby desired to live in a world in which he was united with Daisy once again.

~~It is~~ It is valid for one to say that the human heart desires to live in a world than the one it inhabits. The characters in the Great Gatsby and the Lord of The Rings provided perfect examples of this desire of the human heart.

Anchor Level 4 –A

Quality	Commentary
Meaning	The response: Provides a reasonable interpretation of the critical lens that establishes the criteria for analysis (<i>Ever has the human heart desired a fairer world</i>). The response makes implicit connections between the criteria and <i>The Lord of the Rings</i> (<i>Frodo finds himself dreaming of a peaceful life</i>) and <i>The Great Gatsby</i> (<i>his heart desires ... to relive the past</i>).
Development	Develops some ideas more fully than others. The response refers to Frodo's longing for <i>fairer lands</i> as he approaches the place <i>where evil chokes the surrounding lands</i> , but memories of his <i>hometown</i> are not elaborated. References to Gatsby's actions ... aimed at romance and recapturing Daisy are more specific (<i>elegant parties</i> and <i>his house</i>).
Organization	Maintains a clear and appropriate focus on the idea <i>that the human heart desires to live in a better world than the one it inhabits</i> . The response exhibits a logical sequence of ideas, first presenting information about Frodo's desire for a <i>fairer world</i> and then <i>the true desire of Gatsby's heart</i> , Daisy. For <i>The Lord of the Rings</i> , the response connects <i>the use of dialogue</i> with Frodo's <i>repeated instances</i> where he <i>expresses his wishes</i> , but internal consistency is weakened by the introduction of a new idea (<i>Gatsby's indirect characterization</i>) in the middle of paragraph 3.
Language Use	Uses language that is fluent and original (<i>hopeless romantic, aptly demonstrate, crucial to portraying</i>), with evident awareness of audience and purpose (<i>It is valid for one to say</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>In The Lord of the Rings, Frodo Baggins is entrusted with the near impossible task ... destroyed</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in punctuation (<i>Tolkiens, Fitzgeralds, variety of literary devices In, Additionally he</i>) and grammar (<i>true desired</i> and <i>This desire only increase</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in language use.	

for. He is always asking George to tell him the story of the farm they are going to have and about the rabbits. Through his character, you can see the longing of his heart, to have a better life than the one he lives in. Irony also shows this theme. Lennie asks George to tell him the story about the rabbits and George has to shoot him. This is ironic because he wants a better life and by dying he will have a better "life" than if the men would have found him.

Ann Frank portrays this same theme of wanting a better life than the one she is living. Ann Frank was living in the time when Jews were being killed by Hitler. They had to hide to stay alive. Ann wanted to live in a place with her family and not have the fear of dying. She wanted a better life. Ann uses ~~the~~ literary technique like setting, point of view and imagery. The setting helps to show the theme because at that time the life for Jews are very hard and that is if they aren't killed. With the setting, Ann can wish for a better life where she can ~~the~~ live free. Point of view, Ann's view is showing the theme too. The first person point of view helps the reader connect with

the fact that Ann says her self, that she wants a better life than the one she is living. You can hear it directly from the author/character. Imagery helps bring a picture of Ann living in her small hiding spot, writing in her journal. When ~~she~~ the author reveals that imagery, the want for a better life is shown. Ann wanted a better life than the one she was living in.

In both works by John Steinbeck and Ann Frank, the common theme is related with the quote about the heart desiring a better life than the one it knows. This is true because people want a better life than the one they live. Ann Frank longed for a better life, as well as, Lennie and George did. This is shown by the literary ~~technique~~ elements the author uses like Imagery and setting. In both novels, the characters long for a better life.

Anchor Level 4 –B

Quality	Commentary
Meaning	<p>The response: Provides a reasonable interpretation of the critical lens that establishes the criteria for analysis, stating that <i>people long for a better world than the one they live</i>. The response makes implicit connections between the criteria and <i>Of Mice and Men</i> (<i>They long to have that instead of traveling from job to job</i>) and <i>The Diary of Anne Frank</i> (<i>With the setting, Ann can wish for a better life where she can live free</i>).</p>
Development	<p>Develops some ideas more fully than others. The response explains literary techniques in <i>Of Mice and Men</i> (<i>The imagery ... Lennie petting the rabbits</i>) and <i>The Diary of Anne Frank</i> (<i>The first person point of view helps the reader connect ... that she wants a better life</i>), and discusses <i>literary techniques that show the theme of want a better world</i>. The response is less specific regarding characterization and setting.</p>
Organization	<p>Maintains a clear and appropriate focus on people wanting a better world. The response exhibits a logical sequence of ideas, first interpreting the lens, then integrating a discussion of literary elements (<i>Imagery, Characterization and Irony</i> for <i>Of Mice and Men</i> and <i>Setting, Point of View and Imagery</i> for the <i>Diary of Anne Frank</i>) to support the focus, and ending with a summary conclusion. The response uses appropriate transitions (<i>In both these novels, because he wants, portrays this same theme</i>).</p>
Language Use	<p>Uses appropriate language that is sometimes basic (<i>Lennie and George have to keep traveling around</i>) and repetitive (<i>the life that George and Lennie want, the life they want</i>), with some awareness of audience and purpose (<i>You can hear it directly from the author/character</i>). The response occasionally makes effective use of sentence length (<i>Irony also shows this theme</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>protrayed, troble, dieing, her self</i>), punctuation (<i>heart, to have and dieing. She</i>), capitalization (<i>Setting, Point of View and Imagery</i>), and grammar (<i>In the quote ... said by Carleton Noyes states and the life ... are very hard</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.</p>	

The heart is a powerful source. It leads you thru life, attempting to get you thru with out heartache. "The human heart has ever dreamed of a fairer world than the one it knows" - Charles Noyes. I believe that the human heart does dream of a world fairer than the one it knows. Your heart wonders what else is out there, and what it would be like a different way. The Adventures of Huck Finn by Mark Twain and Fahrenheit 451 represent this idea.

Huck Finn wondered what the Northern territory would be like to live in. There was no slavery in the North. Blacks were free. Tom, the black ~~guy~~ slave, who lived at Huck's house wanted to be free also. He wanted to know what it would be like to be a free black man. Tom wanted his freedom, and was going to escape up the river to achieve this freedom. Though Huck was a free man, he still felt trapped in the society that was telling him that blacks were bad people, and didn't deserve freedom. Huck didn't want to believe the ideas being put into his head, so he and the slave, Tom, took off up the River to Freedom. The Northern states were going to be the freedom they both sought. In The Adventures of Huckleberry Finn we see an oppressed society whom believes that blacks shouldn't be free, and boys shouldn't be able to run around wildly. Both Tom and Huck dreamed of a different life, they

both dreamed of a freedom that existed, but didn't know.

Montag from the novel Fahrenheit 451 is part of an oppressed futuristic society where it ~~wasn't~~ isn't right to think for yourself. Montag ~~is~~ a fireman, who doesn't put out fires, but starts them, first adheres to this. One day when he was starting a fire to burn a house down because there was books being stored, a lady burnt herself with her books. Rather than having the firemen burn her house and books she wasn't going to give them the pleasure. The lady burnt down her own house and herself. Montag saw this happen and began to wonder about why books were illegal. If someone was willing to die for what was written inside books they must be of some great importance. Montag begins to wonder about books, and about the unknown. He soon becomes obsessed with the books he has stolen and hidden. Montag's heart wondered what a ~~book~~ world with books would be like. Montag knew what he was getting himself into, storing the books in his own home. An alarm could be sent in, and his house could be burnt down. He was willing to take that chance to cure his curiosity about books, and a world with books. Montag wondered about a world ~~where~~ where people could think and read freely. His heart longed to be in that world.

Anchor Paper – Part B—Level 4 – C

Montag, Huck, and Tom all wondered what a different world would be like. They all seeked out freedom from the society that they lived in. They wanted to be in a better world than the one they lived in.

Anchor Level 4 –C

Quality	Commentary
Meaning	The response: Provides a reasonable interpretation of the critical lens that establishes the criteria for analysis, stating <i>your heart wonders what else is out there, and what it would be like a different way</i> . The response makes implicit connections between the criteria and <i>The Adventures of Huckleberry Finn</i> (<i>Though Huck was a free man ... didn't deserve freedom</i>) and <i>Fahrenheit 451</i> (<i>Montag wondered about a world where people could think and read freely</i>).
Development	Develops some ideas more fully than others. The response discusses the search for freedom in <i>Huckleberry Finn</i> (<i>blacks shouldn't be free, and boys shouldn't be able to run around wildy</i>) and <i>Fahrenheit 451</i> (<i>it isn't right to think for yourself</i>), but offers more specific plot details for <i>Fahrenheit 451</i> . The response discusses the theme of <i>freedom from the society</i> , but offers no further discussion of literary elements. Some details are inaccurate (<i>Tom, the black slave</i>).
Organization	Maintains a clear and appropriate focus on people's curiosity about a freer life. The response exhibits a logical sequence of ideas, explaining first why Huck and Tom [Jim] feel oppressed, then why Montag and the woman do. The response concludes by showing the similarities of the main characters (<i>Montag, Huck, and Tom all wondered what a different world would be like</i>), but is weakened by a lack of external transitions.
Language Use	Uses appropriate language (<i>represent this idea, an oppressed futuristic society, adheres to this</i>), with some awareness of audience and purpose (<i>I believe that and we see</i>). The response occasionally makes effective use of sentence structure (<i>Blacks were free and If someone was willing to die ... great importance</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>thru and with out</i>), punctuation (<i>Hucks house; life, they; Montag from the novel ... is part</i>), and grammar (<i>seeked, whom believes, there was books</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

The quote written by Carleton Noyes, "The human heart has ever dreamed of a fairer world than the one it knows", has been applied to a portion of works of literature read today. When people have lived in a certain setting, for example, a bad setting where people struggle to survive, there is no escape. They may dream of a fairer world than the one they know, but more importantly they will be focusing on how to master the world that they are in at the present time. People cannot dream of a fairer world, or should not dream of a fairer world, because the chances of their dream coming to reality are very slim. Carleton Noyes' quote is agreed with by me.

The two works of literature that I have chosen to present as my supportive opinion are both autobiographies. Kaffir Boy, and Black Boy, were written by ^{the} black authors Mark Mathabane and Richard Wright. They were alike because they are written by two people with the same situations of growing up in poverty, racism, and segregation. There was no way possible for these young men to dream of a fairer world from the one they knew. They only knew to make the best of what they had.

Kaffir Boy can be contrasted with Black Boy in the respect that Kaffir boy takes place in south Africa. At the time, this was a place where poverty existed. Africans were squeezed in ghettos filled with rundown shacks. Money was very scarce. One of the main

Anchor Paper – Part B—Level 3 – A

characters in this autobiography, Johannes, was one of the young people who survived the mistreatment of his people. He had to be strong, and he had to learn responsibility. Johannes didn't have time to dream of a fairer world than the one he knew. He had to learn how to survive the world he was in; in order to even have thoughts of a fairer world.

Black Boy takes place in the United States of America. This autobiography is contrasted from Kaffir Boy in the respect that the African Americans of the United States at this time struggled ~~economically~~ ^{politically}; rather than the people whom struggled economically in South Africa.

Anchor Level 3 – A

Quality	Commentary
Meaning	<p>The response: Provides a simple interpretation of the critical lens that suggests some criteria for analysis (<i>People ... should not dream of a fairer world, because the chances of their dream coming to reality are very slim</i>). The response makes superficial connections between the criteria and <i>Kaffir Boy</i> and <i>Black Boy</i> (<i>There was no way ... to dream of a fairer world from the one they knew</i>).</p>
Development	<p>Develops ideas briefly, using some evidence from <i>Kaffir Boy</i> (<i>He had to learn how to survive ... to even have thoughts of a fairer world</i>). The response relies on brief plot summaries (<i>They were ... people with the same situations of growing up in poverty, racism, and segregation</i>).</p>
Organization	<p>Establishes, but fails to maintain, an appropriate focus on characters who struggle to make the best of what they had. The response exhibits a rudimentary structure, presenting an introduction, separate paragraphs, and a conclusion that contains irrelevancies (<i>the African Americans of the United States ... struggled politically; rather than ... economically in South Africa</i>).</p>
Language Use	<p>Uses appropriate language, with some awareness of audience and purpose (<i>One of the main characters ... survived the mistreatment of his people</i>). The response occasionally makes effective use of sentence structure (<i>He had to be strong, and he had to learn responsibility</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in punctuation (<i>knows</i>”, and <i>in; in order</i>), grammar (<i>their dream</i> and <i>people whom struggled</i>), and usage (<i>is agreed with by me</i> and <i>is contrasted from</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in language use and conventions.</p>	

Carleton Noyes wrote once, "The human heart has ever dreamed of a fairer world than the one it knows." One can interpret this as saying that no matter how well (or poor) things are, deep inside ourselves, the heart longs for something better. This is very true. The following will show how characters in novels such as *The Great Gatsby* by F. Scott Fitzgerald and *Night* by Elie Wiesel connect to the heart wanting something fairer than what is in their surroundings.

Daisy in *The Great Gatsby* ~~by~~ always wanted a rich life, and she got just that with Tom Buchanan. But after Jay Gatsby returned to prove that he had money, that was as good and better than Tom's, she became conflicted between her old way of material and no love (not even ~~for~~ for her daughter) or a ~~rich~~ life with Gatsby with both riches of the pocket, and the heart. Daisy, ultimately, had to make a choice.

Elie Wiesel didn't have ~~any~~ ^{any} troubles choosing what he wanted. He wanted freedom. Freedom from the ~~the~~ Nazi genocide that bound him and his fellow Jews. When he was just fifteen, Elie Wiesel was put in a Nazi concentration camp, where every fiber of his body and mind was put under stress and constant pressure. He, like many people residing in those camps, wanted a way out. Some even chose to leave via gas chambers or human furnaces. Elie, although, knew he had to work hard and be strong for his sake, and his father whom was with him through most of the ordeal ~~until the end~~.

In conclusion, Mr. Noyes' word spoke true. People's hearts, no matter the social class or human ordeal, always wish for something more equal in every day life so their ideal life could be fulfilled. It doesn't matter if the heart is being pulled in two directions, or trying its hardest to keep hope alive and live just one more day, the heart wants only one thing overall. That is equality.

Anchor Level 3 – B

Quality	Commentary
Meaning	The response: Provides a simple interpretation of the critical lens that suggests some criteria for analysis [<i>no matter how well (or poor) things are, deep inside our selves, the heart longs for something better</i>]. The response makes superficial connections between the criteria and <i>The Great Gatsby</i> (<i>Daisy ultimately, had to make a choice</i>) and <i>Night</i> (<i>Elie ... knew he had to work hard and be strong for his sake</i>).
Development	Develops ideas briefly, using some evidence from the texts to explain how the characters connect to the heart wanting something fairer than what is in their surroundings. The response relies on brief plot references.
Organization	Establishes, but fails to maintain, an appropriate focus on the idea that human beings wish for something more equal to fulfill their ideal life. The response exhibits a rudimentary structure, presenting an introduction, separate paragraphs focusing on the texts, and a conclusion that reiterates the critical lens.
Language Use	Relies on basic vocabulary that is sometimes imprecise (<i>her old way of material</i>), with some awareness of audience and purpose (<i>One can interpret this as saying</i>). The response exhibits some attempt to vary sentence structure, but with uneven success (<i>Elie, although, knew ... ordeal</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>chareters, Fitgeral, ultimatly</i>) and punctuation (<i>The Great Gatsby by F. Scott Fitgeral and Night by Elie Wiesle connect and Toms</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.	

"The human heart has ever dreamed of a fairer world than the one it knows." This quote means that everyone dreams of a ~~new~~ world with no problems, instead of the one they live in. I agree with this quote because I also dream of a better world and how I rather live there than in the world now. Two works of literature that can best support this statement are Romeo and Juliet and A streetcar named Desire.

Romeo and Juliet is a play by William Shakespeare. In this play we meet two families who fight with each other, but ~~the~~ their children fall in love with each other. The two fall in love and want to be with each other always. Juliet is a young girl. Her family is the Capulets. She is the only daughter. Her family fights with the Montagues. Whose son is Romeo. Romeo is a young boy who falls in love with Juliet. Romeo and Juliet want their families to stop fighting so they can be together. The setting is Verona, Italy.

A Street Car Named Desire is about a lady named Blanche. Blanche is around 35 years old and she moves with her sister Stella. Blanche always lied about herself. It is like she was living in a fantasy world, not reality. The setting is in a ~~sk~~ small town.

In every book somebody wishes they were in a fantasy world besides the real world. Everyone has a place they can get a way from. Maybe fantasy but they have a place to run to.

Anchor Level 3 – C

Quality	Commentary
Meaning	<p>The response: Provides a simple interpretation of the critical lens, stating <i>that everyone dreams of a world with no problems, instead of the one they live in</i>. The response makes superficial connections between the criteria and <i>Romeo and Juliet</i> (<i>Romeo and Juliet want their families to ... be together</i>) and <i>A Streetcar Named Desire</i> (<i>It is like she was living in a fantasy world, not reality</i>).</p>
Development	<p>Develops ideas briefly, using some evidence from the texts (<i>The two fall in love and want to be with each other always</i>) and (<i>Blanche always lied about herself</i>). The response relies primarily on plot summaries of each work.</p>
Organization	<p>Establishes, but fails to maintain, an appropriate focus (<i>In every book somebody wishes they were in ... the real world</i>). The response exhibits a rudimentary structure, with an introduction, separate paragraphs, and a conclusion that reiterates the critical lens.</p>
Language Use	<p>Relies on basic vocabulary that is sometimes imprecise (<i>then</i> for “than,” <i>to</i> for “two,” <i>she moves with her sister Stella</i>), with some awareness of purpose (<i>I agree with this quote</i>). The response exhibits some attempt to vary sentence structure, but with uneven success (<i>Maybe fantasy but they have a place to run to</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>eachother, Caplets, daughter</i>) and punctuation (<i>world and how</i> and <i>Montages. Whose son</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.</p>	

We live in a society that is different from everyone else's. We are born to adjust to it in the quote by Carlton Hayes "The human heart has ever dreamed of a fairer world than the one it knows." I agree with this statement because we all have about different things and places but we only live in one place and that's where we live so that's the only place we could say is fair.

In the Crucible many people believed in many different beliefs but all there were allowed to believe in there society was fear only in there world. If they didn't believe in it people considered them to be evil and felt that they worshipped the devil. We might think it is outrageous but it was there beliefs inside of there town.

In the book of Micah in men ~~the~~ they were in a world of there own also they only believe in what they knew and that was there society. He believed in harm.

Anchor Level 2 – A

Quality	Commentary
Meaning	The response: Provides a confused interpretation of the critical lens, stating that <i>we only no one place ... so thats the only place we could say is fair</i> . The response alludes to the critical lens, but does not use it to analyze <i>The Crucible</i> or <i>Of Mice and Men</i> .
Development	Is largely undeveloped, hinting at ideas, but references to the text are repetitive (<i>people believed in many ... beliefs, they didn't believe, there beliefs, He believed</i>) and unjustified (<i>they only believe in what they knew</i>).
Organization	Lacks an appropriate focus but suggests some organization, with an introduction and a paragraph for each text. There is no conclusion.
Language Use	Uses language that is imprecise (<i>here</i> for “hear,” <i>no</i> for “know,” <i>there</i> for “their”). The response reveals little awareness of how to use sentences to achieve an effect (<i>We are born to adjust to it in the quote ... knows.</i> ”).
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>statment</i>) and punctuation (<i>everyone elses, thats where, In the Crucible many, felt it wasnt</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions.	

The critic has stated "The human heart has ever dreamed of a fairer world than the one it knows." In other words the critic means that the heart wants the world to be fair like the one it knows. I do agree with the quote because the heart does want the people to be kind and fair like how it is inside. Two literary works that support my interpretation of this statement are "Beauty" by Alice Walker and "The color purple" by Alice Walker.

In "Beauty" by Alice Walker she felt like she was the most beautiful thing alive. But one day that change, she got shot in her eye by a BB gun from her brother and from that day she felt ugly. All her grades would drop and she walked with her head down. When she started going to the doctor he was able to take the white stuff out of her eye and she was able to see from that eye. After that her grades went back up and she felt beautiful again.

Anchor Level 2 – B

Quality	Commentary
Meaning	The response: Provides a confused interpretation of the critical lens (<i>the heart wants the world to be fair like the one it knows</i>). The response alludes to the critical lens but does not use it to analyze the texts.
Development	Is incomplete and largely undeveloped. The response hints at ideas by offering a plot summary of “Beauty,” but offers no discussion of <i>The Color Purple</i> .
Organization	Suggests a focus on desiring kindness and fairness in the introductory paragraph. The response suggests an organization, referring to two texts in relation to the quote (<i>Two literary works that support my interpretation of this statement</i>), but discusses only “Beauty.” The response lacks a conclusion.
Language Use	Uses language that is imprecise (<i>like the one it knows, like how it is inside, she felt like</i>) and occasionally unsuitable for the audience and purpose (<i>the white stuff</i>). The response reveals little awareness of how to use sentences to achieve an effect.
Conventions	Demonstrates emerging control, exhibiting occasional errors in punctuation (<i>words the critic, “Beauty” by Alice Walker, drop and, eye and</i>), capitalization (<i>The color purple</i>), and usage (<i>by a BB gun from her brother</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions.	

"The human heart has ever dreamed of a fairer world than the world knows." This quotation by Carleton Beals basically puts into light the very tragic, and unequal lives that people sometimes have endured in the course of mankind. Two pieces of literature that have plots that represent this idea are *To Kill a Mockingbird* by Harper Lee, and *The Adventures of Huckleberry Finn* by Mark Twain, where in both novel, African Americans try to overcome the extreme racism of their times.

Harper Lee's *To Kill a Mockingbird* tells of how a young Southern white girl, raised in poverty, lacking many of society's usual social comforts, desperate for attention, is attracted to a young black man. The time setting for this novel being the 1930s this was a very taboo thing at the time when the girl's father arrives at home, and finds her trying to kiss him he beats her. Later the black man is put on trial for the beating. And even though his white defense puts up very convincing proof that he was not even capable of committing the crime, he is still convicted of the crime.

Anchor Level 2 – C

Quality	Commentary
Meaning	<p>The response: Provides an incomplete interpretation of the critical lens (<i>The very tragic, and unequal lives that people sometimes have endured</i>). The response alludes to the critical lens but does not use it to analyze the chosen texts.</p>
Development	<p>Is incomplete and largely undeveloped. The response hints at the idea of fairness (<i>in both novel, African americans try to overcome the extreme racism</i>), but offers only a plot summary of <i>To Kill a Mockingbird</i> and no references to <i>The Adventures of Huckleberry Finn</i>.</p>
Organization	<p>Suggests a focus on plots about fairness (<i>Two peices of literature that have plots that represent this Idea</i>). The response suggests some organization through an introduction and a discussion of one text, but lacks discussion of the second text and a conclusion.</p>
Language Use	<p>Relies on basic vocabulary (<i>basiclly puts into light, the time setting for this novel being, his white defense</i>). The response exhibits some attempt to vary sentence structure and length, but with uneven success (<i>tells of how a Young southern white Girl ... is Attracted to a Young black man</i>).</p>
Conventions	<p>Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>basiclly, peices, socitys, arives</i>), punctuation (<i>where in both, Harper lees, the 50s this was</i>), and random use of capitalization (<i>americans, lees to kill a mocking bird, Girl, Attracted</i>) that make comprehension difficult.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use.</p>	

"The human heart has ever dreamed of a fairer world than the one it know" (Carleton noyes)

I'm agree with this thinking, because I think that sometimes we do things without we know what are you doing.

Your heart is into of your body, but however you don't know what it can do with your own life, because the heart act, but it don't tell you that, so it only know which its fair and the live is government for this short part of you body.

Your brain tell you a lot of things, but if your heart is not agree your brain have to do a step back because your heart is stronger than your brain and the heart always gain. A lot of times you do something that seem well and the people tell you that, but you aren't happy that's because your heart didn't like that you did that.

I think that you have to be yourselves and for you be yourselves you have to listen the words that your heart tell you. I think that it never going to do a wrong with your live because it is par of you.

Also I think that you have to combine your brain with your heart, so they working together can do you a better person. For example: a girl was a littler confused and she was always fi with her mother, because she wanted to be herself and her mother wanted that she Fighting goes to the church, but she only like go to the parties and she used her brain and thing what want her heart and Finished of Fight with her mother and thinked to speak with her mother about that, because that wasn't good. She combined her brain with her heart.

I think that your heart is your own live.

Anchor Level 1 – A

Quality	Commentary
Meaning	The response: Provides a confused interpretation of the critical lens, stating that a person is motivated by the heart, rather than the mind. The response alludes to the critical lens but does not use it to analyze any texts, offering only a personal response.
Development	Is incomplete and largely undeveloped, hinting at ideas <i>to be yourselves</i> and <i>to combine your brain with your heart</i> to be a better person. The response makes no reference to any texts.
Organization	Lacks an appropriate focus but suggests some organization, presenting a series of loosely related ideas about the <i>heart</i> and brain in separate paragraphs. The response offers the unclear conclusion <i>I think that your heart is your own live</i> .
Language Use	Uses language that is imprecise (<i>we do things without we know what are you doing</i>) and sometimes incoherent (<i>her mother wanted that she Fighting goes to the church</i>).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>goverment, strongger, littler</i>), punctuation (<i>don't, happy that's, For example: a girl</i>), and grammar (<i>You heart, it ... know, brain tell, your heart is not agree</i>) that make comprehension difficult.
Conclusion: Although the response best fits the criteria for Level 2 in all qualities, it remains at Level 1 because the response makes no reference to any text.	

Anchor Paper – Part B—Level 1 – B

"The human heart has ever dreamed of a fairer world than the one it knows" I totally agree with this quote. It goes along great with 2 stories that I have read in English class. One is "To Kill a Mocking Bird" by Harper Lee and the second one is "The Crucible"

Anchor Level 1 – B

Quality	Commentary
	The response:
Meaning	Provides an incomplete interpretation of the critical lens. The response restates and expresses agreement with the critical lens, then names two texts. There is no analysis.
Development	Is minimal, with no evidence of development.
Organization	Shows no focus or organization.
Language Use	Is minimal.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response fits the criteria for Level 1, although it is somewhat stronger in meaning.	

Throughout the world, it is a common understanding that people are not easily satisfied. Human desires lead people to want something more from life than what they are receiving. The world they live in ~~always has~~ is full of flaws, leading them to dream about a better place or way of living. Furthering this understanding was Carleton Noyes, when ~~at~~ he stated that "the human heart has ever dreamed of a fairer world than the one it knows". His valid statement was proven by author Aldous Huxley in his novel *Brave New World* and author ~~Sam~~ Kate Chopin in her novel *The Awakening*.

In Huxley's *Brave New World*, the usage of setting and characterization prove that "the human heart has ever dreamed of a ^{fairer} world fairer than the one it knows". The novel's setting is a fictional "utopian" society. The society in the Utopia is chemically engineered to be happy and numb to pain. These attributes were supposed to make the environment ^{into} a "perfect world". The fact that inside this Utopian environment, some people were displeased and unhappy proves that people truly always do wish to be

somewhere they aren't.

Furthering this idea was Huxley's main character Bernard. Bernard's characterization was a man with an angry disposition. He despised life in the "brave new world" and wanted to leave. Instead of accepting happiness and numbing all of his fears and pain, Bernard wanted reality. He wanted to obtain knowledge and live a natural life. As ironic as it may sound that a man in a "perfect" world dreamed of an unperfect one, it clearly proves that the human heart does ^{constantly} wish for a fairer life.

The Awakening proves this as well. Kate Chopin used theme and characterization as determining rhetorical devices.

The theme of ~~the~~ ^{Chopin's} novel was obtaining independence and expressing oneself. For the very primitive time period it took place in (the 1800s), the theme was rather unheard of, especially for a female author. Women were ~~to~~ stereotyped as housewives or husband's property, but never as independent or self-sufficient. A woman of the 1800s wanting to disalign herself from males and society is ~~an obvious~~ ^{an} excellent

example of what Carleton Noyes was writing about.

A final example was Chopin's characterization of a woman named Edna Pontellier. Edna was a well-off, married housewife ~~that~~ living in the 1800s. Her character was bold, and wanted to remove herself from her husband's ownership. She wished to live alone and be in a world that basically did not exist for her time period. She demonstrates that even when it is most impossible, people still want to change the world they live in.

Carleton Noyes had such a good point when he wrote that "the human heart has ever dreamed of a fairer world than the one it knows". This assertion is common in many novels and works of literature, including those of Aldous Huxley and Kate Chopin. By the use of theme, setting, and characterization, these authors were able to portray it.

The quote, "The human heart has ever dreamed of a fairer world than the one it knows," by Carleton Noyes means that people, in their hearts, know that and have dreamed of a world, other than their own, that is perfect and flawless. I agree with this quote because people commonly think there is a better more righteous and fairer world than the one they are living in.

One example of literature that can go with this quote is "Yellow Raft in Blue Water." In the story, one of the main characters, Rayona dreams of bigger and better places other than what she is living in. The author of the book uses her point of view to show that she dreams of a better world, not necessarily the whole world, but her own world and life. Also in "Yellow Raft in Blue Water," the author uses setting to prove the meaning of Carleton Noyes' quote. The author uses the reservations that Rayona's grandmother lives on and the places that Rayona and her mother, Christine, have lived to show that they are not very nice places. This then leads to Rayona thinking about and dreaming about a better place and also her family life getting better.

One other example of literature that could go with Mr. Noyes' quote is, "A Separate Peace." In the story one of the main characters, Finny, dreams of a better place and perfect world that does not involve war, and all people do is play games and sports. The author of "A Separate Peace,"

uses characterization to show that Finny is unrealistic and dreams of unrealistic things. Also in this story, the author, uses setting to example Finny's thoughts. In the story there is a war taking place and Finny absolutely denies that it is happening and thinks only of his dream world.

In each of these pieces of literature many literary elements such as, setting and characterization, are used to show that people do dream of a world other than their own that is flawless and perfect.

Carleton Noyes once said; "The human heart has ever dreamed of a fairer world than the one it knows." By dreaming of a better life it sometimes keeps the person in denial about their actual situation. However, being in denial can sometimes save the person from failure or even death. The ~~two~~ ^{novel} ~~novel~~ ^{and} ~~play~~ ^{play} Night by Elie Wiesel, and ^{the play} ~~novel~~ Death of a Salesman by Arthur Miller help to illustrate this point through setting ^{and} characterization, ~~and theme~~.

In the novel Night, Elie Wiesel tells the true story of how he survived concentration camps during the Holocaust. Obviously the setting of a concentration camp is bleak, dim, and threatening. To fully accept that this is his life would mean incredible depression. He instead contrasts the setting of the concentration camps to his hometown. His town produces much more pleasant images in his mind. It is because he has memories of his old life and the people that took part in it, that he was able to persevere. Denial is usually viewed as a ~~bad~~ bad trait to have but in Wiesel's case, it is necessary. By filling his mind with images of his old town and friends, it keeps him from ~~the~~ accepting his new and horrible surroundings. In Elie's case, his past setting kept him from depression that could have led into death.

In Arthur Miller's ~~novel~~ ^{play} Death of a Salesman, the protagonist is Willy Loman. Willy's idol is a ~~man~~ now dead salesman. Even as this salesman grew old he still traveled and was loved by many. At his funeral, many people attended. Willy aspires to be like this man. He refuses to admit to himself that he is a failure and that he will never be like his idol. He is always dreaming that one day he will have enough money to pay the bills, and

live a comfortable life like his brother Charley. Willy's refusal of failure keeps his life from spinning out of control. Denial is a trait that works best for him. Without it, he would have to confront all the problems in his life, which he is never ready to do. Even though if he accepted reality, he would ultimately fail, denial keeps him from what Willy thinks is a fate worse than death. After a salesman fails their life is over. Willy thrives on denial, it is what keeps him alive.

Both Arthur Miller and Elie Wiesel show how a person stays alive through denial. They prove this with characterization and setting.

I agree with this quote because the heart is the working part of your body but also the heart is where your weakness is. You have all types of thoughts in your heart but most of all your loved ones are your weakness. The heart itself must not like feeling love, good love or bad love it must want it differently.

One thing I learned about love is no matter what, no matter who love hurts when its broken and every time your feeling down your heart's feel down, and every time you feel happy your heart's feeling happy.

One of the books I had read "The Green Mile" by Steve King has some type of this problem in it. The main character had got healed by John Coffe and after words he had to see all of his loved ones pass away. By him being heal, he was blessed and for that he has had good health all his life.

People say love comes from the heart, and it comes in many different ways so it also can

be broken in many different ways. I was once told every time your heart's trust gets broken or love disappoints it leaves a scar, a scar for life. Of course this is not true but in a way it is. Just think every time yours has been broken, you do and we always remember those times, and places, bad or good.

Carleton Noyes states ~~that~~ "the human heart has ever dreamed of a fairer world than the one it knows. This statement means that people often wish for a better world than the life that they are used to. In both Huck Finn by Mark Twain and To Kill a Mockingbird by Harper Lee, there are characters who support this.

In ~~the~~ the story Huck Finn, Jim and Huck take off down the Mississippi River to escape problems in their life. Huck is trying to escape from his alcoholic father and Jim is escaping from his owner who is talking about selling him. As the story progresses, the two characters begin to become friends and Huck learns that although Jim is black he is just like everyone else.

~~These~~ Jim and Huck support Noyes' quote because they dream of a better life than the one they know in their town. Both of the characters hope to find a better life as they get further away from town.

Twain uses literary elements in the story that support the statement. Irony is a major element in the story. As Jim and Huck travel further and further away from society, they begin to become more civilized. Jim and Huck are able to live together and get along, which for this time period isn't normal.

The farther away from town they get, the more their world changes for the better. Along the way they learn important life lessons and their opinions ~~change~~ of society change.

In the book, To Kill a Mockingbird, Scout

and her brother have a terrible fear of Boo Radley.

The rumor has it that he went insane when he was a teenager and now his parents keep him trapped inside, never allowing Boo to have encounters with the outside world. At the end of the story, Boo saves Scout and Jem's lives when an enemy of their father attempt to attack and kill the two children.

This action Boo took shows Scout that he is really a nice person after all ~~and he is a nice person~~.

~~Boo~~ Boo Radley is an example of this statement made by Noyes because he dreams of a better world than the one he has currently, which is being locked up in his house. Boo's encounter with Scout & Jem make him very happy and reveal to the reader that Boo desires to be able to live a normal life.

In this story, Lee uses point of view to convey this idea. From Boo's eyes, the world outside is a wonderful, exciting, place yet he is forced to stay inside and can not enjoy what the world offers. Boo longs to lead a normal life and have everyday interactions with people other than his family. As the quote addresses, Boo knows that there is a "fairer world" than he is familiar with and he dreams of someday being able to be in this world. Both the reader and Scout realize at the end of the story that Boo is a regular guy and they hope the Boo will someday know the life he is missing.

In both, To Kill a Mockingbird and Huck Finn, there are characters who dream of a better world than the one they know. In Huck Finn, Jim and Huck discover this better world while in To Kill a Mockingbird Bob Radley is only able to watch the world but not able to live it. Carleton Beals' statement also applies to real life as everyday people wish the world was a better place than what they're living in.

Practice Paper A–Score Level 5

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

Practice Paper B–Score Level 3

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

Practice Paper C–Score Level 4

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

Practice Paper D–Score Level 2

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

Practice Paper E–Score Level 4

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

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

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

The Chart for Determining the Final Examination Score for the January 2007 Regents Examination in Comprehensive English will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> on Wednesday, January 24, 2007. 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.

Submitting Teacher Evaluations of the Test to the Department

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online evaluation form for State assessments. It contains spaces for teachers to respond to several specific questions and to make suggestions. Instructions for completing the evaluation form are as follows:

1. Go to www.emsc.nysed.gov/osa/exameval.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.