

SESSION TWO

FOR TEACHERS ONLY

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

ENGLISH

E

Friday, August 17, 2007— 8:30 to 11:30 a.m., only

SCORING KEY AND RATING GUIDE

Mechanics of Rating

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. 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) 2</p> |
| <p>(2) 4</p> |
| <p>(3) 1</p> |
| <p>(4) 3</p> |
| <p>(5) 3</p> |
| <p>(6) 4</p> |
| <p>(7) 1</p> |
| <p>(8) 3</p> |
| <p>(9) 2</p> |
| <p>(10) 2</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:	Responses at this level:	Responses at this level:	Responses at this level:	Responses at this level:	Responses at this level:
Meaning: the extent to which the response exhibits sound interpretation, and analysis of the task and text(s)	-establish a controlling idea that reveals an in-depth analysis of both texts -make insightful connections between the controlling idea and the ideas in each text	-establish a controlling idea that reveals a thorough understanding of both texts -make clear and explicit connections between the controlling idea and the ideas in each text	-establish a controlling idea that shows a basic understanding of both texts -make implicit connections between the controlling idea and the ideas in each text	-establish a controlling idea that shows a basic understanding of the texts -make few or superficial connections between the controlling idea and the ideas in the texts	-convey a confused or incomplete understanding of the texts -make a few connections but fail to establish a controlling idea	-provide minimal or no evidence of textual understanding -make no connections between the texts or among ideas in the texts
Development: the extent to which ideas are elaborated using specific and relevant evidence from the text(s)	-develop ideas clearly and fully, making effective use of a wide range of relevant and specific evidence and appropriate literary elements from both texts	-develop ideas clearly and consistently, with reference to relevant and specific evidence and appropriate literary elements from both texts	-develop some ideas more fully than others, with reference to specific and relevant evidence and appropriate literary elements from both texts	-develop ideas briefly, using some evidence from the texts -may rely primarily on plot summary	-are incomplete or largely undeveloped, hinting at ideas, but references to the text are vague, irrelevant, repetitive, or unjustified	-are minimal, with no evidence of development
Organization: the extent to which the response exhibits direction, shape, and coherence	-maintain the focus established by the controlling idea -exhibit a logical and coherent structure through skillful use of appropriate devices and transitions	-maintain the focus established by the controlling idea -exhibit a logical sequence of ideas through use of appropriate devices and transitions	-maintain a clear and appropriate focus -exhibit a logical sequence of ideas but may lack internal consistency	-establish, but fail to maintain, an appropriate focus -exhibit a rudimentary structure but may include some inconsistencies or irrelevancies	-lack an appropriate focus but suggest some organization, or suggest a focus but lack organization	-show no focus or organization
Language Use: the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety	-are stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice and awareness of audience and purpose -vary structure and length of sentences to enhance meaning	-use language that is fluent and original, with evident awareness of audience and purpose -vary structure and length of sentences to control rhythm and pacing	-use appropriate language, with some awareness of audience and purpose -occasionally make effective use of sentence structure or length	-rely on basic vocabulary, with little awareness of audience or purpose -exhibit some attempt to vary sentence structure or length for effect, but with uneven success	-use language that is imprecise or unsuitable for the audience or purpose -reveal little awareness of how to use sentences to achieve an effect	-are minimal -use language that is incoherent or inappropriate
Conventions: the extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar, and usage	-demonstrate control of the conventions with essentially no errors, even with sophisticated language	-demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language	-demonstrate partial control, exhibiting occasional errors that do not hinder comprehension	-demonstrate emerging control, exhibiting occasional errors that hinder comprehension	-demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult	-are minimal, making assessment of conventions unreliable -may be illegible or not recognizable as English

- If the student addresses only one text, the response can be scored no higher than a 3.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

The definition of accomplishment may vary from person to person. Some people may see accomplishment as a heightened level of success viewed in terms of wealth and popularity. Others may measure their accomplishments by the amount of work and effort they put into their daily tasks. These differing concepts are explored throughout passages I and II. In both passages, however, one finds that money does not control one's level of accomplishment. On the contrary, one's happiness will determine one's own sense of success.

In passage I, a newly recognized author displays pride in her career, in almost a boastful manner. She uses the name "Shirley Jackson", the name under which she writes, when she answers the phone. This immediately portrays her as being very mindful and proud of her "accomplishments."

A local journalist, Mrs. Sheila Lang, who characterized herself as a good-willed citizen, concerned about the affairs of the community, calls Jackson. Mrs. Lang appears to not be aware of or impressed by Jackson's success.

Mrs. Lang asks the novelist sweetly if she has any "little items of local news... Any visitors? Children's parties?" Despite the journalist's charm and kind-hearted questions, the novelist, whose married name is Mrs. Hymon, disregards Mrs. Lang's request for social information and persistently refers to her up and coming book release.

"Would you like to hear about my book?" Mrs. Hymon asks. She is concerned about her own accomplishment and wants to make her success in her career known.

The author of this passage dramatically contrasts two differing points of view in terms of the definition of accomplishment. As opposed to the novelist's high regard for the accomplishments of her writing, the journalist's interest is in the town's local news and intimate atmosphere. This is shown in the last paragraph of the passage which describes Mrs. Long's newspaper article where Mrs. Hyman's statement, inaccurately reported, is placed among other community items of interest such as little Lola Ketteridge's fifth birthday celebration. Jackson values her publication, but Long focuses her reporting on local events. Clearly, these two women have different ideas of newsworthy accomplishments.

Just as the women in Passage I illustrate different views of accomplishment, the men in Passage II reinforce the idea that success is a product of ^{their} view on the concept of accomplishment.

By first establishing a setting so in harmony with nature, the author of the poem suggests the humble idea that happiness outweighs the love of wealth's false promises. The farmer symbolizes the working class struggle to provide a decent standard of living for their families. By introducing a clashing character, a wealthy and prosperous man "wearing a three-piece suit and a gold pinky ring," the author furthermore reminds one of the common belief of money defining accomplishments.

However, as this poem shows, the author disproves this theory when he displays the farmer's modest joy in reaping the fruits of his labor. The farmer celebrates his hard-

earned harvest of soybeans by describing them as prayers bouncing off the ceiling" and "like the first good night of sleep in weeks." These similes, used by the poet, define the farmer's sense of accomplishment.

The farmer continued by saying, "Now maybe you can tell me what a hundred grand looks like." to the rich man in the Cadillac. The reader may well assume that the rich man's happiness in his work cannot compare to the joy the farmer receives from a mere soybean, the symbol of his heightened accomplishment.

In conclusion, both passages exemplify and reinforce the theme of what defines accomplishment. Through contrasting points of view and use of characterization both authors reveal the same message that success and wealth alone cannot be equated with a definition of accomplishment. Rather, the joy one experiences from personal satisfaction is the true meaning of accomplishment.

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 there are <i>differing concepts</i> of accomplishment and that <i>one’s happiness will determine one’s own sense of success</i>. The response makes insightful connections between the controlling idea and the ideas in Passage I (<i>The author of this passage dramatically contrasts two differing points of view in terms of the definition of accomplishment</i>) and in Passage II (<i>the men in Passage II reinforce the idea that success is a product of their view on the concept of accomplishment</i>).</p>
Development	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific evidence from Passage I (<i>Despite the journalist’s charm and kind-hearted questions, the novelist ... disregards Mrs. Lang’s request for social information and persistently refers to her up and coming book release</i>) and from Passage II (<i>By introducing a clashing character, a wealthy and prosperous man “wearing a three-piece suit and a gold pinky ring,” the author furthermore reminds one of the common belief of money defining accomplishments</i>). For both passages, the response shows how the author’s use of literary elements (characterization, point of view, setting, simile, symbolism) illustrate a <i>sense of accomplishment</i>.</p>
Organization	<p>Maintains the focus established by the controlling idea (<i>the definition of accomplishment</i>). The response exhibits a logical and coherent structure, contrasting the characters in each passage and their motives in order to <i>illustrate different views of accomplishment</i>, and using these differences to lead to the conclusion that <i>the joy one experiences from personal satisfaction is the true meaning of accomplishment</i>. Appropriate devices and transitions are skillfully used (<i>Others may measure, On the contrary, The farmer continues</i>).</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>heightened level, intimate atmosphere, so in harmony with nature</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>Jackson values her publication, but Lang focuses her reporting on local events</i>).</p>
Conventions	<p>Demonstrates control of the conventions with essentially no errors, even with sophisticated language.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6 in all qualities.</p>	

Many people believe that being successful and feeling accomplished must have to do with big triumphs and great sums of money. Many think that when a great accomplishment is achieved the world will notice and be impressed. There is much evidence to show that this is not always the case. All successes have not been the result of overcoming extravagant ordeals. Sometimes, the opposite is true. The accomplishment of a simple, hardworking man can make him a success in the eyes of his family, and the worldly success of a creative artist can fail to impress her neighbors.

In Passage I, Shirley Jackson is a newly published author who receives a phone call from the local newspaper columnist. Jackson, whose married name is Mrs. Hyman, believes that the call was intended as an interview about her novel and is absorbed in talking about it. Ironically, the caller, Mrs. Lang, only wants homey personal items for her social column. Every time Jackson tells her something about her book Mrs. Lang ignores it and talks about her accomplishment: her weekly local news column. In comparison, Shirley Jackson's accomplishment of publishing a book is insignificant and is not even mentioned in "North Village Notes."

Passage II is a poem which opens with a rich man who has invested in soybeans and "wanted to see what they looked like." This rich man symbolizes "success"; he drives a Cadillac, is wearing a nice suit, and a gold "punkie ring," and can afford to make large investments. The author juxtaposes this character with the farmer who grew the soybeans. The farmer is described as wearing worn jeans and "his only ring" being from a tobacco can. As he described the hardships that three generations of his family have survived to grow these

soybeans the author shows us that, in actuality, the farmer is the true success. Achieving survival for his family is his accomplishment. His laughter "despite himself" at the end shows that he is pleased with himself.

Both passages use dialogue to development. In the first passage, the two women are talking on the phone but are not really listening to each other. Shirley Jackson tries to turn the conversation to her book and even adds that she will write "the Girl Scout column" in the local paper to impress Mrs. Lang. For her part, Mrs. Lang ignores any references to the book and talks about her own accomplishment: knowing everything about her town and its inhabitants. In most of the poem, the farmer tells the rich man what soybeans mean to him and his family. Through his image-rich speech, we can see his children around the dinner table and his father's "tears" at the notion that the family farm might be sold.

Even though most people believe that money and fame define accomplishment small successes are often the most satisfying. Each individual determines what success truly is. The "North Village Notes" writer in Passage I believes that her column is more important to the community than Shirley Jackson's publication of a book. The rich man in the poem sees soybeans as an investment while the farmer sees his crop as the basis of his livelihood. Both passages show the reader that average people feel a sense of success from their everyday accomplishments.

Anchor Level 6 – B

Quality	Commentary
Meaning	<p>The response: Establishes a controlling idea that reveals an in-depth analysis of both texts (<i>Many think that when a great accomplishment is achieved the world will notice and be impressed. There is much evidence to show that this is not always the case</i>). The response makes insightful connections between the controlling idea and the ideas in Passage I (<i>In comparison, Shirley Jackson’s accomplishment of publishing a book is insignificant and is not even mentioned in “North Village Notes”</i>) and in Passage II (<i>the author shows us that, in actuality, the farmer is the true success. Achieving survival for his family is his accomplishment</i>).</p>
Development	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific evidence from Passage I to discuss the accomplishment of Mrs. Lang (<i>her weekly local news column</i>) and that of Shirley Jackson (<i>publishing a book</i>) and from Passage II to describe the rich man who <i>symbolizes “success;” (he drives a Cadillac, is wearing a nice suit, and a gold “pinky ring,”)</i> and the farmer (<i>wearing worn jeans and “his only ring”</i>). The response integrates the literary elements of irony, symbolism, dialogue, and imagery into the discussion of the passages to develop the idea <i>that average people feel a sense of success from their everyday accomplishments</i>.</p>
Organization	<p>Maintains the focus established by the controlling idea on the definition of success (<i>Each individual determines what success truly is</i>). The response exhibits a logical and coherent structure by contrasting the conversations between Mrs. Lang and Mrs. Hyman in Passage I and between the investor and the farmer in Passage II. The response further unifies the two passages through a discussion of dialogue, skillfully using appropriate devices and transitions (<i>Ironically, For her part, Even though</i>).</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>The accomplishment of a simple, hardworking man can make him a success in the eyes of his family, and the worldly success of a creative artist can fail to impress her neighbors</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>Sometimes, the opposite is true</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>insignificant</i>) and punctuation (<i>her book Mrs. Lang, soybeans the author, accomplishment small successes</i>).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in conventions.</p>	

Each human has an individualized definition of "accomplishment." From Mrs. Human to Mrs. Lang in the short story, and from the farmer to the gaudy investor in the poem, each person has different priorities. Thus, achieving one's "top" priority—one way to evaluate accomplishment—varies from person to person. The authors were effective at utilizing mild, often-times humorous conflict, to emphasize the viewpoints of the characters. And, in doing so, they brought out the development of the characters, revealing what is dear to them.

Shirley Jackson is a busy lady. Rushing to and fro, she is "terribly busy" due to her book. When the local columnist calls, she subconsciously reveals her definition of accomplishment by trying to discuss her book. She assumes that the outside world would value her literary success. This view contrasts greatly with Mrs. Sheila Lang's, an aged resident of a traditional town in Vermont. She does not care to discuss the novel at all. Rather, Mrs. Lang wants to know about her family, her plans, disregarding Mrs. Human's attempts to extol her novel. This interesting division between the rural and the city exemplifies how varied definitions of success and accomplishment can be.

The farmer spends his life struggling to make ends meet, fighting an uphill battle, attempting to satisfy the wants and needs of his family. To him, success is being able to "unload at the elevator and [give the kids] Christmas." In this poem, the author juxtaposes these reasonable wants and wishes as well as the farmer's stoic outlook with the opulence and decadence of a wealthy man to whom \$100,000 was apparently a drop in the bucket. This supreme disconnect becomes particularly visible in the farmer's last phrase: "Now maybe you can tell me what a

hundred grand looks like." The farmer lives a life trying to pay for food other than dirt-cheap macaroni. He is at the mercy of the elements. The wealthy man, riding in his Cadillac with his pinky ring, has no such concerns. These two men do not have the same definition of what "accomplishment" truly is.

In reviewing these passages, it readily becomes apparent that many things in life are relative. The novelist assumed the world would consider her novel as her greatest accomplishment. She was surprised to learn though, that a local newspaper columnist considered herself a writer, too. Also, in the poem, the farmer desired monetary success so he could feed his family, while the rich man desired monetary success on such a different scale. The authors effectively emphasize the contrasting definitions of accomplishment by bringing their characters to life and having them interact to show their values.

Anchor Level 5 – A

Quality	Commentary
Meaning	<p>The response:</p> <p>Establishes a controlling idea that reveals a thorough understanding of both texts (<i>Each human has an individualized definition of “accomplishment”</i>). The response makes clear and explicit connections between the controlling idea and the ideas in Passage I (<i>she subconsciously reveals her definition of accomplishment</i>) and in Passage II (<i>In this poem, the author juxtaposes these reasonable wants and wishes ... with the opulence and decadence of a wealthy man to whom \$100,000 was apparently a drop in the bucket</i>).</p>
Development	<p>Develops ideas clearly and consistently, with reference to relevant and specific evidence from Passage I to explain Mrs. Jackson’s attempts <i>to discuss the novel</i> and from Passage II to describe the farmer’s struggle <i>to make ends meet</i> and the opulent lifestyle of the man. The response discusses <i>conflict</i> to reveal <i>the development of the characters</i>.</p>
Organization	<p>Maintains the focus established by the controlling idea on <i>definitions of accomplishment</i> and exhibits a logical sequence of ideas through the use of contrast in Passage I (<i>This view contrasts greatly with Mrs. Sheila Lang’s, an aged resident of a traditional town in Vermont</i>) and in Passage II (<i>This supreme disconnect becomes particularly visible in the farmer’s last phrase: “Now maybe you can tell me what a hundred grand looks like”</i>). The response incorporates appropriate transitions (<i>Thus, Rather, In reviewing these passages</i>).</p>
Language Use	<p>Uses language that is fluent and original, with evident awareness of audience and purpose (<i>Mrs. Hyman’s attempts to extol her novel and it readily becomes apparent that many things in life are relative</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>This interesting division between the rural and the city exemplifies how varied definitions of success and accomplishment can be</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>	

All around the world on a daily basis, people set and meet goals. No matter how different people's goals may be, they are still accomplishing them. Accomplishment is not simply prospering or acquiring wealth. The true understanding of accomplishment is ^{found} in the eye of the beholder. The essay (Passage I) as well as the poem (Passage II) prove this point to be true.

The author of Passage I uses conflict to illustrate the idea of accomplishment. The first character, Mrs. Hyman, tries to tell the second character, Mrs. Sheila Lang, about her new novel which will soon be published. However, Mrs. Lang ignores Mrs. Hyman, and this presents a man-us-man conflict. In this conflict which is carried out in a brief phone conversation, Mrs. Hyman tries to show Mrs. Lang that she has accomplished a great feat in writing the novel The Road Through the Wall and her reward is publication. Because Mrs. Hyman believes that she has accomplished a great deal, she becomes frustrated with Mrs. Lang when given the cold-shoulder about the novel. Hence, accomplishment is truly in the eye of the beholder. Mrs. Hyman believes her new novel is the best success, while Mrs. Lang only wants to learn some smaller news and does not even congratulate her on her book.

On the other hand, Mrs. Lang has her accomplishments also. The author writes, "You know," she said, "now that I don't get out any more, I find that doing this column keeps me in touch

with my neighbors. It's social, sort of.' " Through this dialogue, it is seen that Mrs Lang sees her accomplishment as being the column which keeps her in touch with her community. Predictably, Mrs. Hyman does not view this as an accomplishment equal to hers and once again steers the conversation to her new novel. After Mrs. Hyman sees what the product of this conversation actually is, she is truly able to appreciate that accomplishment is found in the eye of the beholder.

A confrontation is also present in the second passage, a poem. Here the author relays a confrontation between a farmer and an investor. The author characterizes the investor to paint a picture of the typical cliché of accomplishment. The investor is characterized as being very rich by phrases such as, "When a big Cadillac drove up," "Wearing a three-piece suit and a gold pink ring," and "... just invested a hundred grand." As shown, the investor believes he has accomplished the ultimate success. He has become a wealthy investor. The farmer, however, has a different outlook about success. In stanzas four and five of the poem, the tone is very solemn as the farmer tells the investor how the soy beans remind him of how poor he is and how hard he must work to support his family. This tone shows how the farmer believes hard work and the ability to provide for his family are major accomplishments. This is especially evident in the lines, "Soybeans look like the first good night of sleep in weeks, when you unload at the elevator and the kids get Christmas." While the investor believes

accomplishment is becoming wealthy enough to invest thousands of dollars in things, the farmer believes accomplishment and success is hardwork and providing for his family. Thus, accomplishment is in the eye of the beholder.

Accomplishment and success cannot be categorized. Through the use of conflict and dialogue in Passage I and the use of tone as well as characterization in Passage II, it is shown that people view accomplishment differently. Whether it be wealth, a new novel, hardwork, or staying in touch with society, it is true that accomplishment is what each person believes it to be.

Anchor Level 5 – B

Quality	Commentary
Meaning	The response: Establishes a controlling idea that reveals a thorough understanding of both texts (<i>The true understanding of accomplishment is found in the eye of the beholder</i>). The response makes clear and explicit connections between the controlling idea and the ideas in Passage I (<i>In this conflict which is carried out in a brief phone conversation, Mrs. Hyman tries to show Mrs. Lang that she has accomplished a great feat ... and her reward is publication</i>) and in Passage II (<i>As shown, the investor believes he has accomplished the ultimate success and the farmer believes hard work and the ability to provide for his family are major accomplishments</i>).
Development	Develops ideas clearly and consistently, with reference to relevant and specific evidence from Passage I to discuss the motives of both women during the conversation and its results (<i>After Mrs. Hyman sees what the product of this conversation actually is, she is truly able to appreciate that accomplishment is found in the eye of the beholder</i>) and from Passage II, the values of both men (<i>While the investor believes accomplishment is becoming wealthy ... the farmer believes accomplishment and success is hardwork and providing for his family</i>). The response incorporates a discussion of <i>man-vs-man conflict</i> for Passage I and <i>tone and characterization</i> for Passage II.
Organization	Maintains the focus established by the controlling idea that <i>people view accomplishment differently</i> . The response exhibits a logical sequence of ideas, first contrasting the conflict between Mrs. Lang and Mrs. Hyman in Passage I and then contrasting the values of <i>a farmer and an investor</i> in Passage II, ending with a conclusion that reiterates the controlling idea established in the introduction. Appropriate transitions (<i>Hence, Predictably, As shown, however</i>) are incorporated into the response.
Language Use	Uses language that is fluent and original, with some awareness of audience and purpose (<i>she has accomplished a great feat in writing the novel and the typical cliché of accomplishment</i>). The response occasionally varies structure and length of sentences to control rhythm and pacing (<i>Whether it be wealth, a new novel, hardwork, or staying in touch with society, it is true that accomplishment is what each person believes it to be</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>frustrated and congradulate</i>) and punctuation (<i>conflict which, novel <u>The Road</u>, column which</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions.	

A sense of accomplishment can bring increased confidence and motivation. However, what most people fail to realize is that "accomplishment" means different things to different people. What may have been a lifetime goal for one person is completely irrelevant to another. What one defines as an accomplishment is relative to one's place in life and is often entirely unique. In both Passage I and Passage II there is a conflict of between personal views of accomplishment.

Passage I effectively illustrates how difference in age affects perception of accomplishment. Shirley Jackson appears to be a middle age mother of two who has just finished writing a book. Sheila Lang is an elderly woman who writes a gossip column for a small town newspaper. The reader can surmise from her knowledge of town history that she has lived in this town all of her life. While Sheila is interested in her house and her neighbors, Shirley is interested in promoting her book. Shirley sees the publishing of this book as a major accomplishment, of much greater importance than small town chatter. However, through their extensive dialogue it becomes clear that Sheila could care less about her book. Sheila probably grew up in a time when town gossip was of the utmost importance and book publishings were few and far between. This conflict of interest is an example of how age can affect the idea of accomplishment.

Location and travel experience also help to create a unique idea of accomplishment. In Passage I, Sheila has

lived in Vermont for most, if not all, of her life. Shirley has probably spent considerable time in New York trying to get her book published. She has been exposed to a more cosmopolitan lifestyle. In Passage II a businessman and a farmer disagree over what constitutes an accomplishment. The businessman most likely lives in the city and may have travelled to pursue business ventures. In contrast, the farmer seems to have lived in the country for some time and probably lacked the funds to travel. In this way, environment and experience can affect one's perspective on accomplishment. An urban, wealthy and worldly lifestyle broadens one's view of the world and ~~heightens~~ raises one's standards for accomplishment. A rural, poor and/or domestic lifestyle will create ~~and~~ an appreciation for the simple things and similarly affect one's perception.

~~Of all~~ More than any other factor economic prosperity significantly affects one's sense of accomplishment. In Passage II (poem), through descriptions of their clothing, transportation and jewelry, we learn that one of the men is very rich and the other lives rather sparsely. This use of indirect characterization effectively sets up the coming conflict. The businessman comes to learn more about soybeans from the farmer, since he has just invested one hundred thousand dollars into the industry. The farmer tells a moving tale of his family's struggles and how the sale of soybeans has helped them survive. Although he does not seem to have reached the same level of economic prosperity as the businessman, he is equally proud of his accomplishments and considers them equals. While the business man sees large

investments as accomplishments, the farmer considers feeding his family and giving them Christmas presents as accomplishments. This large disparity in thought shows how drastically economic standing changes one's perspective of accomplishment.

The term "accomplishment" means different things to different people. Playing with an international philharmonic might be an accomplishment for one person, playing at a local recital may be an accomplishment for someone else. This idea is reinforced by the conflicts and characters in Passage I and Passage II. Among the factors that affect one's view of accomplishment are age, location, travel ~~life~~ experience and economic prosperity. The respective authors used literary elements like dialogue, indirect characterization and conflict to effectively illustrate this theory. A sense of accomplishment is a deeply personal emotion that cannot be transplanted from one person to another. Every person should keep this in mind as ~~the~~ he/she traverses through life.

Anchor Level 5 – C

Quality	Commentary
Meaning	<p>The response: Establishes a controlling idea that reveals a thorough understanding of both texts (<i>What one defines as an accomplishment is relative to one’s place in life and is often entirely unique</i>). The response makes clear and explicit connections between the controlling idea and the ideas in Passage I (<i>Passage I effectively illustrates how difference in age affects perception of accomplishment</i>) and in Passage II (<i>More than any other factor economic prosperity significantly affects one’s sense of accomplishment</i>).</p>
Development	<p>Develops ideas clearly and consistently, with reference to relevant and specific evidence from both texts to discuss characters’ backgrounds (<i>Shirley Jackson appears to be a middle age mother, Sheila Lang is an elderly woman who writes a gossip column for a small town newspaper and The farmer tells a moving tale of his family’s struggles and how the sale of soybeans has helped them survive</i>). The response refers to the use of dialogue in Passage I (<i>However, through their extensive dialogue it becomes clear that Sheila could care less about her book</i>) and characterization and conflict in Passage II (<i>This use of indirect characterization effectively sets up the coming conflict</i>).</p>
Organization	<p>Maintains a clear and appropriate focus on how <i>the term “accomplishment” means different things to different people</i>. The response exhibits a logical sequence of ideas, first discussing for Passage I how accomplishment is affected by age, then for both passages the effects of <i>location and travel experience</i>, and then for Passage II the effect of <i>economic prosperity</i>. The organization of paragraph 3 and the reference in the conclusion to <i>an international philharmonic and a local recital</i> affect internal consistency.</p>
Language Use	<p>Uses language that is fluent and original (<i>reader can surmise, small town chatter, disparity in thought</i>), with evident awareness of audience and purpose (<i>However, what most people fail to realize is that “accomplishment” means different things to different people</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>While Sheila is interested in her house and her neighbors, Shirley is interested in promoting her book</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>middle age, buisness man, persue, reenforced</i>) and punctuation (<i>accomplishment Passage I; small town chatter; person, playing</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 organization and conventions.</p>	

Anchor Paper - Part A—Level 4 - A

In the passage I and passage II, the authors use various language to show the reader the idea of accomplishment. An accomplishment is something that we strive for through hard work and dedication, but at the same time we must realize that our personal accomplishments might not seem as grand to those around us. The authors of these passages convey this idea about ~~accomplishment~~ ^{accomplishment} through the use of various literary techniques, such as irony, diction, dialogue, and setting.

In passage I the author emphasizes the idea that our accomplishment is our own accomplishment, and to others around us it may seem as simple news. In this passage, ~~the Mrs. ~~the~~~~ Shirley Jackson, whose real name is actually Mrs. Hyman, tries to her best to convey to others the importance of her book, The Road Through the Wall, being published. When ~~the~~ ^{local} newspaper columnist, Mrs. Sheila Lang, calls to inquire Mrs. Hyman about some town news, Mrs. Hyman cannot stop talking about her book and its publication. ~~she~~ ^{in her} makes dialogue with Mrs. Lang she makes sure to mention the name of her book and even the price of the book. As the plot or the sequence of events unravels, Mrs. Hyman finds herself stupefied and stunned. As she opened the newspaper the next day, her name was not only on the last page but there was nothing in the ~~the~~ column about her book! This ironic turn of events ~~exemplifies~~ ^{exemplifies} that ~~no~~ our

accomplishments in life are truly mere personal satisfactions. To Mrs. Sheila Lang, who wrote the column, the book did not play a major role. She found the name of the street and Mrs. Hyman's visit to New York City ~~to~~ to ~~be~~ much more important news than the publication of the book.

In passage II, the author shows that accomplishments are not hard worked for goals. The life of the farmer is not easy as he ~~works~~ plants the soybeans, waits for harvest and profit. The author uses various imagery and metaphors to express this idea. For example, when the rich man driving the Cadillac asked to see soybeans, the farmer described the soybeans as a "foot of ~~the~~ water on the field in April" (line 16). This image shows the passion that the farmer feels for his crop and job. Furthermore, the farmer ends his description of soybeans by describing the relief it brings him when his children can obtain Christmas gifts as a result of his hard work. This genuine description through the use of language and examples shows the reader the importance of someone's accomplishments to that person.

Anchor Paper – Part A—Level 4 – A

In both passages the authors describe their idea of accomplishment through the use of various literary techniques. Accomplishment is something that is very special and personal to the individual, however, in others' eyes, our personal accomplishments may seem less important than what they appear to us.

Anchor Level 4 –A

Quality	Commentary
Meaning	Establishes a controlling idea that shows a basic understanding of both texts (<i>Accomplishment is something that we strive for through hard work and dedication, but at the same time we must realize that our personal accomplishments might not seem as grand to those around us</i>). The response makes implicit connections between the controlling idea and the ideas in Passage I (<i>This ironic turn of events exemplifies that our accomplishments in life are truly mere personal satisfactions</i>) and in Passage II (<i>This genuine description ... shows the reader the importance of someone's accomplishment to that person</i>).
Development	Develops some ideas more fully than others. The response refers to specific and relevant evidence from Passage I (<i>As she opened the newspaper the next day, her name was not only on the last page but there was nothing in the column about her book!</i>) to reinforce the controlling idea while the discussion of Passage II is less developed and more general (<i>The life of the farmer is not easy as he plants the soybeans, waits for harvest and profit</i>). While the response makes reference to appropriate literary elements in the discussion (<i>irony, diction, dialogue, and setting; plot or the sequence of events; imagery and metaphors</i>), they are not developed.
Organization	Maintains a clear and appropriate focus on accomplishment <i>that is very special and personal to the individual</i> . The response exhibits a logical sequence of ideas, first addressing for Passage I Mrs. Hyman's reaction to her conversation with Mrs. Lang (<i>Mrs. Hyman finds herself stupefied and stunned</i>) and then for Passage II that of the farmer toward his accomplishments (<i>the relief it brings him when his children can obtain Christmas gifts as a result of his hard work</i>).
Language Use	Uses appropriate language, with some awareness of audience and purpose (<i>In passage I the author emphasizes the idea that our accomplishment is our own accomplishment, and to others around us it may seem as simple news</i>). The response occasionally makes effective use of sentence structure and length (<i>To Mrs. Sheila Lang, who wrote the column, the book did not play a major role</i>).
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in punctuation (<i>Sheila Lang calls, page but, hard worked for goals</i>).
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in conventions.	

The road to accomplishment is full of hardships that build character and self-pride. Whether you are an author looking for recognition (passage 1) or a farmer who faces failure every season, these hardships help make you who you are. The more hardships one endures, the greater the accomplishment will be.

In passage 1, a new author awaits the publishing of her book. She shows pride in her work when a local gossip columnist comes asking about her plans. The author of the book, a Mrs. Shirley Hyman/Jackson, thinks the journalist is calling for a book review. The author of passage 1 uses situation irony by creating a frustrating situation for Mrs. Hyman, who has a different motive than the journalist. Mrs. Hyman has great pride in her work - she is expecting a book review in the paper, while the journalist is writing a town gossip story. Through these situations and different point-of-views, the author ^{of the passage} demonstrates the hardships that the author endures.

Passage 2 is about a poor Midwestern soy bean farmer and his confrontation with a wealthy investor. The farmer endures continuing hardships throughout the growing season: a late planting due to floods, drought, falling grain prices, and not being able to support his family. The wealthy man, who has a suite, gold ring, and Cadillac drives up. He represents wealth and a good life of little hardship. The farmer with his one ring, which is worn from days of ~~hard~~ hard labor in the fields represents work and hardship. Through the use of symbolism, the rings of the men, though the same, come to represent very different people. The farmer uses sarcasm to respond to the wealthy man's question, showing a resentment

for what the other man has. Sarcasm is also used to demonstrate the differences of the men, and the hardships of the farmer, which gives him pride to show the man what he has accomplished - a successful harvest despite his hardships.

Whether you are an author looking for recognition (passage 1) or a farmer who faces possible failure year round (passage 2), the hardships one endures help to make you who you are. The hardships give you pride, and a sense of accomplishment. The greater the hardships endured, the greater the accomplishment, no matter how long the road was to get there, a sense of pride and worth will come from accomplishing ones task by overcoming the hardships that are in theory.

Anchor Level 4 – B

Quality	Commentary
Meaning	The response: Establishes a controlling idea that shows a basic understanding of both texts (<i>The road to accomplishment is full of hardships that build character and self-pride</i>). The response makes implicit connections between the controlling idea and the ideas in Passage I (<i>Through these situations and different point-of-views, the author of the passage demonstrates the hardships that the author endures</i>) and in Passage II (<i>the hardships of the Farmer, which gives him pride to show the man what he has accomplished – a successful harvest despite his hardships</i>).
Development	Develops some ideas more fully than others. The response refers to specific and relevant evidence from Passage II (<i>The farmer endures continuing hardships throughout the growing seasons: a late planting due to floods, debt, falling grain prices, and not being able to support his family and The wealthy man who has a suite, gold ring, and Cadillac drives up</i>) to compare the two men. The discussion of Passage I is less developed, relying on reference to the <i>different motive</i> of each woman. Appropriate literary elements (<i>situation irony, point-of-views, symbolism</i>) are incorporated into the discussion.
Organization	Maintains a clear and appropriate focus on <i>the hardships one endures</i> . The response exhibits a logical sequence of ideas, first addressing for Passage I the <i>frustrating situation</i> caused by the phone conversation and then, for Passage II, the accomplishments of the farmer despite his hardships. The response uses sarcasm <i>to demonstrate the differences of the men</i> but lacks internal consistency.
Language Use	Uses appropriate language, with some awareness of audience and purpose (<i>Whether you are an author looking for <u>recognition</u> (passage 1) or a farmer who faces failure every season (Passage 2), these hardships help make you who you are</i>). The response occasionally makes effective use of sentence structure and length (<i>He represents wealth and a good life of little hardships</i>).
Conventions	Demonstrates partial control, exhibiting frequent errors in spelling (<i>review, writing, labor, fields, sense, over coming</i>) and occasional errors in punctuation (<i>mans and ones</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

An accomplishment is, in my opinion, the most rewarding thing in which a person may experience. It's the feeling of security knowing you were successful in your attempt. Perhaps it was against adversity. Maybe there were hardships to battle. Regardless of whatever the accomplishment is, the most significant component of it is how great it made the person feel who accomplished it. It may be of lesser importance to someone of an outside source, yet there's a tremendous amount of pride involved in the accomplished goal because it was achieved. Certainly pride can be underestimated because it is unique in that way, though accomplishments are undeniable.

In passage 1, the narrator, aka Shirley Jackson aka Mrs. Stanley Hyman, feels a noteworthy sense of pride concerning her accomplishment as an author, hence the alias. When a certain Mrs. Sheila Lang, a local newspaper columnist, phones she is questioning Shirley Jackson Hyman about releasing any general information to the press for her news column. Overcome with joy, Mrs. Hyman complies yet is in complete misunderstanding with Mrs. Lang because of the misinterpretation of her intentions. The significance of Mrs. Hyman's novel is of little importance to Mrs. Lang because her accomplished piece of literature remains anonymous. It is sort of ironic in the manner in which the conversation unfolds, with different intentions. Mrs. Jackson Hyman should feel proud of what she has accomplished because not everybody has their novels published, so it should be of little importance to her the feelings of Mrs. Lang.

In passage II, the author uses great imagery to translate his troubles to the "man" and the reader. The vivid description of his children eating the same meals for five consecutive days, the tears of his father for the lack of money that the farm received, and the first good night's sleep in weeks so that the children "get Christmas". On the scale of modern society, the farmer may not have accomplished anything grand, if anything was accomplished at all. After all the man with which he was ~~speaking~~ speaking to was very well-to-do and must have done more with his life right? Or, could it possibly be that the farmer has done the most with what he was given? It is evident from the novel in the middle stanzas that he recognizes the importance of the soybeans and how special they are to him. In the last stanza he reveals that he is oblivious to the appearance of "a hundred grand," ~~obviously~~ obviously due to poverty. Yet, has the farmer's hard work and persistence finally payed off? It would appear so, yes, unlike the situation from passage I because she was unrecognized.

accomplishments are what you make of them. They are how rewarding a person feels knowing somebody benefited. Accomplishments are steps forward, not steps back. They are what a person makes of them.

Anchor Level 4 –C

Quality	Commentary
Meaning	<p>The response: Establishes a controlling idea that shows a basic understanding of both texts (<i>Regardless of whatever the accomplishment is, the most significant component of it is how great it made the person feel who accomplished it</i>). The response makes implicit connections between the controlling idea and the ideas in Passage I (<i>Mrs. Jackson Hyman should feel proud of what she has accomplished because not everybody has their novels published</i>) and in Passage II (<i>It is evident ... that he recognizes the importance of the soybeans and how special they are to him</i>).</p>
Development	<p>Develops ideas briefly, using some evidence from Passage I (<i>When a certain Mrs. Sheila Lang, a local newspaper columnist, phones she is questioning Shirley Jackson Hyman ... for her news column</i>) and from Passage II (<i>The vivid description of his children eating the same meals for five consecutive days</i>). The use of unjustified statements (<i>literature remains anonymous and if anything was accomplished at all</i>) and rhetorical questions in Passage II result in a lack of internal consistency.</p>
Organization	<p>Maintains a clear and appropriate focus on <i>how rewarding a person feels when somebody benefited</i> from an accomplishment. The response exhibits a logical sequence of ideas, first addressing the accomplishment of Shirley Jackson, then addressing the <i>troubles</i> of the farmer and his <i>hard work and persistence</i>, and concluding that <i>accomplishments are what you make them</i>.</p>
Language Use	<p>Uses appropriate language (<i>against adversity, Mrs. Hyman complies, the conversation unfolds</i>), with some inaccurate word choices (<i>thing in which a person, the man with which he was speaking to, from the novel in the middle stanzas</i>), and some awareness of audience and purpose. The response occasionally makes effective use of sentence structure or length (<i>Maybe there were hardships to battle</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>acheived, misinterpretation, payed</i>) and punctuation (<i>security knowing, life right, feels knowing</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in development.</p>	

Everyone has their own accomplishments no matter how large or small. Also everyone deals with their accomplishments differently. In these two passages the people show their accomplishments differently. Some are very proud, some expect them, and others pity them.

In passage one Shirley Jackson is very proud of her accomplishment. She had just finished her novel and was going to New York City to have it published. Mean while ~~she~~ she got ~~the~~ a phone call from Mrs. Sheila Lang of the newspaper looking for local news. Mrs. Lang wanted news but, didn't seem to care about Shirley Jackson's accomplishment she blew it off like it was no big deal.

Also in passage two two men and their accomplishments are compared. There is a wealthy business man looking at his investment. Also there is the poor struggling farmer. These two men show their accomplishments differently. The wealthy man is proud and shows it off with a nice car, jewelry

Anchor Paper – Part A—Level 3 – A

and expensive clothing. Mean while the farmer is not proud of what he has done and complains.

In conclusion everything is relative. Everyones accomplishments are a big deal no matter how small or large they are. This is because they are your! accomplishments

Anchor Level 3 – A

Quality	Commentary
Meaning	Establishes a controlling idea that shows a basic understanding of the texts (<i>In these two passages the people show there accomplishments differntly</i>). The response makes few and superficial connections between the controlling idea and the ideas in the texts (<i>In passage one Shirley Jackson is very proud of her accomplishment and The wealthy man is proud and shows it of with a nice care, jewelry and expensive clothing</i>).
Development	Develops ideas briefly, using some evidence from the texts (<i>Mrs. Lang wanted news but didn't seem to care about Shirley Jackson's accomplishment and There is a wealthy buisness man looking at his investment. Also there is the poor struggling farmer</i>).
Organization	Maintains a clear and appropriate focus on accomplishments. The response exhibits a logical sequence of ideas, moving from an introduction, to discussion of Shirley Jackson's accomplishment and then to the accomplishments of the two men, and ending with a conclusion which restates the controlling idea (<i>Everyones accomplishments are a big deal no matter how small or large they are</i>) but lacks internal consistency, referring to the farmer as someone who <i>is not proud of what he has done and complains</i> .
Language Use	Relies on basic vocabulary (<i>there</i> for "their," <i>she blew it of like it was no big deal, mean</i> for "men"), with little awareness of audience and purpose. The response exhibits some attempt to vary sentence structure for effect, but with uneven success (<i>Some are very proud, some expect them and others pity them</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>Mean while, buisness man, jewelry</i>) and comma use (<i>Also in passage two two and poor struggling</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in organization and conventions.	

Many people in the world today can say that they have accomplished at least one of their goals in life. Some people have to work harder than others, which can cause tensions between them. These tensions are caused by jealousy and could lead to further conflicts.

In Both ~~the~~ the dialogue and the poem, the common theme is people's accomplishments and the jealousy that comes along with it. In the first passage Mrs. Stanley Hyman is having a dialogue with Mrs. Shirley Jackson over the telephone. Mrs. Stanley explains to her about the book that she is writing and there is a clear jealousy between the two women. The author emphasizes this by ~~putting~~ putting key words in italics. For example, Mrs. ^{Shirley} ~~Shirley~~ ~~Lang~~ says

"That's my column, I write that column." In that specific statement, the words my and write are italicized to emphasize that Mrs. Lang wants Mrs. Hyman to envy her success. This causes a conflict between them over jealousy. Mrs. Lang also shows no interest in Mrs. Hyman's book, but rather wants to get personal information about her instead. For example, Mrs. Hyman says she lived on Prospect Street, then stated that the title of the book. In reply Mrs. Lang said "which house would that be, I wonder" in order to get the information directed toward her personal life rather than her book.

Anchor Paper – Part A—Level 3 – B

The second passage, the emphasis is on ~~the~~ the two characters' accomplishments; and how hard they worked to get them. The description of the man in the poem puts the emphasis on his wealth. The description of the farmer's "one ring" emphasizes that the farmer works very hard, but is not as successful as the man. After the farmer spat on the man's face and humorously asked "now maybe you can tell me what a hundred grand looks like."

In both passages the common theme is how hard people work to accomplish something and that others ~~may~~ may work harder, but not be as successful as the other person.

Anchor Level 3 – B

Quality	Commentary
Meaning	The response: Establishes a controlling idea that shows a basic understanding of the texts (<i>Many people ... can say that they have accomplished at least one of their goals in life and Some people have to work harder than others</i>). The response exhibits a misunderstanding of the characters' motives (<i>jealousy</i>), and makes few connections between the controlling idea and the ideas in the texts (<i>In Both the dialogue and the poem, the common theme is people's accomplishments and the jealousy that comes along with it</i>).
Development	Develops ideas briefly, using some evidence from the texts (<i>In the first passage Mrs. Stanley Hyman is having a dialogue with Mrs. Shirley Jackson over the telephone and The second passage, the emphasis is on the two characters accomplishments; and how hard they worked to get them</i>).
Organization	Establishes, but fails to maintain, an appropriate focus on a connection between accomplishment and hard work. The response exhibits a rudimentary structure with an introduction, three body paragraphs, and a conclusion which introduces an idea inconsistent with the controlling idea (<i>others may work harder, but not be as successful as the other person</i>).
Language Use	Uses appropriate language, with some awareness of audience and purpose (<i>Many people in the world today and In that specific statement</i>). The response occasionally makes effective use of sentence structure (<i>The author emphasizes this by putting key words in italics</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>jealousy, interest, maybe</i>) and punctuation (<i>thats; the words my and write; In reply Mrs. Lang said --which house ... wonder</i>); <i>accomplishment; and how hard</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in language use and conventions.	

The two passages had some major accomplishments in them. The growth of the soybeans and publishing your book. Accomplishments are important to your life it helps set up the rest of your life.

In passage one ~~the~~ Mrs. Stanley Hyman is going down to New York and ~~she~~ has accomplished publishing her book. She was asked by Mrs. Sheila Lang a writer for the North Village Notes, she asked Mrs. Hyman if she could give her news about herself. Mrs. Hyman accomplished something that meant a lot to her that is her job and it takes many months and years to accomplish, so when she does accomplish it she is proud and happy. When you accomplish something you are proud at what you have done.

In passage two the farmer accomplished growing his soybeans to sell and feed his family. The farmer spends many weeks trying to grow and harvest them but they always don't harvest. They may not have enough rain or sunshine. If the beans don't harvest that means he can't make money or ~~he~~ feed his family. The farmer accomplished of growing the beans he said "when you unload at the elevator and the kids get Christmas. He accomplished feed his family and selling some of the beans.

~~The~~ Accomplishments are a good thing if bring pride and joy to you and what you have accomplished. Mrs. Hyman and the farmer accomplished one more thing in there lives of accomplishments. Accomplishment ~~is~~ is something you have worked hard at and spending a lot of ~~the~~ time doing and it has payed off with the reward at the end.

Anchor Level 3 – C

Quality	Commentary
Meaning	The response: Establishes a controlling idea that shows a basic understanding of the texts (<i>Accomplishments are important to your life</i>). The response makes few connections between the controlling idea and the ideas in Passage I (<i>Mrs. Hyman accomplished something that meant alot to her</i>) and in Passage II (<i>the farmer accomplished growing his soybeans to sell and feed his family</i>).
Development	Develops ideas briefly, using some evidence from the texts, stating for Passage I <i>she is proud and happy</i> and for Passage II <i>he accomplished ... selling some of the beans</i> . The response relies primarily on plot summary with no reference to literary elements.
Organization	Establishes an appropriate focus on <i>accomplishments as a good thing</i> . The response exhibits a rudimentary structure, with an introduction, a paragraph for each passage, and a conclusion.
Language Use	Relies on basic vocabulary (<i>If the beans don't harvest</i> and <i>He accomplished feed his family</i>), with little awareness of audience (<i>publishing your book</i>). The response exhibits some attempt to vary sentence structure and length for effect, but with uneven success (<i>The farmer accomplished growing the beans he said "When you unload at the elevator and the kids get Christmas</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>alot, lifes, payed</i>), punctuation (<i>them. The growth; life it; her that; thing it</i>), and usage (<i>proud at and accomplished of</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.	

In the two ~~stories~~ ~~5~~ passages I, II there are accomplishments that these people have done. They have set goals that they made.

In the ~~1st~~ first passage a woman named Mrs. Sheila Lang she ~~was~~ is a newspaper writer for the North Villages Notes. She goes around town calling people ~~to~~ if they have interesting things about their life or anything unusual. Lang called up Mrs. Stanley Hyman. Ask her about her life. Mrs. Hyman tells her just about everything about her life. About her house her job, and even where she ~~lives~~ ^{lives}. A day later she looks ~~at~~ at the news paper it says "Mrs. Stanley Hyman has moved into the old Thatchers place on Prospect Street. She and her end her family are visiting Mr. and Mrs. Farrer Strauss of ~~the~~ New York City this week."

In the other passage number two.

A man rolls up in a ~~Cadillac~~ Cadillac wearing a three piece suit and tells him he put a hundred grand into soybeans. The farmer tells him Soybeans look like "prayers bouncing off the ceiling", "when you unload at the elevator and the kids get Christmas." "Soybeans look like the first good night sleep in weeks." The farmer was very happy because he is getting hundred ~~thousand~~ grand for the Soybeans that he sold that is a big accomplishment for him making all that money.

Both of these passages are huge accomplishments for the farmer and the writer. They both are just trying to make a living for what they do in life.

Anchor Level 2 –A

Quality	Commentary
Meaning	<p>The response: Conveys an incomplete understanding of Passage I, making no reference to Jackson’s book, and a confused understanding of Passage II (<i>The farmer was very happy because he is getting hundred grand for the soybeans that he sold</i>). While the response attempts to establish a controlling idea (<i>In the two passages I, II there are accomplishments that these people have done</i>), it makes only a passing connection to Passage II (<i>that is a big accomplishment for him making all that money</i>).</p>
Development	<p>Is incomplete and largely undeveloped, hinting at ideas for Passage I and making vague reference to the text (<i>Mrs. Hyman tells her just about everything about her life. About her house her job, and even where she lives</i>). For Passage II, the response relies primarily on an incorrect interpretation of the passage and material copied from the text.</p>
Organization	<p>Suggests a focus on accomplishments and suggests some organization through paragraphing. The conclusion introduces a focus different from that established in the introduction (<i>Both of these passages are huge accomplishmn for the farmer and the writer. They both are just trying to make a leaving for what they do in life</i>).</p>
Language Use	<p>Relies on basic vocabulary (<i>Lang called up Mrs. Stenley Hyman. Ask her about her life</i>), with little awareness of audience or purpose. The response exhibits some attempt to vary sentence structure for effect, but with uneven success (<i>In the first passage a woman named Mrs. Sheila Lang she is a newspaper writer for the North Villages Notes</i>).</p>
Conventions	<p>Demonstrates emerging control, exhibiting occasional errors in spelling (<i>intresting, unusal, visting, peice</i>) and punctuation (<i>the news paper It say’s; number two. A man; he sold that is</i>) that hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use and conventions.</p>	

An accomplishment is something that is a completion like you set a goal and meet the ~~for~~ standards. In passage 1 the author shows accomplishment by using a dialog to congratulate someone's completion of hard work. In passage 1 Mrs. Stanley Hyman gets a phone call by a lady from a newspaper named Mrs. Sheila Lang. Mrs. Lang first greets Mrs. Stanley with the name Shirley Jackson which reminded Mrs. Stanley about a book she published, her first novel. The dialog between Mrs. Lang and Mrs. Stanley showed an accomplishment that Mrs. Stanley published her book and someone read it. In passage 2 there also the author also uses dialog to show accomplishment. In passage 2 a farmer has a field of soybeans, and a man steps out a car and tells the farmer "I invested a hundred grand in soybeans" This shows the farmer's hard work in the field's finally paid off he accomplished selling his soybeans. Both passages share similarities when it comes to accomplishments. Both accomplishments in passage 1 and 2 were ended up turning out good. Both characters Mrs. Stanley and the farmer ended up getting something out of their accomplishments. This shows accomplishment is something that is a completion.

Anchor Level 2 – B

Quality	Commentary
Meaning	<p>The response: Conveys a confused and incomplete understanding of Passage I (<i>The Dialog between Mrs. Lang and Mrs. Stanley showed a accomplishment that Mrs. Stanley published her book and some one read it</i>) and of Passage II (<i>This shows the farmers hard work in the feilds finally paid off he accomplished selling his soybeans</i>). While the response establishes a controlling idea (<i>Accomplishment's is something that is a completion</i>), it makes few connections to the ideas in the text (<i>Both passage's share simial's when it comes to accomplishment's</i>).</p>
Development	<p>Is incomplete and largely undeveloped, hinting at ideas, but references to the texts are vague (<i>In passage 1 the aurthor shows accomplishment by using a diolog to congradolate some one's completion of hard work and In passage 2 the aurthur also uses Diolog to show accomplishment</i>).</p>
Organization	<p>Suggests a focus on accomplishment as <i>something that is a completion</i>. The response suggests some organization, using one paragraph to first discuss Passage I, then Passage II, and concludes with reference to both passages.</p>
Language Use	<p>Uses language that is imprecise and unsuitable for the audience or purpose (<i>Mrs Lang 1st greets Mrs. Stanley, man steps out a car, Both accomplishments in passage 1 and 2 ended up turning out good</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>In passage 1 Mrs. Stanley Hyman get's a phone call by a lady from a newspaper named Mrs Sheila Lang</i>).</p>
Conventions	<p>Demonstrates emerging control, exhibiting occasional errors in spelling (<i>aurthor, diolog, congradolate, feild</i>) and punctuation (<i>Accomplishment's, "I invested a hundred grand in soybeans" This shows, finally paid off he accomplished, simial's</i>) that hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions.</p>	

Shirley Jackson called Mrs. Hyman ~~and~~ about the news paper article and in passage II. a soy bean king wanted to ask the farmer what they look like. ~~and~~ so they both have the same thing in the same way. like they both wanted something and they but it. that the irony and the symbolism is that they act the same. In passage I Shirley Jackson is an author and Mrs. Hyman wanted to know how to write and article and some back ground information about her girl scout troop. Shirley Jackson kept talking to her about the book she just write and ~~she~~ Mrs. Hyman is not interested. In passage II a man comes up and talked to the farmer about what soybean are the man is rich the farmer a farmer and they are not interested in each other because they are in different class of human and the farmer just want to get back to work. So passage I and II are very simalar.

Anchor Level 2 – C

Quality	Commentary
Meaning	The response: Conveys a confused and incomplete understanding of both Passage I (<i>Shirley Jackson called Mrs. Hyman about the news paper article</i>) and Passage II (<i>the farmer just want to get back to work</i>). The response makes a few connections to each passage (<i>a soy bean king wanted to ask the farmer what they look like</i> and <i>Shirley Jackson kept talking to her about the book she just write</i>) but fails to establish a controlling idea.
Development	Is incomplete and largely undeveloped. The response hints at ideas, but references to the texts are vague (<i>so they both have the same thing in the same way</i> and <i>the irony and the symbolism is that they act the same</i>) and repetitive (<i>a soy bean king wanted to ask the farmer what they look like</i> and <i>a man comes up and talked to the farmer about what soybean are</i>).
Organization	Lacks an appropriate focus. The response lacks organization although the last sentence (<i>So passage I and II are very simalar</i>) makes an attempt at providing a concluding idea.
Language Use	Uses language that is imprecise for the audience and purpose (<i>the man is rich the farmer a farmer and they are in different class of human</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>In passage I Shirley Jackson is an author and Mrs. Hyman wanted to know how to write and article and some back ground information about her girl Scout troop</i>).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>news paper, article, simalar</i>), punctuation (<i>in the same way. like; but it. that the irony; what soy beans are The man</i>), grammar (<i>she just write, soybean are, farmer ... want</i>), and vague pronoun references (<i>what they look like, so they both, they both wanted something and they but it</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.	

One of the many things that we are proud of in life that occurs when we do something right is our accomplishments. The word accomplish means to succeed in doing something such as a daily chore or a task being given to you. Therefore an accomplishment is something you succeeded in doing such as completing an assignment in school or something greater such as an accomplishment in life. One example of an accomplishment greater than completing an assignment in school would be: 1) Graduating from high school, or even graduating from college. Although you may think that's it and that we only can accomplish so much you are half correct.

The main reason for being half correct in believing that there are only 2 major accomplishments which are graduating from high school & college but also believing we can only accomplish so much is because graduating from a high school and college are very big accomplishments we still can encounter more tasks such as getting a desired job after college and even getting married. Those too can be some big accomplishments.

If you think about it though we really never stop accomplishing tasks we are

Given because we never stop learning, Although there is only so much we can accomplish since we cannot get live forever or live long enough to accomplish everything in life we do accomplish a lot while we are alive which helps us find our purpose in life.

Although there are many things we are proud of in life our accomplishments are what make us more proud because we ourselves know "we did it" so there fore when we accomplish things we are more proud of ourselves— then when we just try it.

Anchor Level 1 – A

Quality	Commentary
Meaning	The response: Provides no evidence of textual understanding. The response provides only a personal response.
Development	Is minimal, with no evidence of development based on evidence from the texts.
Organization	Lacks an appropriate focus on accomplishment as revealed in the passages but suggests some organization. The response discusses personal accomplishments in the first paragraph (<i>Completing an assignment and Graduating From High school</i>) and uses the second paragraph as a conclusion.
Language Use	Relies on basic vocabulary (<i>an accomplishment is something you Succeeded in doing</i>), with little awareness of audience or purpose. The response exhibits some attempt to vary sentence structure or length for effect, but with uneven success (<i>The main reason for being half correct ... and even getting married</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in punctuation (<i>There fore an accomplishment; assignment in school would be: graduating; so much you are; accomplishments we still can; it though we really</i>) and frequent errors in capitalization (<i>Things That, Proud, Life, We, Right, Is</i>) that hinder comprehension.
Conclusion: Although the response fits the criteria for Levels 1, 2, and 3, it remains at Level 1 because the response makes no reference to either text.	

There are many accomplishments that have been revealed in these two passages. The author of these two passages is using key words to establish a controlling idea and show how the author uses specific literary terms.

Anchor Level 1 – B

Quality	Commentary
	The response:
Meaning	Provides no evidence of textual understanding, only making reference to the task (<i>establish a controlling idea and specific literary terms</i>).
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 best fits the criteria for Level 1 in all qualities.	

When someone overcomes an obstacle, whether it be personal or public, it is an accomplishment. Sometimes accomplishments are widely recognized, but at times they are not, always visible to those on the outside. In every situation though, a person's accomplishment will always bring the most pride and meaning to themselves.

Shirley Jackson effectively tells her story in the first person point of view of how her accomplishment of publishing a book was not ~~appreciated~~ appreciated and recognized by everyone. The point of view effectively conveys the disappointment in not being praised for her lifechanging accomplishment, yet it ^{also} ~~also~~ depicts the immense, personal pride she felt. Even the sound of her own name reminds her of her accomplishment and evokes a feeling of soothing pride. Despite the fact that the old woman who failed to gratify Shirley for her achievement because of her own personal motives, Shirley still understood the importance of her accomplishment.

Sometimes a person may not have ~~many~~ many material possessions to show for their achievements, but the eternal pride they feel is enough to satisfy

them. In the poem, the soybean farmer's way of life and manorism are a far contrast from the rich investor's way of life. The farmer's threadbare ring is symbolic of his humility, and his personal satisfaction with his chosen life work of growing soybeans. The investor chooses to flaunt his prosperity with material objects, but really the farmer is the richer one. He stays loyal to his way of life, and for that, he has his pride, something that cannot be bought with money.

In any situation, the person most proud, will always be the person who made the accomplishment even if it is not always appreciated by others. They will receive a new-found personal pride that no one else could give them.

Everyone has some kind of goal in their life. But some of us can accomplish them and some of us can't. But even the people that accomplished whatever they wanted, had different ways of doing it. Some were bad ways some were good ways. Passages I and Passage 2, both support this.

Passage one is telling us about new writer, that is just few ~~days~~ away from publishing her first book/novel. She gets call from an old lady that needs ~~be~~ some kind of help from her. Mrs. Hyman agrees to help her, but whenever she tries to tell her that she is publishing her book, the old lady interrupts with something new. She is constantly talking about new plans to improve her newspaper's column. This indicates that sometimes people get carried away by ~~are~~ trying to accomplish what they want that they forget what somebody else already accomplished.

Passage II is telling us about farmer and what kind of work he has to put up with to accomplish what he has accomplished. First stanza is describing a setting, ~~more than to see where it is~~ which is there so we can create a picture in front of us. While the farmer was working "the man" came up and told him that he wants to see how soybeans look like. Farmer gave him all descriptions, of how can he see a soybean and at the end he said, "Now maybe you can tell me what a hundred grand looks like." This indicates that, even ~~though~~ farmer has way more things to do and harder thing to do, he ~~are~~ doesn't much as he should. His work is not as much appreciated as "The man" who drove up in a Cadillac and pink ring. Farmer has to work the whole summer, just so his kids can have a Christmas.

Both of these passages are telling us that there is different ways to accomplish something, and even when we do, our work is not going to be appreciated as much as we worked for it. And both of these passages indicate that once more life is not fair in every way.

Most individuals have experienced the feelings associated with an accomplishment — pride, joy, fulfillment. We expect that everyone else should join us in celebration of our achievements. However, the worth and importance of an accomplishment may not be to others what it is to the person who has achieved. Such successes do not always hold the same value to others, just as we sometimes find their achievements to be trivial. Different views of and feelings about accomplishment have been the subjects of many pieces of literature. Various literary elements and techniques have been used to present such views and feelings. Two of these are point of view and characterization. The authors of Passage I and Passage II both use these methods to portray differing views of people's accomplishments.

Point of view is probably the most important literary element used in these passages. After all, what better way to show differing perceptions? Mrs. Hyman's view is clearly different from Mrs. Lang's. The businessman's view is in contrast to that of

the farmer.

In Passage I, the author (Mrs. Hyman) and the newspaper columnist (Mrs. Lang), have two contrasting views on the author's publication of her first novel. The author sees it as a great accomplishment — her hard work has finally paid off. The newspaper columnist, however, sees no importance in this — not even worthy of a mention in her column. She is just looking for some everyday news items to put in her weekly column. The publication of the book means nothing to her.

Likewise, in Passage II there are differing outlooks. The outlook of the farmer is different from that of the businessman. The farmer finds soybeans to be the center of his whole life. He grows them to make a living, but they mean more to him as they are representative of his family and his ability to provide for them. To the businessman, however, the soybeans are just another source of money which will support his wealthy life style.

Both of these passages show how differing points of view can affect

how an individual sees an accomplishment. Different backgrounds and roles in life affect the view of the individual — the contrast between the novelist with big dreams and the small town newspaper columnist and the contrast between the farmer and the wealthy businessman were too great to allow for understanding of the other's view. The differing points of view caused frustration in the individuals who felt their accomplishments were being overlooked, but little can be done to change opinions.

Both authors effectively used point of view to show that the importance of an achievement is a matter of perception. The worth and importance of an accomplishment is truly "in the eyes of the beholder."

Characterization is also used to show the varying levels of appreciation of achievement. This is especially apparent in Passage II in the descriptions of the farmer and businessman. The businessman is described as wearing a suit and having a pinky ring. The farmer is portrayed as

dirty and in "threadbare" clothing. This sharp contrast helps to emphasize the difference in these men's social status. Moreover, it tends to reinforce the concept that some things are more important to some than to others (flashy attire vs. the outward sign of hard work).

The same is true in Passage I where the budding author is characterized as looking to the future and the newspaper columnist seems satisfied with her current place in life. This characterization difference also helps to explain why accomplishments would be viewed differently.

Points of view and characterization are both effective in demonstrating how or why accomplishments are viewed differently by people. The effects of accomplishment, however, provide the people who have achieved their own rewards — pride, joy, and fulfillment.

Accomplishments everyone has them, some negative some positive. When thinking about accomplishments our minds usually drift to thoughts of accomplishing success, such as the man in the second passage who had one hundred thousand dollars to invest in soy beans. However accomplishing negative things occur as well, such as "Shelise Long" from the first passage, she accomplished miss representing "Mrs. Hyman", which obviously isn't a good thing. Accomplishments also don't have to be limited too important matters because you accomplish getting up and dressed in the morning you can accomplish reading a newspaper article. Accomplishments are made everyday and as long as the negative ^{don't} outweigh the positive you will be happy.

Throughout our lives, we will accomplish many things. Some of these things may be insignificant, while others are what we've spent our whole lives on. Although the rewards of accomplishing something may be grand, actually accomplishing your goal may be the greatest accomplishment of all.

In passage one, Mrs. Hyman's greatest accomplishment was publishing her book. Throughout the passage, Mrs. Hyman kept revealing in how proud she was of her accomplishment, evident by the phone call. Even though Mrs. Lang wasn't necessarily interested in what she had to say about her book, Mrs. Hyman continued to talk about it. For example, when Mrs. Lang asked Mrs. Hyman where she lived, she replied with her answer and continued to tell her the name of her book without being asked. Mrs. Hyman continued giving out random information through the duration of the conversation like her publisher and the fact she was leaving for New York for the publication date. When the newspaper came out, there was nothing said about her book, just the fact she was leaving for New York. This shows although her book was a large accomplishment, the greater accomplishment was her pride in what she had done. The author of

This passage uses irony to convey this idea regarding accomplishment. Because of the irony that she worked so hard for her book and was so proud ~~of~~ and it didn't get mentioned in the newspaper proved this point. Mrs. Hymen's book in the passage also symbolizes her pride in herself and her accomplishment. This passage is able to teach one a lot about accomplishment.

Passage two brings pretty much the same perspective regarding accomplishment. Around line 6, a man is introduced in the poem who seems confident and very rich. He said to the farmer he had invested money in soy beans and wanted to check the ~~whole~~ whole thing out. When the farmer showed the man the beans, he began expressing how hard he's worked for the beans. He told of the hardships he and his family had ~~gone~~ and how good he felt after working so hard and seeing it paying off. After his little speech, he asked the man basically what he gets out of his job and does he feel any sense of accomplishment. Basically, the farmer told the man working for your goals was a huge accomplishment to him even

though it was hard. The author uses distinct imagery of the rich man in the description of him, giving the reader a clear picture of him. Also, the author uses the bean as a symbol of the farmer's accomplishment in his life.

Accomplishment is very important in one's life and can be accomplished in many ways.

Practice Paper A–Score Level 4

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

Practice Paper B–Score Level 3

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

Practice Paper C–Score Level 5

Conclusion: Overall, the response best fits the criteria for Level 5 in all qualities.

Practice Paper D–Score Level 2

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

- If the student addresses only one text, the response can be scored no higher than a 3.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

Yann Martel once declared "You must take life the way it comes at you and make the best of it." Simply stated, this quote means that it is solidly up to each person to do his best with the circumstances presented in life. Two works that support this lens especially well are Jane Eyre, by Charlotte Brontë, and Night, by Elie Weisel. These books both use literary elements such as characterization, setting, theme and imagery to prove that it is the individual's responsibility to make the best of whatever challenges life may present.

In the novel Jane Eyre, the character after whom the book is entitled, is a young woman living in Victorian England. Orphaned at a young age, she lives for several years with her cruel aunt, and then for several more at an even crueler school. Jane finally accepts a position as a governess at a mansion where she falls in love with her dark and brooding employer, Mr. Rochester. Throughout all of this, Jane remains intelligent, spirited, and convinced of her worth as an individual. It would

have been easy for her to become a hardened old maid, living day by day to survive; it would have been easier still to marry the first man to show interest in her, just to ensure a comfortable and safe living. However, Jane Eyre is courageous and true to herself, never believing that she deserves anything but the best. Jane's happy (and highly unforeseen) marriage to Mr. Rochester shows that, indeed, it is up to everyone to make the best of the hand that life has dealt to you.

Another element that is used to support the critical lens in Jane Eyre is setting. Victorian England was a harsh place for women - the social standards were ridiculously high. Women were not allowed to think, but were expected to marry and care for a husband and family. The idea that women could be considered capable people in their own regard was preposterous. Jane Eyre, however, defied this rigid social structure. She refused to deny her own self-worth in order to obtain a husband. She holds out, knowing that the freedom to think and to have her own opinions are infinitely more

important than a ring on her finger. Her defiance of her setting again supports the contention of the critical lens that it is one's duty to make the best of all circumstances.

In Night, meanwhile, Eli Weisel uses these to support the critical lens. The theme of this autobiographical work is that of the human spirit's propensity to endure, no matter how harsh the conditions. Weisel demonstrates that even in conditions such as those in the concentration camps during World War II, the human spirit is able to overcome abuse and pain. Despite every form of abuse imaginable - both physical and emotional - Weisel was able to emerge as a survivor. His story is a classic example of the critical lens - it is up to each person to triumph over life's adversity.

Weisel also uses imagery in Night. He describes every atrocity and every abuse, in heart-wrenching detail. The lack of food, the beatings, friends turning into mortal enemies over a spare blanket - all are examples of the utter horror of life in the German concentration camps. So many simply gave up; they became hopeless, broken shells

of the men they once were. Others rebelled with violence, striking out at their attackers - but ultimately failing. However, some were like Weisel. They endured the pain quietly, becoming weak on the outside but stronger than ever within. By describing these horrors so vividly, Weisel makes it easy to understand how difficult it must have been to endure those years and to make the best of his life, no matter how horrible it became.

In Night by Eli Weisel and Jane Eyre by Charlotte Brontë, both authors prove the critical lens that "You must take life the way it comes at you and make the best of it." They do this effectively through the use of literary elements and by doing so, ultimately give all of us a renewed sense of direction in our lives.

Anchor Level 6 – A

Quality	Commentary
Meaning	<p>The response: Provides an interpretation of the critical lens that is faithful to the complexity of the statement and clearly establishes the criteria for analysis (<i>it is the individual's responsibility to make the best of whatever challenges life may present</i>). The response uses the criteria to make an insightful analysis of <i>Jane Eyre</i> (<i>Jane Eyre ... defied this rigid social structure</i>) and <i>Night</i> (<i>the human spirit is able to overcome abuse and pain</i>).</p>
Development	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific evidence to illustrate how <i>it is up to each person to triumph over life's adversity</i>. The response integrates references to setting (<i>Victorian England was a harsh place for women</i>), theme (<i>the human spirit's propensity to endure, no matter how harsh the conditions</i>), and imagery (<i>they became hopeless, broken shells of the men they once were</i>). The response also provides a detailed characterization of Jane (<i>remains intelligent, spirited, and convinced of her worth as an individual</i>).</p>
Organization	<p>Maintains the focus established by the critical lens. The response exhibits a logical and coherent structure by introducing the idea that <i>it is solidly up to each person to do his best with the circumstances presented in life</i>, demonstrating the adversity each character had to overcome (<i>Orphaned at a young age and the beatings</i>), followed by a discussion of literary elements and a summation. Coherence is further enhanced through the skillful use of transitions (<i>Simply stated, Throughout all of this, However</i>).</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>her dark and brooding employer, become a hardened old maid, friends turning into mortal enemies</i>), with a notable sense of voice and awareness of audience and purpose (<i>both authors ... give all of us a renewed sense of direction in our lives</i>). The response varies structure and length of sentences to enhance meaning (<i>she lives for several years with her cruel aunt, and ... at an even crueller school</i> and <i>Despite every form of abuse imaginable ... Weisel was able to emerge as a survivor</i>).</p>
Conventions	<p>Demonstrates control of the conventions with essentially no errors, even with sophisticated language.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6 in all qualities.</p>	

It has been stated by Yann Martel, "You must take life the way it comes at you and make the best of it!" This is especially true for Maxine Hong Kingston in her autobiographical "The Woman Warrior" and for 14-year-old Susie Salmon in Alice Sebold's fictional "The Lovely Bones". Both writers effectively make use of characterization, theme, tone, and flashbacks to develop a plot that supports the given quote.

Maxine Hong Kingston is a young Chinese girl who is forced into the hands of the American society and must assimilate while retaining traditional Chinese culture. She is confronted with an ongoing predicament that plagues her entire existence. She was born a girl and not a boy. Traditional Chinese culture makes males superior to females, rooted deep within the realm of misogyny. Kingston develops herself as an emotionally scarred youth although openly rebellious and determined. She taunts a fellow young Chinese girl for conforming to tradition and remaining silent. She does not accept her Chinese feminine role but does what she can to make the best of it. She also recalls from her mother, a story of her Aunt, known as the "No Name Woman". She was abandoned by the family for having a child out of wedlock. By retelling this story, Kingston uses flashbacks to remember a woman similar to herself. She was always on the

defensive, but determined to make it through. Throughout the work, there remains a defiant tone and subtle pride in who she is, regardless of her situation. Although the misogynistic society in which she lives is undoubtedly a strong force, Kingston learns to be comfortable within her skin. It is a lesson that comes only with age and experience yet the end result is the most important. Although she did not know it from the beginning, she was making the best out of the life into which she was born.

Susie Salmon, main character of "The Lovely Bones" is portrayed as telling the story of her life before and after death. She was just 14-years-old when she was kidnapped, raped, and murdered by a neighbor. Unexpected to say the least, Susie's life was one that few 14-year-olds endure. The most profound effect within the work is its ironic calm and emotionless tone, while Susie recalls the events of her murder, she speaks pure facts, showing no anger or bitterness. She finds herself surprisingly accepting of her new position in heaven. Sebald characterizes her as a girl with little to be regretful of. She exhibits wisdom beyond her short 14 years. In her telling of the story, Susie recalls memories of her family and her life leading up to her death, such as her first kiss. Bittersweet for the reader, Susie's

Anchor Paper – Part B—Level 6 – B

Flashbacks serve as memories of a life that cannot be given back. Instead of woefully pleading for life, Susie finds comfort in her realm. As rape being one of the main themes, it also serves to convey Susie's ability to "... take life the way it comes ... and make the best of it!"

Even the strongest of people cannot prevent fate from occurring. It is a force that each and every one of us must adapt to and live accordingly. For those of us like Susie and Maxine, however, the road will be long but fruitful. It is our choice to make it the best.

Anchor Level 6 – B

Quality	Commentary
Meaning	The response: Provides an interpretation of the critical lens that is faithful to the complexity of the statement and clearly establishes the criteria for analysis (<i>Even the strongest of people cannot prevent fate from occurring</i>). The response uses the criteria to make an insightful analysis of <i>The Woman Warrior</i> (<i>She does not accept her Chinese feminine role but does what she can to make the best of it</i>) and <i>The Lovely Bones</i> (<i>She finds herself surprisingly accepting of her new position in heaven</i>).
Development	Develops ideas clearly and fully, making effective use of a wide range of relevant evidence to show how <i>for those of us like Susie and Maxine ... the "road" will be long but fruitful</i> . The response discusses appropriate literary elements such as characterization (<i>an emotionally scarred youth ... openly rebellious and determined and showing no anger or bitterness</i>) and flashbacks (<i>a story of her Aunt, known as "No Name Woman" and Susie recalls memories of her family and her life</i>) to explain Susie's and Maxine's struggles.
Organization	Maintains the focus established by the critical lens on the idea that <i>life is a force that each and every one of us must adapt to</i> . The response exhibits a logical and coherent structure, moving from the introduction of the works, to an analysis of each, with references to appropriate literary elements, ending with a summary conclusion that refocuses on the critical lens. Transitions are skillfully used (<i>By retelling, Throughout the work, Although, Even the strongest</i>).
Language Use	Uses language that is fluent and original, with evident awareness of audience and purpose (<i>taunts a fellow, ironic calm and emotionless tone, woefully pleading for life</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>She was born a girl and not a boy</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>existance, mysogyny, regarless, expeience</i>) and punctuation (<i>in her autobiographical "The Woman Warrior" and, expeience yet, be long but</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in language use and conventions.	

Yann Martel once stated "you must take life the way it comes at you and make the best of it". This means that although life can get hard sometimes, one must move on and live life to the fullest. This is very true, because if one is to find fulfillment in life he or she must be very determined, and not feel deterred by any of the curveballs life may throw at them. Two pieces of literature that display this concept are "The Scarlet Letter" by Nathaniel Hawthorne, and "Huck Finn" by Mark Twain.

In "The Scarlet Letter", Hawthorne provides the reader with insight as to how someone who was faced with many difficulties in life can move on and try to make the most of life anyway. The main character in this novel, Hester Prynne, is charged with ~~committing~~ committing adultery, because she became pregnant when her husband was not even in the town yet. She is then forced to permanently wear a scarlet letter "A" on her chest, so that everyone knows the sin she committed. Hawthorne ~~uses the element of theme to convey~~ effectively develops the tone and mood so it is clear ~~as~~ to the reader that there is an overwhelming sense of darkness and desperation throughout the novel. This goes to show how bad life really was for Hester. However, Hawthorne also successfully uses the element of plot so that it becomes apparent that Hester is making the most out of what she does still have in life, instead of just dwelling on ~~as~~ what she does not have. Hester spends most ~~for~~ of her time everyday just spending time with her daughter, Pearl, so she is able to just enjoy and appreciate her daughter. also, ~~as~~ although pretty much everyone in the town has banished ~~as~~ her and Pearl

on their own, Hester is very good skilled with needlework, and so she sews many items for the people in town, so she is still finding some form of work to keep her occupied. In his novel, Hawthorne effectively shows how although Hester and Pearl are persecuted and looked down upon, they live their life together as best as they can.

Another literary work which helps to explain the idea that even when life is tough one must make the best of it is "The ~~Adex~~ Adventures of Huckleberry Finn". In his novel, Twain cleverly utilizes the element of characterization to develop Huck Finn as a very clever young boy, who ~~ce~~ has had a very tough life growing up with no mother and an abusive, ~~drut~~ alcoholic father. However, despite all the hard times he has already seen at his young age, Huck has a very notable sense of adventure, which keeps him going in life, and helps him find happiness in the end. Huck runs away from home, and teams up with Jim, a runaway slave, and together they run away toward what they see as freedom. Jim has also of course led a life full of difficulties, but his motivation to reach freedom and then get his wife and kids back as family keeps him going, so he has something to work for. Twain also uses the element of conflict to develop this idea more fully. Throughout the entire story, Huck and Jim encounter many setbacks and potential dangers, like the feud between the ~~two~~ families that they get caught up in, and all the trouble they encounter with the "King" and "duke". However, Twain uses ~~threor~~ these conflicts to convey to the reader the idea that although they are faced with so many difficulties, Huck and Jim keep moving down the ~~Missippi~~ Mississippi River on their

raft, determined to reach freedom. They come to really enjoy and appreciate each others' company, and they do enjoy ~~at their~~ ~~adventure~~ adventure.

Determination is a characteristic that is crucial in life, because life does not always seem fair, and yet it is best to just accept things, and make the most out of what you haveⁱⁿ life. In "The Scarlet Letter", Hawthorne develops Hester as a very determined woman who is able to make the most out of her life with her daughter despite the fact that she is practically banished from society. In "Huck Finn", Twain creates a story about a boy and a slave who come together to run away from all of the difficulties they faced in life, and although they have led such hard lives, they have some exciting adventures, and make the most out of their trip and each others' ~~comra~~ company. When a pitcher throws a curveball in baseball, good batters will still try to get a good hit off of it as long as it is within reach. Similarly, when life throws a curveball, ~~at least some~~, determined people will still try to make the most of what they have, and ~~not~~ instead of dwelling on the negatives.

Anchor Level 5 – A

Quality	Commentary
Meaning	<p>The response: Provides a thoughtful interpretation of the critical lens that clearly establishes the criteria for analysis (<i>although life can get hard sometimes, one must move on and live life to the fullest</i>). The response uses the criteria to make a clear and reasoned analysis of <i>The Scarlet Letter</i> (<i>although Hester and Pearl are persecuted and looked down upon, they live their life together as best as they can</i>) and <i>The Adventures of Huckleberry Finn</i> (<i>although they are faced with so many difficulties, Huck and Jim ... reach freedom</i>).</p>
Development	<p>Develops ideas clearly and consistently, with reference to relevant and specific evidence, discussing how <i>even when life is tough one must make the best of it</i>. The response uses appropriate literary elements, such as characterization (<i>Huck Finn as a very clever young boy and Hester as a very determined woman</i>) and conflict (<i>the feud between the two families ... and all the trouble they encounter with the “King” and “duke” and Hester is practically banished from society</i>) to support the discussion.</p>
Organization	<p>Maintains the focus established by the critical lens (<i>it is best to just accept things ... you have in life</i>). The response exhibits a logical sequence of ideas, first introducing the characters and their experiences, and concluding with a restatement of the baseball image that was introduced in the first paragraph (<i>when life throws a curveball, determined people will still try to make the most of what they have</i>). Coherence is strengthened through the use of appropriate transitions (<i>However, Also, Similarly</i>).</p>
Language Use	<p>Uses language that is fluent and original (<i>overwhelming sense of darkness and desperation, cleverly utilizes, Huck and Jim encounter many setbacks and potential dangers</i>), with evident awareness of audience and purpose. The response varies structure and length of sentences to control rhythm and pacing (<i>This goes to show how bad life really was for Hester and However, despite all the hard times ... helps him find happiness in the end</i>).</p>
Conventions	<p>Demonstrates partial control of the conventions, exhibiting occasional errors in punctuation (<i>“The Scarlet Letter,” “Huck Finn,” each others’</i>) and usage (<i>Two pieces of Literature what display this, move on any try to make, off of it</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>	

Yann Martel once stated, "You must take life the way it comes at you and make the best of it." ^{In more of a literal sense,} ~~the way it comes at you~~ it means that a person will have to face whatever events and conflicts in ~~the~~ his or her life, and react in such a fashion that the best consequences will ~~seem~~ occur. ~~The~~ Such an idea is true because individuals often try to improve their situation in life. ~~The~~ The Characterizations and conflicts in Harper Lee's To Kill A Mockingbird and William Shakespeare's The Tragedy of Romeo and Juliet provides concrete evidence where individual resolved to act this way.

To Kill A Mockingbird by Harper Lee is a novel about assorted events in a young girl's life in the Southern United States around the 1960s. This young girl, Scout Finch, and her brother, Jem were faced with the conflict of their mysterious and scary neighbor, Boo Radley. Many people will shirk and avoid the house altogether. However, these two decided to "make the best" of life and discovered that Boo Radley, or Arthur Radley is a friendly man who has to stay home because he had a weak immune system. In any event, these two siblings took ~~the~~ life the way it come at them, and made a wonderful friend. Another character in this novel was their father, Atticus Finch. Honest, fair, and wise, (and white) he was chosen by the judge to defend a black man in a ~~very~~ trial determining the veracity of ~~the~~ the black man raping a white girl. ~~The way~~ Atticus Finch believes this black man that he is innocent and strange

to protect him. ~~There~~ Any other ~~white~~ ~~black~~ lawyer would consider this man a lost cause, ~~and would~~ ~~not~~ However, Atticus Finch took this assignment and tried his hardest to "make the best" of this case.

In doing so, he has earned the respect of the black community and furthered his children's positive perception of him. As one can see, the conflict between Scout and Jem with Boo Radley, and the wise and hard-working nature of Atticus ~~prove~~ ascertains the truth of Matel's statement.

Another literary work that would prove this statement true is William Shakespeare's play, The Tragedy of Romeo and Juliet. The characterization of Romeo and the conflict between his Montague family and Juliet's Capulet family shows such truth. To begin, Romeo is a romantic and incessant lover. One day he sees Juliet and falls in love with her love at first sight. She, in turn, falls in love with him. As they discover that their families were feuding with each other, they eloped. Other couples who do not "take life the way it comes" at them would simply break up. However, they took the best at it and let their love triumph. Another example that proves ~~the~~ Matel's statement is the aftermath of Romeo and Juliet's relationship. Romeo and Juliet killed themselves because they both thought the other was dead when they separated. The conflict between the Montague and Capulet family dissipated as they realized that their

~~feud~~ feud was pointless and caused the deaths of their loved ones. In the end, both families faced life "the way" it came at them and resolved to make things better for the future. From ~~the~~ Romeo's character and the conflict between the Montague and Capulet family, ~~the~~ Martel's statement was proved true.

In conclusion, Yann Martel's statement that people must deal with life so that the best possible outcomes occur was proved true from example in To Kill A Mockingbird and The Tragedy of Romeo and Juliet. The trouble with the mysterious neighbor was resolved by Jem and Scout, and Atticus Finch was ~~respected~~ respected and noted when he defended the black man valiantly, because they made the best of life. ~~The~~ Romeo and Juliet's romance ~~for~~ each other and their deaths which ~~so~~ dissolved their families' feud resulted from making the best of life. Surely, it is ~~apparent~~ ^{apparent} that people did "take life the way it came at [them] and [made] the best of it!"

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 (<i>a person will have to face whatever events ... so that the best consequences will occur</i>). The response uses the criteria to make a clear and reasoned analysis of <i>To Kill a Mockingbird</i> (<i>these two siblings took life the way it came at them, and made a wonderful friend</i>) and <i>The Tragedy of Romeo and Juliet</i> (<i>both families faced life “the way” it came at them and resolved to make things better for the future</i>).</p>
Development	<p>Develops ideas clearly and consistently, with reference to relevant and specific evidence to discuss how <i>individuals often try to improve their situation in life</i>. The response uses appropriate literary elements such as characterization (<i>Atticus Finch took this assignment and tried his hardest</i> and <i>Romeo and Juliet took the best of it and let their love triumph</i>) and conflict (<i>Many people will shirk and avoid the house altogether</i> and <i>As they discovered that their families were feuding ... they eloped</i>) to support the discussion.</p>
Organization	<p>Maintains the focus established by the critical lens (<i>people must deal with life so that the best possible outcomes occur</i>). The response exhibits a logical sequence of ideas, first introducing the characters and their hardships, then following with realizations made by the characters. Further coherence is achieved through the use of a summary conclusion and appropriate transitions (<i>In any event, In doing so, As one can see, In the end</i>).</p>
Language Use	<p>Uses language that is fluent and original (<i>their mysterious and scary neighbor, determining the veracity of the black man, a romantic and incessant lover</i>), with evident awareness of audience and purpose (<i>Surely, it is apparent</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>Honest, fair, and wise, (and white) he was chosen by the judge to defend a black man</i> and <i>She, in turn, falls in love with him</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>dissipated</i> and <i>valiently</i>), punctuation (<i>Scout Finch, and her brother, Jem were faced with and love with her love at</i>), and grammar (<i>Harper Lee’s <u>To Kill a Mockingbird</u> and William Shakespeare’s <u>The Tragedy of Romeo and Juliet</u> provides and where individual resolved to act this way</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>	

"You must take life as the way it comes to you and make the best of it". This critical lens means that life is a freely-flowing stream of events that can only be dealt with by adjusting to one's surroundings. This is true according to Harper Lee's To Kill A Mocking Bird, and according to The Color Purple, by Alice Walker. Lee ~~displays~~ ^{characterizes} Scout as ~~an~~ innocent child, trying to cope and understand a more complicated world. Walker uses point of view to show Celie's perspective on how to deal with the ~~her~~ personal hardships of a black woman in a ~~the~~ man's era.

In To Kill A Mocking Bird, Scout is depicted as young and innocent, as she attempts to find the true meaning of Southern life and life in general. As she ~~try~~ tries to find the real Boo Radley, she eventually realizes the stereotypes that society is used to by finding (by meeting the "nice" Boo). Her innocence matures ~~so~~ so that she is taught the deeper meaning of living. It is like she grows up to adulthood in a simple sense by adjusting to the fact that the world is complicated. As life is thrown at Scout, she makes the best of it through her keen sense of reason and personality. Harper Lee establishes the true meaning of life by characterizing Scout as a curious, but innocent, ~~person~~ child.

Throughout The Color Purple, Alice Walker uses Celie to narrate the events of black southern life. Celie consistently describes the hardships of her life and eventually the triumph of her personality over the grasp of men. Although Celie is abused sexually/physically, she learns to live her life to its fullest. This shows however if presented with the worst situation, one can still come to an inner peace and enjoy the offering of God. One can learn to cope with his issues, ~~in~~ so he can love what ~~he~~ has is in his favor. Celie's intimate point of view allows one to see ~~her~~ ~~pers~~ the person inside her and ~~how~~ shows how she ~~dealt~~ rebounded from nothing to everything.

Anchor Paper – Part B—Level 5 – C

It is evident from this that anyone can deal with life if he looks optimistically at the future and adjusts to its bad negative consequences. Celie ~~to~~ found herself, knotted-up in ~~disappointment~~ a new of men. Scout makes sense out of racial and stereotypical issues ~~to~~ ~~and solved~~ a common dilemma to realize the importance of right and wrong at a young age. Everyone can live life to its fullest if they adjust to the odds & ahead and plan to survive as a happy and cheerful, intelligent person. people.

Anchor Level 5 – C

Quality	Commentary
Meaning	The response: Provides a thoughtful interpretation of the critical lens that clearly establishes the criteria for analysis (<i>life is a freely-flowing stream of events that can only be dealt with by adjusting to one's surroundings</i>). The response uses the criteria to make a clear and reasoned analysis of <i>To Kill a Mockingbird</i> (<i>Lee characterizes Scout as an innocent child, trying to cope with and understand a more complicated world</i>) and <i>The Color Purple</i> (<i>Walker uses point of view to show Celie's perspective on how to deal with the personal hardships of a black woman in a man's era</i>).
Development	Develops some ideas more fully than others. The response refers to specific and relevant evidence from <i>The Color Purple</i> (<i>Celie consistently describes the hardships of her life and eventually the triumph of her personality</i>) and the author's use of <i>Celie's intimate point of view</i> . Scout's interaction with Boo Radley [<i>the stereotypes that society is used to (by meeting the "nice" Boo)</i>] is less developed.
Organization	Maintains the focus established by the critical lens on characters who are <i>adjusting to their surroundings</i> . The response exhibits a logical sequence of ideas, first interpreting the critical lens, next presenting evidence from each work to support the chosen criteria, and finally concluding that <i>it is evident from this that anyone can deal with life if he looks optimistically at the future and adjusts to its negative consequences</i> . Transitions are appropriate (<i>As she tries, Throughout, if</i>).
Language Use	Uses language that is fluent and original, with evident awareness of audience and purpose (<i>As life is thrown at Scout, she makes the best of it through her keen sense of reason and personality</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>This shows however if presented with the worst situation one can still come to an inner peace</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in punctuation (<i>Boo Radley she; but innocent, child; sexually/physically she; herself, knotted-up</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in development and conventions.	

Nobody said life was going to be easy. Everyday a new problem arises, throwing an individual for a loop. According to Yann Martel, "You must take life the way it comes at you and make the ~~best~~^{best} of it." This statement is valid because the true character of a person is not measured by what they do, but how they deal with the curves life throws ~~at~~ him/her. In other words, Yann Martel's statement is saying that a person cannot choose what hand they are dealt in the game of life, but that particular individual can take life for what it's worth & make the best of it. Two works of literature that support this assertion is The Time Capsule, by Jurlene McDaniel and ~~Chronicles of the Screaming~~ The Scarlet Letter, by Nathaniel Hawthorne. Each book uses characterization & conflict to convey their message.

The Time Capsule, by Jurlene McDaniel deals with ~~two~~ ~~characters with the typical~~ the close bond felt between two twin siblings. They are typical teenagers, each having smarts, looks, and doing their best to survive highschool. Though they may be identical down to their last strand of DNA, there is a difference that could forever separate them. That difference is cancer. Through the use of characterization, the author creates the strong bond each twin ~~has~~^{felt} for the other. A bond such as theirs became ~~clear~~ clear throughout the first couple of pages. The conflict is not only ~~not~~ ~~fast~~ that one twin has cancer, but lies deeper, in that ~~if~~ if has cancer doesn't go into remission they could be without one another. Both ~~the~~ twins would either sulk about the diagnoses or cherish the time they have left together. Life, in the long run, isn't always fair, but what life hands an individual must be dealt with. ~~The bond between the twins would always remain strong~~ and made the best of.

because when it comes down to it, no one can control what the future holds.

long run,

The Scarlet Letter, by Nathaniel Hawthorne is another piece of literature that further supports the statement. Hester Prynne, the main character is dealt ~~with~~ more problems than one could ever imagine. Not only are her personal issues made public, but they are used ^{to set} ~~as~~ an example of wrongdoing. A typical individual would probably dwindle away to nothing and allow the embarrassment ~~to~~ get the better of him/her.

Through the use of characterization, the author conveys the tremendous amount of will-power & courage that Hester Prynne possesses. She never once looked back on the decisions she made and did what she would to deal with the repercussions.

~~Through~~ The author uses conflict ~~between~~ Hester & the people of the town to further convey his point. ^{to some} ~~Not only~~ ^{for others} ~~she's seen~~ as a woman of filth & disgust, but ^{to deal with their own problems.} ~~to some~~ she inspired them. ~~Her~~ bravery to bare the scarlet letter 'A' with pride, spoke for itself and although her ~~own~~ situation negatively affected the lives of those around her; she ~~was able to~~ changed her outlook to that of a positive one, doing everything possible to make the best of it.

Life is not always going to be a walk in the park. Problems may arise that are ^{either} self created or one has no control over. No one should stand around, watching opportunities pass them by. In Both The Time Capsule, by Jurlene McDaniel & The Scarlett Letter, by Nathaniel Hawthorne, life dealt the individuals a tricky hand. What one does with this hand determines ^{the individuals} ~~the~~ outcome because at the end of the day, "You must take life the way it comes at you and make the best of it."

Anchor Level 4 –A

Quality	Commentary
Meaning	<p>The response: Provides a reasonable interpretation of the critical lens that establishes the criteria for analysis (<i>a person cannot choose what hand they are dealt in the game of life</i>), making implicit connections between the criteria and <i>The Time Capsule</i> (<i>either sulk about the diagnoses or cherish the time they have left together</i>) and <i>The Scarlet Letter</i> (<i>She ... did what she could to deal with the repercussions</i>).</p>
Development	<p>Develops some ideas more fully than others. The response refers to specific and relevant evidence to explain how <i>the close bond felt between two twin siblings</i> could be destroyed by one’s cancer that may not <i>go into remission</i>. Hester Prynne is described as a character who <i>is dealt more problems than one could ever imagine</i>, but these <i>personal issues</i> are not developed. Examples of characterization and conflict are given for each text (<i>They are typical teenagers, The conflict ... they could be without one another, the tremendous amount of will-power & courage that Hester Prynne possesses</i>).</p>
Organization	<p>Maintains the focus established by the critical lens (<i>Life is not always going to be a walk in the park</i>). The response exhibits a logical sequence of ideas, beginning with an agreement with the lens (<i>This statement is valid</i>) and then applying it to the crisis facing the twins (<i>a difference that could forever separate them</i>) and Hester (<i>Her bravery to bare the scarlet letter ‘A’ with pride</i>). The response concludes that <i>what one does with this hand determines the individuals outcome</i>. Transitions are appropriately used (<i>because, throughout, Both</i>).</p>
Language Use	<p>Uses appropriate language that is sometimes clichéd (<i>throwing an individual for a loop and the curves life throws</i>) and imprecise (<i>having smarts, &, a tricky hand</i>). The response occasionally makes effective use of sentence structure and length (<i>The conflict is not only that one twin has cancer ... one another</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>Hawthorn, highschool, repercussions</i>), punctuation (<i>Hester Prynne, the main character is dealt and the individuals outcome</i>), and agreement (<i>a person ... they, Two works ... is, Each book ... their message</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in organization.</p>	

I do not believe that the quote "You must take life the way it comes at you and make the best of it" is always true. Sometimes ~~you~~ there is only so much you can take before you have to try to change it. Two authors that also seem to share this way of thinking are Shakespeare and F. Scott Fitzgerald. Shakespeare does this in Hamlet while F. Scott Fitzgerald does this in The Great Gatsby.

This quote implies that you must accept the way the things in your life are happening and make the best of it. You should not dwell on the fact that it is not going your way but to try to look at the positive side as much as possible. However, I do not believe this is the case at all. I think that you should try to change things if you don't like the way that they are happening. If you don't like the way your life is going it is in your power to do what you can to make it more enjoyable.

In Hamlet by William Shakespeare the character Hamlet decides to change the way his life is going. Instead of accepting his father's murder and trying not to be upset Hamlet decides to do something about it. Fitzgerald uses point of

view here to show Hamlet's disposition. He decides ~~to~~ that he will murder the king, his father's murderer, to avenge his father's death. This is a bold move that causes a lot of trouble for Hamlet. However it is worth it for him because he was not willing to back down and accept the things that were happening in his life. He decided to stand up and do something about the things he did not approve of.

In The Great Gatsby by F. Scott Fitzgerald the character ~~George~~ ^{Nick} has just moved to the East coast ~~to~~ of the US. He was accustomed to the solitary and peacefulness of the West. However his new home in the East was anything but peaceful. His life was suddenly filled with drama and stuff like that. His new friends were not who he thought they were and they did not always have his best interest in mind. ~~to~~ ^{Nick} did not just stay there and try to make the best out of the East, he moved back West. He did not like the way his life was going so he changed it.

In conclusion I do not believe the quote "you must take life the way it comes at you and make the best of it" is always true. There are certain times when you must try to change the way things are going. Two examples of pieces of literature that show this are Hamlet by William Shakespeare and The Great Gatsby by F. Scott Fitzgerald,

Anchor Level 4 –B

Quality	Commentary
Meaning	The response: Provides a reasonable interpretation of the critical lens, stating <i>if you don't like the way your life is going it is in your power to do what you can to make it more enjoyable</i> . The response uses criteria to make implicit connections between <i>Hamlet</i> (<i>uses point of view here to show Hamlet's disposition</i>) and <i>The Great Gatsby</i> (<i>He did not like the way his life was going so he changed it</i>).
Development	Develops some ideas more fully than others, with reference to specific and relevant evidence from <i>Hamlet</i> when alluding to his internal conflict (<i>he was not willing to back down and accept the things that were happening</i>). The response is less specific about the internal conflict Nick faces in the novel (<i>His life was suddenly filled with drama and stuff like that</i>).
Organization	Maintains a clear and appropriate focus on characters who <i>try to change the way things are going</i> . The response exhibits a logical sequence of ideas, first interpreting the critical lens, next alluding to the internal conflicts the characters face that cause a desire for change, and finally concluding with the power people have over their own lives (<i>There are certain times when you must try to change</i>). Internal consistency is weakened by lack of specific references to Nick's new friends who were not who he thought they were.
Language Use	Uses language that is sometimes inappropriate (<i>stuff like that</i>), with some awareness of audience and purpose (<i>This quote implies that you must accept the way the things in your life are happening</i>). The response occasionally makes effective use of sentence structure and length (<i>He decides that he will murder the king, his father's murderer, to avenge his father's death. This is a bold move</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>aprove, acustomed, peacefulnes</i>) and punctuation (<i>Hamlet while, going it, However it is</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

"You must take life the way it comes at you and make the best of it." ^{"said"} Yann Martel. In life people must make the best of any situation and live life to ~~its~~ its fullest. In the novels Night by Elie Wiesel and A Farewell To Arms by Ernest Hemingway, the main characters overcome a time of war and continue to live life with many ~~obstacle~~ obstacles in their way.

The story of Elie Wiesel is told in his novel Night. During World War Two, he was put into a concentration camp. Although all odds were against him, in the end he managed to survive. A symbol of the hope that helped Elie keep going was the apple. A little girl would throw an apple over the fence of the concentration camp to Elie. After he lost his father, Elie's thoughts of his home town and family also motivated him to continue on even through the grim lonely time. Elie made the best of the situation he was put in, and lived life to its fullest.

~~The story~~ A Farewell To Arms is a tragic love story that portrays the true hardships of war. Foreshadow is used throughout the story, for example when Catherine is visiting ~~at~~ ~~the~~ ~~hospital~~ at the hospital, it's raining outside, and at the end of the

story when Catherine is dying, it's also raining. The rain is a symbol of death. Even though they're in Europe at war, their love is so strong that they find different ways to be with each other.

Cape Dem is the ~~also~~ definition of living life to its fullest. No matter what happens in life; ~~whether~~ whether it be war, death, or any other set back, nothing should stop a person from living the most fulfilling life. These two novels are a ~~good~~ example of people who overcame all odds and continued to live life, and make the best of it.

Anchor Level 4 –C

Quality	Commentary
Meaning	The response: Provides a reasonable interpretation of the critical lens that establishes the criteria for analysis (<i>the main characters ... continue to live life with many obstacles in their way</i>). The response makes implicit connections between the criteria and <i>Night</i> (<i>A symbol of the hope that helped Elie keep going was the apple</i>) and <i>A Farewell to Arms</i> (<i>Even though they're in Europe at war, their love is so strong</i>).
Development	Develops ideas briefly, using some evidence from the texts (<i>After he lost his father ... motivated him to continue on</i> and <i>when Catherine is dying, it's also raining</i>), but relies primarily on plot summary. The response refers to symbolism, but does not elaborate on its significance.
Organization	Maintains a clear and appropriate focus on <i>people who overcame all odds and continued to live life, and make the best of it</i> . The response exhibits a logical sequence of ideas (<i>Although all odds were against him, in the end he managed to survive and a tragic love story that portrays the true hardships of war</i>) but lacks internal consistency in paragraph 2, shifting discussion from the symbolism of the apple to thoughts of Wiesel's hometown with no transition between ideas.
Language Use	Uses appropriate language, with some awareness of audience and purpose (<i>motivated him to continue on even through the grim lonely time</i>). The response occasionally makes effective use of sentence structure (<i>No matter what happens ... nothing should stop a person from living the most fulfilling life</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>home town</i> and <i>eachother</i>) and punctuation (<i>in, and lived; For example when; raining The rain</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in development.	

The quote, "you must take life the way it comes at you and make the best of it," by Yann Martel is, in my opinion, very true. Two works of literature that show this are The Adventures of Huckleberry Finn and The Great Gatsby. In Huck Finn, Huck has many challenges that he is faced with and has to deal with. Also, Gatsby, in The Great Gatsby has obstacles thrown to him to overcome and "take life the way it comes at you..."

In The Adventures of Huckleberry Finn, the protagonist, Huck is faced with some problems that he has to face. One of these problems is that his papa beats him. Another obstacle that he is faced with is when he moves in with Widow Douglas and is told what to do and how to act. Huck doesn't like these things but deals with them anyway. The critical lens quote demonstrates this perfectly when saying, "you must take life the way it comes at you and make the best of it. Huck made the best of his ~~surroundings~~ surroundings.

The other work of literature that demonstrates the critical lens quote is The Great Gatsby by F. Scott Fitzgerald. In the novel Gatsby is faced with things that he has to overcome. For starters he has to try and deal with his long lost love being with Tom, her husband. Another obstacle that Gatsby is faced with is not being able to show his love towards Daisy.

The quote "You must take life the way it comes at you and make the best of it" relates to this example perfectly.

"You must take life the way it comes at you and make the best of it" relates to *The Adventures of Huckleberry Finn* and *The Great Gatsby* tremendously. Both Huck and Gatsby have things to overcome in their life. They make the best of what's around.

Anchor Level 3 – A

Quality	Commentary
	The response:
Meaning	Provides a simple interpretation of the critical lens. The response suggests some criteria for analysis, but makes superficial connections to <i>The Adventures of Huckleberry Finn</i> (<i>Huck doesn't like these things but deals with them</i>) and <i>The Great Gatsby</i> (<i>Gatsby is faced with things that he has to overcome</i>).
Development	Develops ideas briefly, using some evidence from the texts (<i>one of these problems is that his papa beats him and not being able to show his love towards Daisy</i>). The response relies primarily on plot summary (<i>told what to do and how to act and he has to try and deal with his long lost love being with Tom, her husband</i>).
Organization	Establishes an appropriate focus on characters who try to overcome their problems. The response exhibits a rudimentary structure, with a repetition of the quote in every paragraph. The response contains a separate paragraph for each text, followed by a concluding paragraph. The response demonstrates inconsistency by describing Huck's reaction to parental abuse and the Widow Douglas' strictness as making <i>the best of his surroundings</i> .
Language Use	Relies on basic vocabulary that is repetitious (<i>obstacles thrown to him, Huck is faced with, Another obstacle that he is faced with</i>) and occasionally awkward (<i>The critical lens quote demonstrated, the quote ... relies to, relates to ... tremendously</i>). The response exhibits some attempt to vary sentence structure for effect, but with uneven success (<i>Also, Gatsby, in ... the way it comes at you ...</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in punctuation (<i>in The Great Gatsby has; the protagonist, Huck is faced; whats</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.	

"You must take life the way it comes at you and make the best of it." The proceeding statement is true. Evidence from Down These Mean Streets by Richard Pirey and The Scarletts letter by Nathaniel Hawthorne will take part in answering the statement.

In the book down these mean streets, it shows and expresses how a young teen had trouble growing up in New York. Many instances occurred when he was getting into trouble with the police. Also another instances was while he was getting ~~arrested~~ interogated ~~and~~ by the police, he soon took action in fighting the cop. Richard has had a rough life. Even in school when you expect everything to go as planned; things get all crazy. During class, Richard asked permission from the teacher to go to the bathroom. But the teacher said "NO". So Richard got up anyways. As he was walking out the class room the teacher grabbed his arm. When she did that, Richard turned around and punched her in the face. These are two main examples of how Richard has done wrong. But I feel that these things happened for a reason because Richard soon became the ideal gentleman.

Pearl from the Scarletts letter is a great example of the quote. Pearl had to do with embarrassment everyday because of her mother. Her mother embarrasses her by wearing the letter "A" on her chest. Many people in the town don't speak to pearl's mother nor make eye contact. ~~The only thing her mother did to Pearl's mother~~ was the type of person to help people when they were sick or

in need of help. Also pearls mom made clothes for the town. So Pearl was always the one with the nice clothes and always looked good.

But even though Peal and Richard had tough lives, they both ended up to be a great person. In order to take life the way it comes at you, you must be able to fight towards the finish to make the best of it.

Anchor Level 3 – B

Quality	Commentary
	The response:
Meaning	Provides a simple interpretation of the critical lens by agreeing with it (<i>the proceeding statement is true</i>) and explaining how characters had problems but mostly overcame them (<i>a young teen had trouble growing up and Pearl ... is a great example of the quote</i>). The response makes superficial connections between the criteria and <i>Down These Mean Streets</i> (<i>Richard got up anyways</i>) and <i>The Scarlet Letter</i> (<i>Many people in the town donot Speak to pearls mother</i>).
Development	Develops ideas briefly. The response presents some evidence of Richard's problems at school (<i>the teacher said "NO"</i>) and Pearl's problems because of her mother (<i>Her mothe embarasses her</i>), but relies primarily on plot summary, without explaining how the characters actively try to use their situations in the best way.
Organization	Establishes, but fails to maintain, an appropriate focus on the critical lens. The response exhibits a rudimentary structure by referring to the quote at the beginning and end, with one paragraph summarizing each text. The response includes some irrelevancies (<i>Richard ... punched her in the face</i> and <i>Pearls mother was the type of person</i>).
Language Use	Relies on basic vocabulary that is sometimes imprecise (<i>Evidence from ... will take part in, it shows and expresses, anyways</i>), with little awareness of audience (<i>you must be able to fight</i>). The response occasionally makes effective use of sentence structure (<i>Richard has had a tough life</i> and <i>In order to ... the best of it</i>).
Conventions	Demonstrates partial control, exhibiting frequent errors in spelling (<i>Scarletts, Natedaniel, instences, interagated, gentelmen</i>) and occasional errors in punctuation (<i>Pearl from the Scarletts letter, Pearls mother, Also pearls mom</i>), grammar (<i>another instences</i> and <i>Peal and Richard ... a great person</i>), and proofreading (<i>mothe, Peal, mak</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 quote used in the critical lens, I disagree with. A person shouldn't have to take ~~the~~ ^{life} the way it comes. If someone can change ~~change~~ their life then why not. If the person has nothing what can they make the best ~~to~~ of?

In the book "A Raisin in The Sun" this family had nothing. This would be an example of how people can make the best out of nothing. The reason it's not is because the husband was trying to change his families life. He wasn't going to sit around and let life ruin them. He wasn't going to accept being poor. There is no way you can make the best out of poverty.

Another book that had't accepted life the way it was, was "Of Mice and Men". These two characters tried to find a job and better themselves. Even though one of the guys was slow, he was willing to help out. They didn't sit around and feel sorry for themselves. They wanted more than what life was offering.

These two books show me that I don't have to settle. Even though life ~~might not give you~~ ^{might not give you} ~~as much~~ ~~as~~ ~~you~~ ~~can~~ ~~still~~ ~~get~~ ~~more~~. A person doesn't have to make the best of just what they have.

Anchor Level 3 – C

Quality	Commentary
Meaning	<p>The response: Provides a simple interpretation of the critical lens by disagreeing with it (<i>If the person has nothing what can they make the best of?</i>). The response makes superficial connections between the criteria and <i>A Raisin in the Sun</i> (<i>He wasn't going to sit around and let life ruin them</i>) and <i>Of Mice and Men</i> (<i>They didn't sit around and feel sorry for themselves</i>).</p>
Development	<p>Is incomplete and largely undeveloped. The response hints at the idea of people working hard and not accepting their poverty (<i>There is no way you can make the best out of poverty and These two characters tried to find a job and better themselves</i>), but references to the texts are vague (<i>They wanted more than what life was offering</i>).</p>
Organization	<p>Establishes a focus that disagrees with the critical lens (<i>A person shouldn't have to take life the way it comes</i>). The response exhibits a rudimentary structure by disagreeing with the quote, then discussing how the characters in each text did not accept poverty, and concluding with the personal statement <i>these two books show me that I don't have to settle</i>. The response contains some inconsistencies (<i>The reason it's not is because</i>).</p>
Language Use	<p>Relies on basic vocabulary (<i>out of nothing, sit around, one of the guys</i>), with little awareness of audience. The response attempts to vary sentence structure for effect, but with uneven success (<i>The quote used in the critical lens, I disagree with and In the book ... this family had nothing</i>).</p>
Conventions	<p>Demonstrates emerging control, exhibiting occasional errors in punctuation (<i>life then why not.; had'nt; was, was; Men"</i>), grammar (<i>someone ... their and the person ... they</i>), and shifts in point of view (<i>I ... you ... a person</i>) that hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in development.</p>	

In the literary elements I have chosen, the critical lens is correct. "You must take life the way it comes at you and make the best of it".

In the story Of Mice and Men by John Steinbeck, these two guys are always on the run, because Lenny is always getting into trouble with the law and then they have to run to a new town. When Lenny is always getting into trouble, George has to start a new life all over again. Making the quote true.

In the play Julius Caesar by Shakespeare Julius is betrayed by his best friend and killed. Also making the quote true. You will always have obstacles against you in your life and you must accomplish each one just to make it to the next.

You always got to take whatever life throws at you and hope you can do it.

Anchor Level 2 – A

Quality	Commentary
Meaning	<p>The response: Provides an incomplete interpretation of the critical lens by stating <i>you always got to take whatever life throws at you and hope you can do it</i>. While the response uses the criteria to analyze <i>Of Mice and Men</i> (<i>George has to start a new life all over again. Making the quote true</i>), it merely alludes to the critical lens when analyzing <i>Julius Caesar</i> (<i>Julius is betrayed by his best friend and killed. Also making the quote true</i>).</p>
Development	Is incomplete and largely undeveloped. The response hints at ideas, but references to the text are vague and irrelevant (<i>these two guys are always on the run and Julius is betrayed ... and killed</i>).
Organization	Lacks an appropriate focus (<i>the critical lens is correct</i>) but suggests organization through paragraphing. The response offers an unclear conclusion consisting of a single sentence.
Language Use	Relies on basic vocabulary, with little awareness of audience or purpose (<i>In the literary elements I have chosen</i>). The response exhibits some attempt to vary sentence structure or length for effect, but with uneven success (<i>When Lenny is always getting into trouble, George has to start a new life ... again</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>obstacles</i>) and punctuation (<i>the run, because; the law and then; again. Making</i>) that hinder comprehension.
<p>Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use and conventions.</p>	

"You must take life the way it comes at you and make the best of it" quoted by Yann Martel. This quote means whatever you get would do it and take advantage of it by using it to the fullest. This quote is seen in the novel The Pearl by John Steinbeck and in the novel Native Son by Richard Wright.

This quote shows example in the novel The Pearl by John Steinbeck. The doctor is an example of the quote, he wanted the pearl instead of the money. Another example is Juanita when ~~of~~ Juanita sucked the poison from Kico's skin.

This quote is seen in the novel Native Son by Richard Wright. One example from the novel is Bigger. He took his job even though he didn't want to. Another example is The Family who had ~~to~~ trusted Bigger in their home. They were betrayed by Bigger even when they put all their trust in him.

Anchor Level 2 – B

Quality	Commentary
Meaning	The response: Provides a confused interpretation of the critical lens, stating <i>this quote means whatever you get use/do it and take advantage of it</i> . The response alludes to the critical lens, but does not use it to analyze the chosen texts, <i>The Pearl</i> (<i>The doctor is an example of the quote</i>) and <i>Native Son</i> (<i>This quote is seen in the novel <u>Native Son</u></i>).
Development	Is incomplete and largely undeveloped. The response hints at ideas, but references to the text are vague and unjustified (<i>The doctor is an example of the quote, he wanted the pearl instead of the money</i> and <i>Another example is The Family who had trusted Bigger in their home</i>).
Organization	Lacks an appropriate focus, but suggests some organization. The response introduces the critical lens and refers briefly to the two texts, but fails to conclude the response.
Language Use	Uses language that is imprecise for the audience and purpose (<i>This quote shows example in</i>). The response reveals little awareness of how to use sentences to achieve effect (<i>When Juanita sucked the poison from Kico's skin</i> and <i>The was betrayed by Bigger</i>).
Conventions	Demonstrates emerging control, exhibiting frequent errors in spelling (<i>useng, Kico's, thoughl</i>), capitalization (<i>Novel</i> and <i>The Family</i>), and grammar (<i>This quote shows example</i> and <i>The was betrayed</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions.	

"You must take life as it comes to you and make the best of it," by Yann Martel. This saying kind of reflects to the book Black Boy by Richard Wright. He grows up poor in the South with out alot of oppetians given the time of year it was in America.

The Book Black Boy by Richard Write Shows us That you can't expect Things to be handed to you life has to be taken for what it worth and not for what your nighbor has. The people who work every day and have big goals are the ones who get what they want.

You mus take life as it comes So That later on in life you can look back and say you erved it.

Anchor Level 2 – C

Quality	Commentary
	The response:
Meaning	Provides a confused and incomplete interpretation of the critical lens by stating, <i>you can't expect Things to be handed to you life has to be taken for what it worth and not for what your nighbor has</i> . The response alludes to the critical lens but does not use it to analyze the chosen text, <i>Black Boy</i> (<i>This saying Kind of reflects to the book <u>Black Boy</u></i>).
Development	Is incomplete and largely undeveloped, referring to only one text. The response hints at ideas, but references to the text are vague and unjustified (<i>The Book <u>Black Boy</u> by Richard Write shows us That you can't expect Things to be handed to you</i>).
Organization	Lacks an appropriate focus but suggests some organization. The response introduces the critical lens, refers briefly to one work of literature, and concludes by stating <i>you must take life as it comes So That later on in life you can look back and say you erved it</i> .
Language Use	Uses language that is imprecise for the audience and purpose (<i>This saying Kind of reflects to the book</i>). The response reveals little awareness of how to use sentences to achieve an effect.
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>with out, oppetions, exact, nighbor</i>), punctuation (<i>Martel This, to you life, has Th</i>), and capitalization (<i>Kind, Shows, That, So</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.	

"You must take life the way it comes at you and make the best of it." This critical lens for me mings that if life come to you but not in the way that you want you must work and try to do your dream come true. I has to said that I agree with this critical lens. I agree because life is not suppos to be eassy to everyone. I also think if you want something in the future or in your life to be better you has to works hard to get it.

Anchor Level 1 – A

Quality	Commentary
	The response:
Meaning	Provides a simple interpretation of the critical lens, stating that <i>if life come to you but not in the way that you want you must work and try to do your dream come true</i> . The response does not use the critical lens to analyze any texts.
Development	Is minimal, with no development based on evidence from the texts.
Organization	Suggests a focus on the critical lens by restating it, agreeing, and making personal statements about it. The response lacks organization.
Language Use	Uses language that is sometimes incoherent (<i>life is not suppos to be eassy to everyone</i>). Reveals little awareness of how to use sentences to achieve effect (<i>I has to said that I agree</i>).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>mings, suppos, eassy</i>) and grammar (<i>come, has to said, to everyone</i>) that make comprehension difficult.
Conclusion: Although the response fits the criteria for Levels 1, 2, and 3, it remains at Level 1 because it is a personal response.	

Anchor Paper – Part B—Level 1 – B

It was once said that, "You must take life the way it comes at you and make the best of it." This means that life isn't always like some want it to be, but people just have to enjoy as much of life as possible.

Anchor Level 1 – B

Quality	Commentary
Meaning	The response: Is minimal.
Development	Is minimal, with no evidence of development.
Organization	Suggests a focus on the lens (<i>life isn't always like some want it to be</i>), but lacks 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 organization.	

The quote, "you must take life the way it comes at you, and make the best of it", written by Yann Martel, means that it is important to accept anything that comes your way. ~~The novel~~, This quote is true because if one does not accept their life the way it is, then one will never be able to live in comfort. The novel, The Great Gatsby, written by F. Scott Fitzgerald, and the play, A Streetcar named Desire, written by Tennessee Williams, strongly relates to the quote by Yann Martel.

In the novel, The Great Gatsby, written by F. Scott Fitzgerald, the main character Gatsby illustrates the quote by Yann Martel. In the novel, Gatsby changes the true way that his life is in many ways. If Gatsby looked at his life in a more positive way, the sad things that happened to him probably would not have happened. Throughout the novel ~~but~~ Gatsby chased after his old love, Daisy, although she was married, and had moved on from him. Gatsby could not accept what his life threw at him, and wrongfully went after her, while she had a husband. Gatsby ~~because Gatsby made Daisy fall in love~~ went so far to be with Daisy, that he moved across the river from her and watched the green light that shined off of her dock, which symbolized his need to be with her. When Gatsby and Daisy finally met, and fell in love again, Gatsby found himself dead because of a man who was extremely

angry with Gatsby, which related to Gatsby being with Daisy. If Gatsby decided to move on with his life without Daisy, and took what life threw at him then he would never have been killed. The novel, The Great Gatsby, illustrates the fact that it is important to take and accept whatever life throws at you.

The play, A Streetcar Named Desire, written by Tennessee Williams also shows why it is so important to accept what life throws at you. The character, Blanche ~~had to~~ changed her life in many ways by completely changing who she was, and attempting to be her dream self. Blanche's dreams were to be a Southern Belle, be married and in love, and be extremely wealthy. Although Blanche did attempt to live these dreams, she went about it in the wrong way. She lied about everything that she knew. Because of this she would take bath many times a day, which symbolized her need to be a Southern Belle. As a result of her lies, and dreams of changing her life, she was put in a mental hospital by her own sister. If Blanche decided to live her life the way that it was supposed to be lived, ~~all~~ this would have never happened to her. The play A Streetcar named Desire illustrated the fact that ~~all~~ it is important to take

life how it is thrown at you, because of what happened to Blanch.

The novel, The Great Gatsby, written by F. Scott Fitzgerald, and the play, A Streetcar Named Desire, written by Tennessee Williams, proves the fact that life should always be accepted. If not accepted, life can turn out the exact opposite as it should have.

"You must take life the way it comes at you and make the best of it". This quote, by Yann Martel, is about perseverance. It means that you have to make the best of your life, no matter how bad things may seem, you must carry on. I agree with Martel. Everyday, there are people who don't have it easy, they don't have the advantages others have, but still, they persevere against all odds. These everyday people, real people, are glorified in literature as well. Two works of literature that do this are The Grapes of Wrath, by John Steinbeck, and The Scarlet Letter, by Nathaniel Hawthorne.

In John Steinbeck's novel, The Grapes of Wrath, there are several characters that illustrate the idea that Yann Martel stressed. The Joads are the quintessential "everyday people" that have been dealt a bad hand. They are living in the Midwest during the Great Depression, and the times are hard. Therefore, instead of sitting back and letting life get the best of them, the Joads pack up, and head for California. They try to make a better life for themselves. The entire Joad family collectively overcame adversity during these desolate times, but through the use of characterization, Steinbeck builds up each character individually, specifically Tom Joad. Tom is the greater example of making the best of life in the entire novel, because Tom is the most desperate of all the characters, yet is the strongest, the most optimistic. Tom spent several years in prison, and when he returns home he finds everything in ruins. He starts with nothing and makes something out of it, that is why Tom is such a great example of someone making the best of life.

In Nathaniel Hawthorne's novel The Scarlet Letter, Hester Prynne plays the hand she is dealt, and makes the best of life. The Scarlet Letter is set in colonial era New England, a time when women were at a great disadvantage, seen as inferior to men, simply because of their sex. Hester Prynne, is not only a woman, but she is an adulteress. She is thought to be unmarried, yet gives birth to a child. Therefore, she is punished for her sin by having to wear a scarlet "A" on her bosom for everyone to see. Even though Hester is mocked by the town people, looked down upon, she lives her life how she pleases. Hester is a humble, kind person. She keeps to herself, and devotes herself to her needle work, and to her community. The scarlet letter she wears does not phase her, she bears it, almost proudly, wearing her sin for everyone to see. Hester takes her adversity, and becomes a stronger person because of it. She truly demonstrates Yann Martel's quote, as an individual who makes the best of life.

Both of these works of literature agree with Martel's quote, "You must take life the way it comes at you and make the best of it". Both Steinbeck and Hawthorne show how people can overcome great odds through the use of characterization of Tom Joad and Hester Prynne respectively. That is what literature is for, it both demoralizes and glorifies man at the same time. In this case, these novels show how man takes life and makes the best of it, supporting Martel's quote.

Part B — Practice Paper — C

"You must take life the way it comes at you and make the best of it." This means that life is like an unpredictable obstacle course but you must overcome the obstacles to get through life. This is true and can be found in *Of Mice and Men* by John Steinbeck and *The Scarlet Letter* by Nathaniel Hawthorne. In *Of Mice and Men*, George ~~is~~ faces with many obstacles dealing with Lennie. In the novel, *The Scarlet Letter*, Hester Prynne ~~is~~ faces many obstacles, dealing with her child ^{Pearl}, her husband Chillingworth, and Pearl's father Dimmesdale. In both these books characters overcome many obstacles.

"You must take life the way it comes at you and make the best of it." I think this quotation means whatever is handed to you in life, you must take it and make it better. You might even have to make things happen. You are the only one who can make your life be what you want it to be. I agree with this quotation. Two works of literature that support this quotation are Macbeth, a play written by Shakespeare and The Glass Menagerie which is a novel.

Macbeth is a play which is written by Shakespeare. The protagonist Macbeth encounters three witches and they tell Macbeth prophecies that he will become king one day. Macbeth is only a thane when the witches tell him he is going to be king and immediately wants to become king. In order for Macbeth to endure a better life, he will have to kill the current king. Macbeth decides to kill the king but he soon realizes his life will not become better, in fact it will become worse because he has to live with a great amount of guilt. Macbeth's character development shows Macbeth becoming increasingly insecure and feeling very guilty. This is the best of Macbeth's life after he murdered the king. The play Macbeth supports this quotation because Macbeth's actions geared his life in a downward direction after he killed the king.

The Glass Menagerie is a novel written about a teenage girl who is partially disabled. One of the girl's legs is shorter than the other. Since she doesn't have any friends and she barely leaves her house she plays and collects glass figurines. Not a single one of them are the same, and she pretends they come to life. Just having these figurines around makes her feel happy and also that she is not alone. The teenage girl makes herself feel happy when she plays with them. She does not feel insecure about her disability, she feels like a normal person. By playing with the glass figurines, this makes her life the best it could be, by her opinion. That is how the Glass Menagerie supports this quotation.

Macbeth written by Shakespeare and The Glass Menagerie, a novel support this quotation. The main protagonists in each work of literature undergo a situation that makes them change their life. I agree that when you are handed something in life you should make the best of it. "You must take life the way it comes and make the best of it."

Many things in life happen for a reason. But what a person does with what happens determines the effect it has. "You must take life the way it comes at you and make the best of it." Yogi Berra once said. I agree with that after reading the play "Our Town" and the novel of Mice and Men; I believe these show greatly what most humans do with a situation.

In "Our Town", the play tells of a small town in the upper New England Colonies in America. It seemed every time something happened to the people they always knew the correct way to do with it. Like when George stays in the town instead of becoming a baseball player, he turns everything that happens into something good. When George and Emily decide to get married, Emily's dad was not accepting. He thought it would ruin his daughter. In the end he decides to let them marry, he had never seen his daughter more happy than when she got married. They turned all the scary, bad things into something good.

In Mice and Men, George and Lennie take all the bad things, situations that they are put in and turn them into something prosperous and good. Like when Lennie is chased by the town and George helps him escape they

Find another job that gets them closer to their dream. Also when Curley fights with Lennie, they use that against Curley to keep him away from them, so they do not get into any trouble.

Both of these stories are great examples of taking life and making the best out of the situations you are put in.

Practice Paper A–Score Level 4

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

Practice Paper B–Score Level 5

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

Practice Paper C–Score Level 2

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

Practice Paper D–Score Level 4

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

Practice Paper E–Score Level 3

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

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

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 August 2007 Regents Examination in Comprehensive English will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> on Friday, August 17, 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.