

SESSION TWO

FOR TEACHERS ONLY

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

ENGLISH

E

Wednesday, January 23, 2008— 1:15 to 4:15 p.m., only

SCORING KEY AND RATING GUIDE

Mechanics of Rating

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

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

Scoring of Multiple-Choice Questions

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

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

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

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

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

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

There are many different styles of parenting. Sometimes a parent coddles a child to the point of dependence or keeps distant to the point of neglect. Ultimately, as long as the child is aware of the parent's presence and concern, the parenting technique is irrelevant. Passages 1 and 2 demonstrate separate parenting techniques and their effects on children through characterization, theme and symbolism.

Passage 1 develops a father's parenting techniques through characterization. The father worked at a university during the summer yet made the effort to take his daughter with him every day so that she could swim in the pool. He watched her swim and encouraged her to progress to more difficult levels. Her happiness was important to him, and he reassured her, even when his fishing buddy told her to be quiet in a harsh way. She was welcome to play with the supplies in his desk, and he shared ice cream cones with her. Her memories of that summer are all positive ones because of the loving acts he performed.

The theme of distance between the father and daughter interestingly emphasizes the father's parenting style. Rather than being overbearing, the father gave his child space to develop on her own. He went to the pool to watch her swim, but when he left to go to work, she spent that alone time practicing harder dives. When the daughter joined him in his lab, she was able to entertain herself until it was time to go home. Both seemed at ease with this arrangement, secure in their love for each other.

In Passage 2, the controlling idea of different parenting styles is portrayed by a mother who is watching over her sleeping child. This poem is a love song to the child as the mother observes the child's breathing under the glow of a pink night light. In contrast to the father who gave his daughter space to develop, this mother is

hovering over her sleeping baby to make sure that the child is safe. The mother's hand checks "the humid tendril" of the child's breath. She states that she feels her "heart slowing, opened to your tiny flame" as if the mother's and child's hearts beat at the same rate.

The poet refers to the issue of distance symbolically: "I hang above you like a planet—you're a planet, too." The sleeping child is an independent "planet," or person, separate from the mother. But, "One planet loves the other." There is a strong connection between the two independent personalities, as strong as the gravitational pull which aligns the planets in orbit. That strong pull is parental love.

Parents have choices of approach to their job of rearing their children. As children mature, wise parents alter their approach. Passage 1 portrays a father of a growing daughter who seems to have found the balance between loving encouragement and space to grow. Passage 2 portrays the mother of a very young child who is protective yet aware of her child's separateness. The girl in the swimming pool grew to greatly admire her father. It is probable that the sleeping child, whose blue eyes "mirrored" her mother's love, will continue to develop in a loving environment.

Anchor Level 6 – A

Quality	Commentary
Meaning	<p>The response: Establishes a controlling idea about parenting styles that reveals an in-depth analysis of both texts, stating that <i>Passages 1 and 2 demonstrate separate parenting techniques and their effects on children</i>. The response makes insightful connections between the controlling idea and the ideas in Passage I (<i>rather than being overbearing, the father gave his child space to develop and they both seemed at ease with this arrangement, secure in their love for each other</i>) and Passage II (<i>There is a strong connection between the two independent personalities, as strong as the gravitational pull which aligns the planets in orbit</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>He watched ... and encouraged her and the father gave his child space to develop on her own</i>) and Passage II (<i>this mother is hovering over her sleeping baby to make sure that the child is safe and She states that she feels her “heart slowing, opened to your tiny flame”</i>). The response uses appropriate literary elements (characterization and theme from Passage I and characterization and symbolism from Passage II) to further the analysis.</p>
Organization	<p>Maintains the focus established by the controlling idea on the parenting skills of a father and a mother. The response exhibits a logical and coherent structure, moving from the general topic of parenting to the specific examples in the two passages, and finally, stating that <i>parents have choices of approach to ... rearing their children</i>. Appropriate devices and transitions are skillfully used (<i>Ultimately, even when, Rather than</i>).</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>coddles a child to the point of dependence, This poem is a love song to the child, the mother ... is ... aware of her child’s separateness</i>), with a notable sense of voice (<i>It is probable that the sleeping child ... will continue to develop in a loving environment</i>) and awareness of audience and purpose (<i>wise parents alter their approach</i>). The response varies structure and length of sentences to enhance meaning (<i>That strong pull is parental love</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>	

As children develop and change, both mentally and physically, their perceptions of their parents change as well. The child learns that a parent is not infallible, and that parental approval does not always determine an individual's self worth. Some parents are more encouraging and affectionate than others, while certain parents' stoicism and restraint cause their children to constantly struggle to prove themselves. The desire for acceptance on the parts of both parents and children creates a complex amalgamation of emotions. The two passages in today's reading demonstrate the wide spectrum of parenting techniques and feelings in the parent-child relationship. The mother in the second passage is more forthcoming with affection for her child than the father in the first passage, however, the children in both works feel an intimate connection with their parent.

While the narrator in the second passage reaches out to show her concern for her child, the professor in the first passage is aloof towards his daughter. In the poem, the mother describes her connection with her infant in tender, emotional terms. Her love for the baby is so great that she uses simile and metaphor to express it. She says that she and her child are like "planets," large, powerful objects that love each other, locked in an orbit of mutual affection. The narrator (the mother's point of view) uses imagery that conveys a sense of peace and comfort, such as a "dusty pink" light, and "murmuring" night. The mother hovers over her sleeping infant, bound to it by love and a desire to protect and nurture it.

Conversely, the father in Passage one does not verbally express his love for his child. The father's only method of demonstrating affection is to give the daughter candy treats and to allow her to roam free. This passage is written from the daughter's point

of view as part of her memoir. This vantage point allows her to express her interpretation of the parent-child relationship in contrast to the poem where the infant is incapable of such expression. The daughter characterizes her father as being "often distracted." She is deeply scared and ashamed to fail her swimming test in front of him even though she knows that he would have only shrugged if she did and would have told her to just try again. He does come to watch her show off her swimming tricks for him, but he is the only person at the pool in a suit. When she waits for her father in his office, after swimming is over, he does his research and keeps her out of his way by letting her play with his papers and eat lipsovers and ice cream. Still, she remembers her summers with her father with pleasure. She uses imagery to convey her feelings. The water "sparkled" and the lawn was "sunlit."

Although the two children in the memoir and the poem, a young girl and an infant, are of different ages, both have some way of expressing their desire for love and affection. The baby uses physical gestures to reveal its love for its mother. The baby's blue-eyed gaze and smile indicate to the mother that the baby returns her love. The girl in the memoir is capable of expressing her desire for love and affection, and she strives to win her father's approval. She wants to impress him by passing the swimming test. Also, she finds any way possible to connect herself with him. She says that she and her father have the same favorite type of ice cream. Despite her efforts to reach out to her father, he remains slightly distant even though he is supportive.

The memoir and the poem present two different parenting

Anchor Paper – Part A—Level 6 – B

techniques. Perhaps, the mother in the poem is more intensely involved with her child because it is an infant who is incapable of doing anything without her. The total dependence pulls the mother closer to the child. In contrast, the father in the memoir is described by his daughter as being more distant from her. This might be because the girl is older and capable of doing more things by herself. The father understands that his child needs the freedom to be independent and so steps back. He seems a bit detached, but at this time in his daughter's life, it is probably good for her. Parenting techniques vary with the age of the child and, sometimes, the parents' desire for acceptance.

Anchor Level 6 – B

Quality	Commentary
Meaning	The response: Establishes a controlling idea that reveals an in-depth analysis of both texts, stating that the passages <i>demonstrate the wide spectrum of parenting techniques and feelings</i> . The response makes insightful connections between the controlling idea and the ideas in Passage I (<i>The father understands that his child needs the freedom to be independent and so steps back</i>) and Passage II (<i>The mother hovers over her sleeping infant, bound to it by love and a desire to protect and nurture it</i>).
Development	Develops ideas clearly and fully, making effective use of a wide range of relevant and specific evidence to describe the father in Passage I (<i>“often distracted”</i> and <i>he is supportive</i>) and the daughter who wants to <i>connect herself with him</i> , and the mother in Passage II, who <i>reaches out to show her concern for her child</i> . The response uses appropriate literary elements to discuss the use of point of view, characterization, and imagery (<i>water “sparkled”</i> and <i>the lawn was “sunlit”</i>) in Passage I and simile, metaphor, point of view, and imagery (<i>“dusty pink” light</i> , and <i>“murmuring” night</i>) in Passage II.
Organization	Maintains the focus established by the controlling idea about parenting style. The response exhibits a logical and coherent structure by first contrasting the style of the parents in both passages (<i>The mother ... is more forthcoming with affection ... than the father</i>), then developing this contrast with examples, and concluding that the parenting styles might differ because of the ages of the children (<i>an infant who is incapable</i> and <i>the girl is older and capable</i>). Appropriate transitions are skillfully used (<i>While the narrator, This vantage point, Although the two</i>).
Language Use	Is stylistically sophisticated, using language that is precise and engaging (<i>complex amalgamation of emotions</i> and <i>locked in an orbit of mutual affection</i>), with a notable sense of voice and awareness of audience and purpose (<i>The two passages in today’s reading ... the parent-child relationship</i>). Sentence structure is varied to enhance meaning (<i>Some parents are more encouraging ... while certain parents’ stoicism ... struggle to prove themselves</i>).
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>detached</i>) and punctuation (<i>first passage, however; relationship in contrast; in front of him even though</i>).
Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in conventions.	

Parental love plays an integral role in the development of children. Parents provide security and guidance for their children by allowing them opportunities for exploring and making choices on their own. The life-long bonds between the parent and the infant / child pave the way for adult success. The first person the child wants to please is the parent. The deepest childhood memories are of parents and the quality of this relationship.

Passages I and II describe the deep connection and devotion of a father and a mother with their children. In Passage I, the grown child understands the long-term importance of her father's love. Passage II emphasized the parents' (mother's) attachment to the infant, who feels this bond.

In Passage I, the narrator uses point of view to reveal her appreciation for her father's devotion. She writes in the first person remembering her childhood summers when her father, a college professor, took her to work with him every day. She learned to swim at the university pool near his office, and her father often spent his lunch time watching her swim. Sometimes she went to his office where there were candy treats, or she bought chocolate ice cream for them both to eat.

She alludes to the fact that she did not want to fail her swimming tests in front of her father because she didn't want to disappoint him. She then notes that this fear did not stem from her father's disapproval of failure,

but because she would be completely ashamed. This notion utterly proves her love and respect for her father because of her will to succeed for the mere idea of not wanting to be ashamed, even though her father would not care and still be one hundred percent loving. These anecdotes prove her father's loving attention. The narrator concludes the passage by stating that childhood memories are determined by "who looks at us;" in this case, it was her father.

Passage II describes the love between a parent—the mother—and her infant child. This love is shown, not through anecdotes regarding childhood experiences like parental support or sharing, but through the subtle, yet powerful, bond established by the parent just being there. The narrator uses figurative language to describe this love. The mother feels her love so intensely that she sees her infant's breath as a "humid tendril." She sees her child's closed eyes as "blue irises." The bond between the mother and the infant is so intense that the mother feels that they are two planets revolving in orbits which will always be tied closely together by the gravitational force of their love. The mother concludes by saying that "One planet loves the other."

Both passages are about the relationship between parents and their children. In the first passage, the narrator, an adult child, realizes the importance of her

Anchor Paper – Part A—Level 5 – A

father's loving attention during her childhood. In the second passage, the mother tells of the intensity of her love for her infant who will remember the importance of this bond later in adulthood, just as the narrator in Passage I. In both passages, parental love influences the development of the child.

Anchor Level 5 – A

Quality	Commentary
Meaning	The response: Establishes a controlling idea that reveals an in-depth analysis of both texts, stating that <i>parental love plays an integral role in the development of children</i> and that <i>parents provide security and guidance</i> . The response makes insightful connections between the controlling idea and the ideas in Passage I (<i>her father would not care and still be one hundred percent loving</i>) and Passage II (<i>the mother feels that they are two planets revolving in orbits which will always be tied closely together by the gravitational force of their love</i>).
Development	Develops ideas clearly and consistently, with reference to relevant and specific evidence from both texts (<i>her father, a college professor, took her to work with him everyday</i> and <i>the mother feels her love so intensely that she sees her infant's breath as a "humid tendril"</i>). The response refers to the use of point of view in Passage I (<i>the narrator uses point of view to reveal her appreciation for her father's devotion</i>) and figurative language in Passage II (<i>The narrator uses figurative language to describe this love</i> and <i>She sees her child's closed eyes as "blue irises"</i>).
Organization	Maintains the focus established by the controlling idea (<i>parental love influences the development of the child</i>). The response exhibits a logical sequence of ideas by first presenting use of point of view and anecdote in Passage I, followed by the use of figurative language in Passage II. The response uses appropriate transitions (<i>In Passage I, She then notes, Passage II describes</i>).
Language Use	Is stylistically sophisticated, using language that is precise and engaging (<i>integral role</i> and <i>She alludes to the fact</i>), with a notable sense of voice and awareness of audience and purpose (<i>The deepest childhood memories are of parents and the quality of this relationship</i>). The response varies structure and length of sentences to enhance meaning (<i>This love is shown ... through the subtle, yet powerful bond, established by the parent just being there</i>).
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>dissappoint, anecdotes, gravatational</i>).
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat stronger in meaning and language use.	

The special and natural bond between parent and child is one of the strongest and most predominant forces existing in nature. The infinite amount of love shared between them permanently imprints both the child and the parent. This eternal connection is portrayed through literary passages one and two.

In passage one, a middle aged woman recalls her childhood and the admiration she possessed for her father. The love she had for her always working parasitologist father was so strong that she felt ashamed to fail in front of him, even though he in no way had disapproving eyes. When talking about taking her swimming test, she tells the audience about how she waited until her father left to participate -

"I would have felt, I think, an almost unbearable level of shame to fail in front of my father." Her desire to maintain the loving connection between her and her father caused her to try to impress him through ~~swimming~~ passing the swim test and accomplishing new tricks. His approval was extremely important to her -

"Could the fish really hear me that far under the water?" "No," he said, shaking his head "You're alright". Father and daughter also possessed another connection through their love of water. Although the father was especially partial to ~~swimming~~ fishing and the daughter to swimming, the water is symbolic of a calm

Connection between parent and offspring. Towards the close of the passage, she talks about the memories she carried with her from those Summers with her father. She is gracious of the joy and hope represented by "Sunlit lawns, the Sparkle of the pool's water, the red pencil's thick, oily line of paper, the bottom of a soggy, Chocolate-soaked waffle cone", as shown through Imagery by the author. At the very end, she comments on what meant to her the most - "And I think it is not only what we look at once, in childhood" that determines our memories, but who, in that childhood, looks at us.

In passage two, a poet portrays a mother and baby and the completely unspoken connection between them. Imagery plays a huge role in this literary work, showing the natural bond. "Floats a hand above your cradle to feel the humid tendril of your breathing" shows the audience a connection of auras almost, ~~and~~ and the overwhelming knowledge of it. "As if your blue irises mirrored me" gives the reader a picture of eyes and souls connecting, and "I hang above you like a planet - you're a planet, too" suggests the emotional pull between mother and baby. Personification adds to the affectiveness of the poem. "I feel my heart slowing, opened to your tiny ~~core~~ flame", flame seeming to symbolise the child's soul. "As if your smile breathed and

Anchor Paper – Part A—Level 5 – B

warmed " demonstrates the overwhelming love the mother has for her slumbering offspring.

The bond between parent and child is always existant, wheather it be internally realised like in passage one, or simply felt and enjoyed like in passage two. While parents help children grow, children also help parents grow. The love shared between them is unbreakable, and is what ultimately produced the forever caring and expanding world that we know today.

Anchor Level 5 – B

Quality	Commentary
	The response:
Meaning	Establishes a controlling idea that reveals a thorough understanding of both texts, referring to the strength of the <i>special and natural bond between parent and child</i> . The response makes clear and explicit connections between the controlling idea and the ideas in Passage I (<i>The love she had for her always working parasitologist father was so strong that she felt ashamed to fail</i>) and in Passage II, noting <i>the overwhelming love the mother feels for her child</i> .
Development	Develops ideas clearly and consistently, with reference to relevant and specific evidence from Passage I to discuss <i>the memories she carried ... from those summers with her father (swimming test, new tricks, father was ... partial to fishing and the daughter to swimming)</i> and from Passage II to explain <i>the emotional pull between mother and baby</i> . The response refers to symbolism in Passage I (<i>the water is symbolic of a calm connection between parent and offspring</i>) and imagery in Passage II (" <i>As if your blue irises mirrored me</i> " giving the reader a picture of eyes and souls connecting).
Organization	Maintains the focus established by the controlling idea that an <i>unspoken connection</i> exists between parent and child. The response exhibits a logical sequence of ideas beginning with Passage I (the daughter's efforts to seek her father's <i>approval</i> , followed by experiences centered around <i>their shared love of water</i> , leading to her adult feelings of <i>joy and hope</i>), continuing with a discussion of the <i>natural bond</i> between mother and child in Passage II, and concluding with the idea that <i>love</i> is the <i>unbreakable</i> bond between parent and child. Transitions are appropriate (<i>This eternal connection, also possessed another connection, At the very end</i>).
Language Use	Uses language that is fluent and original (<i>poet portrays and slumbering offspring</i>), with evident awareness of audience and purpose. The response varies structure and length of sentences to control rhythm and pacing (<i>While parents help children grow, children also help parents grow</i>).
Conventions	Demonstrates partial control, exhibiting frequent errors in spelling (<i>prodominant, infiniate, untill, imagry, wheather</i>), and occasional errors in punctuation (" <i>And ... what we "look ... childhood" ... us.</i> " and <i>unbreakable, and is</i>) and usage (<i>gracious of</i> and <i>line of paper</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions.	

Childhood, is perhaps the most cherished time of all, simply because of the innocence and the unconditional love and attention received. Parenting is so much more than buying toys for a child, or dressing them in the latest fashions. Parenting isn't measured by wealth, rather, it is measured by the love they continually present and given to their child which in itself, is of inestimable value.

Passage I is written in a child's point of view. Throughout the passage, the narrator explains her childhood as one being of constant memories of her and her father. The narrator shows themes of parental guidance and love that all children long for. She writes of how failure in front of her father would be unbearable, clearly stating that her father was a man she hated to let down. The theme of innocence is also presented in this passage. The narrator writes of swimming and eating ice cream cones with her father and explains that her childhood is the most innocent part of her life. The passage talks of what childhood entails - the fun things, the swimming, the life-savers always in her father's pocket, the fact that she and her father both liked chocolate ~~ice~~ ice cream - all the "little things" most adults seem to forget. This passage is ironic in the sense that the narrator can still remember all of the "small" details of her childhood because

they, in some way, were important to her. The irony involved is obvious because the passage brings out the fact of how the "little" things shape us as children. The narrator herself states that her childhood came to represent what she called joy and hope. Not only does the narrator bring to mind how children look at life, but she indicates how our memories aren't only what we "look at once in childhood but who, in that childhood, looks at us." The narrator clearly recognizes the importance of parental love and attention because that is what shapes our memories! The memories children have are shaped by their parents - the essential source of love in their lives.

Passage II is written in a mother's perspective. The narrator (the mother) speaks of how a child and mother are connected which is also a theme in the passage as well. The mother tells the reader of how the mother and child are both planets, and how "one planet loves the other," reflecting the parent-child bond. The narrator figuratively writes of how the child's "blue irises" mirrored her and of how the child's smile "breathed and warmed." The passage compares the child to the beauty of nature shown by when the narrator writes "the humid tendril of your breathing", "tiny flame", and "blue irises." The bond and beauty of parental love is shown in

this passage. Passage II shows how a mother's love is unconditional and an ever-lasting bond. Childhood, in this passage, is characterized by the love received, the mother's presence, and the bond she and her child received. Childhood is supposed to be innocent and beautiful, like nature, and children are supposed to be wrapped in parental love.

Childhood, as described in both passages, is meant to be of happy memories. Not only is childhood supposed to be innocent, but ~~an~~ a time to remember. Parents shape childhood tremendously, there's no question about it. Parents create the memories their children will have for the rest of their lives! Their guidance and love are essential in order to make their children feel wanted and take their lives "on the right path."
~~and~~ Children are molded by their surroundings, and parents are the "guiding light!"

Anchor Level 5 – C

Quality	Commentary
Meaning	<p>The response: Establishes a controlling idea that reveals a thorough understanding of both texts (<i>Childhood, is perhaps the most cherished time of all ... the innocence and the unconditional love and attention recieved</i>). The response makes clear and explicit connections between the controlling idea and the ideas in the memoir (<i>The passage talks of what childhood entails ... all the “little things” most adults seem to forget</i>) and in the poem (<i>Passage II shows how a mothers love is unconditional and an ever-lasting bond</i>).</p>
Development	<p>Develops ideas clearly and consistently, with reference to relevant and specific evidence from both texts to describe the closeness of parents and their children (<i>failure infront of her father would be unbearable, swimming and eating ice cream cones with her father, “one planet loves the other”, “blue irises” mirrored her</i>). The response incorporates a discussion of point of view and theme in both passages and highlights the use of irony in Passage I (<i>the “small” details of her childhood ... were important to her</i>) and figurative language in Passage II (<i>the child’s smile “breathed and warmed”</i>).</p>
Organization	<p>Maintains the focus established by the controlling idea that <i>not only is child hood supposed to be innocent, but a time to remember</i>. The response exhibits a logical sequence of ideas by first establishing parenting’s <i>inestimable value</i>, then discussing a child’s <i>constant memories of her and her father</i> in Passage I, followed by a discussion of <i>the parent-child bond</i> in Passage II. Appropriate transitions are used (<i>Throughout the passage, This passage, Not only ... but</i>).</p>
Language Use	<p>Uses appropriate language that is occasionally awkward (<i>explains her childhood as one being of and shown by when</i>), with some awareness of audience and purpose. The response occasionally makes effective use of sentence structure or length (<i>Childhood is supposed to be innocent and beautiful, like nature, and ... wrapped in parental love</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>recieved, narrorator, figuritively</i>), punctuation (<i>fathers pocket; the narrorator herself; tremendously, there’s</i>), and vague pronoun references (<i>love they continually present and the rest of their lives</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 language use and conventions.</p>	

In the innocence of childhood, having a loved one close will fabricate beautiful and timeless memories. The author of passage I proves this with the story of a young stringing girl ~~and~~ (the author) and her mentoring father. The author of passage II proves this as well describing a memory of her baby in its cradle. Both passages are beautiful stories of a child's relationship with its loved guardian.

The author of passage one describes her fond memories of childhood and all the joy and hope it helped. Characterization is used when the author describes her father. He is a tall parasitologist who loves and mentors the author. He can be best described as generous and kind to the author. Due to the innocence and unknowing of the child, the father helps her through troubles and loves her unconditionally; creating fond memories. The author used setting to show how the father's office location by the pool, helps keep them close and create memories. The author would go with her father to work in the morning and swim in the pool by the office. Due to the convenience of the pool's location and father's office, the father was able to mentor his child. The author uses symbolism when describing the "peach" pool at her house, she had to pass a swimming test administered by her father, in order

to swim in the deep end. This represented a challenge in which the author's father could help her through. Overall passage # I provides the controlling idea and ~~with~~ provides the readers childhood memories.

The author of passage II writes about a fond memory of when she was with her baby in its cradle. The overall theme of the passage connects with the controlling idea that when an innocent child is guarded and loved by someone close, ~~one~~ memories are formed that can never be ~~made~~ or forgotten. The author characterizes the mother in passage II much like the father in passage I, she is loving and cares very much for her child who is so innocent. In lines 13 and 14, it is stated "I hang above you like a planet - you're a planet, too. One planet towers the other." This symbolizes the deep connection between parent and ~~their~~ child; which created such fond memories of joy.

Overall, both passages prove that in the innocence of childhood, having a loved one close will create beautiful and timeless memories. Passage I proves this through a father daughter relationship, and passage II proves this with a mother to baby relationship.

Anchor Level 4 –A

Quality	Commentary
Meaning	<p>The response: Establishes a controlling idea that reveals a thorough understanding of both texts (<i>Both passages are beautiful stories of a child's relationship with its loved guardian</i>). The response makes clear and explicit connections between the controlling idea and ideas in each text (<i>a young striving girl ... and her mentoring father and a memory of her baby</i>).</p>
Development	<p>Develops some ideas more fully than others, with reference to specific and relevant evidence from both passages to support a discussion of <i>beautiful and timeless memories</i> from childhood through the use of appropriate literary elements. The response refers to characterization (<i>He is a tall parasitologist who loves and mentors the author</i>) and setting (<i>the father's office location by the pool</i>) in Passage I and characterization and symbolism in Passage II (<i>like a planet ... This symbolizes the deep connection between parent and child</i>). The idea of the child's swimming challenges in relation to her father is inaccurately developed (<i>she had to pass a swimming test administered by her father</i>).</p>
Organization	<p>Maintains a clear and appropriate focus (<i>Overall, both passages prove that in the innocence of childhood, having a loved one close will create beautiful and timeless memories</i>). The response exhibits a logical sequence of ideas, beginning with an introduction of the controlling idea as it applies to both works and then relating information from each text to the chosen literary elements.</p>
Language Use	<p>Uses appropriate language, with some awareness of audience and purpose (<i>The author characterizes the mother in passage II much like the father in passage I</i>). The response occasionally makes effective use of sentence structure or length (<i>The author of passage one describes her fond memories of childhood and all the joy and hope it held</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting frequent errors in spelling (<i>innocieace, memmory, craddle, creatng, convienience, swiming</i>) and occasional errors in punctuation (<i>childs relationship; This as well describing; it's craddle; pool, helps</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 meaning.</p>	

In literature, authors often use their style of writing to convey a message to the reader. Through the use of several literary techniques, the reader is able to grasp the message and concept of the work. Parenting is a common concept found in many works. As well, it delivers several literary techniques. Passages one and two, in comparison, both deliver the message of parenting, simply to stress the connection between the parent and child.

For example, passage one describes the admiration of the daughter to the father, however the work describes the genuine relationship between them. This work suggested that the father was in fact a stern and unyielding man. Indeed, their sensible bond was withheld, however at times, the daughter felt as if she was somehow a disappointment to her father. In lines 25-26, the author states "In my memory, he was always glad to see me, but I knew too that he was often distracted, his mind frequently somewhere else." With these three lines, the author is indeed suggesting that daughter sometimes felt at un-ease with her father. As well lines 17-18 states "But I would have felt, I think, an almost unbearable level of shame to fail in front of my father." This line is also suggesting the type of bond the daughter and father withheld. She felt as if she was at un-ease with him. The literary technique used in

this work is imagery. Line 69 states, "In the pockets would be peppermint Life Savers..."

'Sure' he would say when I asked for one." With this line, the reader is able to imagine the sturdiness and un-ease of the father just as the daughter had at times. The parenting of the father in this work was very ~~sturdy~~ stern.

Another example of parenting is found in Passage two. In this work, the author ~~conveys~~ conveys a more sensible relationship between the parent and child. For example, lines four through five states, "... to feel the humid tendril of your breathing." Through these lines the reader is able to comprehend that the bond between the two was somehow invincible. Line 13 states "... I hang above you like a planet — you're a planet, too. One planet loves the other." These lines strongly suggests that the parent feels some sort of a caring connection for the child. The literary technique used in this work is also imagery. With lines such as, "as if your blue irises mirrored me... as if your smile breathed and warmed... and ~~curled~~ curled in your face which is only asleep..." the reader knows just how much the parent cares for the child.

Both of these works uses parenting as their conveyed message. Even though one relation is stronger in the second passage than in the first, the bonds are still withheld. No matter the loved

Anchor Paper – Part A—Level 4 – B

of connection between the parent and child, the parents did care and care for their children. That, in itself, holds its own importance.

Anchor Level 4 – B

Quality	Commentary
Meaning	The response: Establishes a controlling idea that shows a basic understanding of both texts, stating that the authors <i>stress the connection between the parent and child</i> . The response makes implicit, although incorrect, connections between the controlling idea and the ideas in Passage I (<i>This work suggested that the father was in fact a stern and unyielding man</i>) and implicit connections in Passage II (<i>the reader is able to comprehend that the bond between the two was somehow invincible</i>).
Development	Develops some ideas more fully than others, with reference to specific and relevant evidence from both texts, using a quote from each passage to initiate a discussion of the parenting bond. The response appropriately discusses the use of imagery in Passage II (<i>“to feel the humid tendril of your breathing”</i>) but less successfully in Passage I (<i>“In the pockets would be peppermint Life Savers”</i>).
Organization	Maintains a clear and appropriate focus on <i>the message of parenting</i> . The response exhibits a logical sequence of ideas, first discussing Passage I as it relates to the controlling idea, including a discussion of imagery, and then repeating this procedure to discuss Passage II. The response shows a lack of internal consistency by introducing a contradictory idea in the concluding paragraph (<i>bonds are still withheld</i>).
Language Use	Uses appropriate, although sometimes awkward (<i>un-ease of the father</i>), language, with some awareness of audience and purpose (<i>In this work, the author conveys a more sensible relationship between the parent and child</i>). The response occasionally makes effective use of sentence structure and length (<i>That, in itself, holds its own importance</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>dissappointment</i> and <i>Eventhough</i>), punctuation (<i>the father, however the; was in fact a stern; however at times, the</i>), and agreement (<i>lines ... states, lines ... suggests, Both ... uses</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

Parenting is one of the biggest enigmas in the world today. Do you discipline your child, How much love do you show your children, do you hit them? These are problems that cannot be solved by a simple case study. This indecision coupled with the fact that every ~~child~~ kid is different makes child rearing not only difficult, but in some ways a skill. The authors of passages 1 and 2 believe love is a big part of parenting and that those memories should be cherished by a parent and a child. Louise Glück said "We look at life once, in childhood; the rest is a memory." I find this quote to describe not only the person in childhood, but the experience of it, and those who observe us in it.

Author number 1 strongly believes that her father's influence molded her childhood. She looked upon him with admiration, describing his shoes as able to "(belong) to a giant!" She follows this with talking about how her father would not show her his displeasure and expressing her fear of shaming herself in front of him. Her memory of her father reminds her that he was always glad to see her. Her father even brought her to work with him everyday and would easily sacrifice a lunch break at the beckoning of his daughter, just to see a new move she learned in the pool. They both had a love for the water, and the father would sometimes take his daughter

on fishing trips with him and his ~~parents~~ friends
~~parents~~ This love between daughter and father
 is something that influences her view of childhood
 to this day. When she looks back on the
 parenting she received she will see that love
 was an integral part of her growing up.

The kind of love expressed between
 a mother and her child in the second
 passage is much different than that
 of the first. This love is expressed through
 wonder and great sweeping metaphors
 like "I hang above you like a planet you're
 a planet too. One planet loves another."

This wonderful love is also expressed in
 small gestures like "(a mother) floats a hand
 above your cradle to feel the humid tendrils of
 your breathing." This action described is just a
 mother checking for her child's breathing,
 but it is dipped in romantic metaphor. The
 mother's description of her child's eyes as blue
 irises give you this feeling of wonder. The
 second author's ~~already~~ parenting can be
 described as unconditional, required or unrequited.

Both authors agree that love is the basis
 of parenting. One author shows this by
 kindness and sacrifice, the other by admiration
 and astonishment. If childhood is in fact the
 only time you live, then these two parenting
 techniques show love as the ~~base~~ ^{base} for
 life

Anchor Level 4 –C

Quality	Commentary
Meaning	<p>The response: Establishes a controlling idea that shows a basic understanding of both texts, stating that <i>love is a big part of parenting and that those memories should be cherished by a parent and a child</i>. The response makes implicit connections between the controlling idea and the ideas in Passage I (<i>This love between daughter and father is something that influences her view on childhood to this day</i>) and in Passage II [<i>This wonderful love is also expressed in small gestures like “(a mother) floats a hand above your cradle to feel the humid tendril of your breathing”</i>].</p>
Development	<p>Develops ideas briefly, using some evidence from Passage I, relying primarily on plot summary, with no reference to literary elements or techniques. References to <i>great sweeping metaphor’s</i> and <i>romantic metaphor</i> in Passage II are not elaborated.</p>
Organization	<p>Maintains a clear and appropriate focus on <i>love as the bases of parenting</i>. The response exhibits a logical sequence of ideas, first establishing the importance of love in the parent-child relationship, then emphasizing the loving relationship between father and daughter in Passage I, and the different kind of love, <i>expressed through wonder</i>, in Passage II. The response lacks internal consistency, introducing a new idea (<i>only time you live</i>) in the concluding paragraph.</p>
Language Use	<p>Uses appropriate language, with some awareness of audience and purpose (<i>This indecision ... makes child rearing not only difficult, but in some ways a skill</i>). The response occasionally makes effective use of sentence structure (<i>I find this quote to describe not only the person in childhood, but the experience of it, and those who observe us in it</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in punctuation (<i>indecision coupled, the water and, childs eyes</i>) and capitalization (<i>passages 1 and 2 and him. her memory</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>	

Parenting is a very important role in childhood. These are memories the children will never forget. When we become older we spend our lives thinking about it. We tell our children how ~~we~~ our parents were always with us in our childhood. It is a memory we will never forget if we had good parenting, It will be a nice memory.

Based on the first passage the father's parenting was great. He was ~~at~~ always paying attention to his daughter but also to his job. The narrator says how when she was a child she remembered how her father during the summer would take with him to his job. These are points we appreciate of our parents because instead of leaving ^{her} ~~us~~ with a baby sitter ~~they~~ ^{he} actually took her to his job. That way they spend time together and he takes care of his own child.

Based on the second passage which was a poem the parenting was a little different. It doesn't really show how they are together and having fun, but it shows how ~~she~~ the mother cares about her child. She makes sure that he is breathing and that he is comfortable as it says in the poem ~~ate~~ "Floats a hand above your cradle to feel the humid tendril of your breathing."

You can still notice that she loves him because of how the narrator says that they hang like a planet but one loves the other.

Based on both stories parenting is really important. Both stories have something in common, they both love their children. In both ~~two~~ stories it shows that parenting is very important in children's life. As I said before is something beautiful we won't forget.

As we saw in both passages parenting is something very important for children. There are many different ways of parenting as shown in both passages. One can show the affection and the other can hide it.

I believe parenting is one of the most important things in a child's life. It doesn't matter how you do it as long as you love your kids because it is really going to affect them in life.

Anchor Level 3 – A

Quality	Commentary
Meaning	The response: Establishes a controlling idea that shows a basic understanding of the texts (<i>Parenting is a very important role</i>). The response makes a few connections between the controlling idea and the ideas in the texts (<i>the fathers parenting was great</i> and <i>the mother cares about her child</i>).
Development	Develops ideas briefly, using some evidence from the texts (<i>He was always paying attention to his daughter</i> and <i>SHe makes sure that he is breathing and that he is comfortable</i>).
Organization	Maintains a clear and appropriate focus on parenting. The response exhibits a logical sequence of ideas, moving from introduction to discussion of both texts and then to conclusion. The response lacks internal consistency in the last two paragraphs, repeating four variations of the phrase <i>parenting is ... important</i> .
Language Use	Uses appropriate language, with some awareness of audience and purpose (<i>It is a memory we will never forget if we had good parenting</i>). The response occasionally makes effective use of sentence structure or length (<i>It doesn't really show how they are together and having fun, but it shows how the mother cares about her child</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>memorys, lifes, narrater</i>), punctuation (<i>parenting, It</i> and <i>fathers parenting</i>), grammar (<i>says how when, they hang like a planet, childrens life</i>), and usage (<i>appreciate of our parents</i> and <i>he ... took ... they spend ... he takes</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in organization and language use.	

Parenting is composed of lovingness for and towards your children and hopes for them later in their lives. In passage I the ~~son~~^{daughter} hopes to get into a bigger pool and has to pass a swimming test to do so. ~~Her~~^{Her} father wants ~~her~~^{her} to pass it but she doesn't want him there to see her fail all of the time. In passage II the mother watches the child while it is still in a cradle and shows her affection towards it.

In the excerpt from a memoir the daughter has ~~character~~^{character} showed her father things in life that he may not have seen before. This characterizes how the daughter feels towards her father and around the people surrounding her at the pool. In the poem the mother shows her love for the child and environment ~~so~~ around her. As the mother tells about the blue irises mirroring her it symbolizes that she thinks the ~~daughter~~ child should be just as she is in the poem.

The poem and the excerpt from a memoir both help explain how parenting should be through a child's childhood years. Also it tells how parents should be loving and caring for the children throughout their early lives.

Anchor Level 3 – B

Quality	Commentary
Meaning	<p>The response: Establishes a controlling idea that shows a basic understanding of the texts (<i>Parenting is composed of lovingness for and towards your children and hopes for them later in their lives</i>). The response makes few and superficial connections between the controlling idea and the ideas in the texts (<i>Her father wants her to pass and the mother watches the child ... and shows her affection towards it</i>).</p>
Development	<p>Is largely undeveloped, hinting at ideas, but references to the text are vague (<i>As the mother tells about the blue irises ... she thinks the child should be just as she is in the poem</i>) and unjustified (<i>the daughter has showed her father things in life that he may not have seen before and This characterizes how the daughter feels towards her father and around the people surrounding her at the pool</i>).</p>
Organization	<p>Establishes, but fails to maintain, an appropriate focus. The response exhibits a rudimentary, three-paragraph structure.</p>
Language Use	<p>Relies on basic vocabulary (<i>she doesn't want him there and The poem and the excerpt ... both ... explain how parenting should be</i>). The response exhibits some attempt to vary sentence structure or length for effect, but with uneven success (<i>Also it tells how parents should be loving and caring for the children throughout thier early lives</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>enviroment and thier</i>), punctuation (<i>pass it but the she, In the excerpt from a memoir the daughter, childs</i>), capitalization (<i>passage I and In passage II</i>), and grammar (<i>child ... it and feels towards ... and around</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions and somewhat weaker in development.</p>	

Through out life parent's have been the one's teaching their children right from wrong. Parents try to mold you in to some one successful when you grow up. Parents use many ways to do so, one major way is by showing your child love. In the 2 passages they show how loving and showing a child that your their for them can make an impact in their lives.

In passage I it talks about a girl who enjoys being with her father. She knows that her father loves her that's why she doesn't want to disappoint him by failing her swimming test in front of him. Through out the passage the daughter shows so much admiration for her father, and how they like the same thing just different forms. He loves being near the water fishing and other activities, mean while she enjoys being in the water. Being with her.

Anchor Level 3 – C

Quality	Commentary
Meaning	The response: Establishes a controlling idea that shows a basic understanding of only Passage I (<i>Through out life parent's have been the one's teaching their chlidren</i>). The response makes superficial connections between the controlling idea and Passage I (<i>In Passage I it talks about a girl who enjoy's Being with her father</i>). There is no reference to Passage II.
Development	Develops ideas briefly, using some evidence from Passage I (<i>She knows that her father loves her</i>). The response relies primarily on plot summary.
Organization	Suggests a focus on parents as teachers and suggests organization, with an introductory paragraph followed by one body paragraph of loosely connected ideas.
Language Use	Relies on basic vocabulary (<i>Parents try to mold you in to some one succsessful</i> and <i>He loves being near the water</i>), that is sometimes imprecise (<i>your their for them</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>Through out the passage The daughter show so much admiration for her father, and how they like the same thing just different forms</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>Through out, loveing, dosent</i>), punctuation (<i>so, one; enjoy's; her that's; thing just</i>), capitalization (<i>Being</i> and <i>The</i>), and grammar (<i>parent's have been the one's</i> and <i>daughter show</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in organization.	

Parental expectations are the things that parents do to look after their children. Passage I and Passage II have these in them.

In Passage I the narrator is eight years old, and loves to swim. Her dad is described as a nice, easy going, and a very kind person. He lets her go to the pool when he is working. he lets her get ice cream alone with money. He will sometimes ~~let~~ watch her on his breaks.

Anchor Level 2 –A

Quality	Commentary
	The response:
Meaning	Conveys an incomplete understanding of the texts. The response attempts to establish a controlling idea (<i>Parental expectations are the things that parents do to look after their children</i>), but makes few connections to Passage I and no connections to Passage II beyond one reference to it.
Development	Is incomplete and largely undeveloped, hinting at ideas, but references to Passage I are vague (<i>He lets her go to the pool when he is working</i>). There is no development of Passage II.
Organization	Suggests a focus on parenting (<i>Passage I and Passage II have these in them</i>) but lacks organization.
Language Use	Relies on basic vocabulary (<i>the narrator is eight years old, and loves to swim</i>), with little awareness of audience and purpose. The response exhibits some attempt to vary sentence structure and length for effect, but with uneven success (<i>Her dad is described as a nice, easy going, and a very kind person</i>).
Conventions	Demonstrates emerging control. The two paragraph response exhibits occasional errors in punctuation (<i>old, and; a nice, easy going ... person; lets</i>), grammar (<i>he lets her get ice cream alone with money</i>), and pronoun use (<i>things ... these in them</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use and conventions.	

- No matter ~~where~~ ~~we~~ ~~are~~ what do we become or where do we go when we grow up, but a person's parents and the fun times you spend with them can never be ~~forgot~~ forgiven. In passage number one the narrator talks about her father and how she still remembers about those summer days when she used to spend her days in the pool while her dad worked in an office as a parasitologist, ~~working~~ ~~And~~ the way her hair turned ~~to~~ green on the tips and the taste of chlorine on her lips just because of spending so much time in the pool. Her father used to love to go fishing and she used to go with him, but she didn't like it as much, she loved being in the water most of the time. Just remembering her dad and the ice cream cones that they ate. And the days spend in the office with her dad, when she used to play with everything on her dad's desk.

Anchor Paper – Part A—Level 2 – B

Every thing now is a all memories kept in the mind but most important in the heart

In the second passage, it talks about how mothers go through ~~the~~ so many things to take care of their new borns, that they don't even sleep and spend long hours of caring for their babies.

Anchor Level 2 – B

Quality	Commentary
Meaning	The response: Conveys an incomplete understanding of the texts. The response makes a few connections to the texts but fails to establish a controlling idea (<i>No matter what do we become or where do we go ... the Fun times you spend with them can never be Forgiven</i>).
Development	Is incomplete and largely undeveloped, hinting at ideas, but references to Passage I are irrelevant (<i>her hair turned green on the tips and the taste of chlorine on her lips</i>), with no elaboration. The discussion of Passage II is not developed.
Organization	Lacks an appropriate focus (<i>No matter ... Forgiven</i>) but suggests some organization through an attempt to paragraph.
Language Use	Uses language that is imprecise and unsuitable for the audience and purpose (<i>Forgiven</i> for “forgotten”). The response reveals little awareness of how to use sentences to achieve an effect (<i>Just remembering her dad and the ice cream cones that they ate</i>).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>Every thing, new borns, carrng</i>), punctuation (<i>persons parents and ate. And</i>), and grammar (<i>No matter what do we become ... can never be Forgiven, usto, days spend</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.	

Parenting... Is the most important thing for the child when they are growing. It depends on the parents how the child grows in a good way or it can be also on a bad way. Both passages and a poem has their own controlling idea of parenting.

On ~~a~~ passage ~~one~~ the daughter talks about how was her dad. He used to bring her to the ~~pool~~ ~~the~~ University where he used to work to the pool. He worked on a ~~office~~ biology office dealing with parasites. He would watch her swimming on the pool, it was close from the office to the pool. When she had to take a test for a deeper section of the pool she didn't because she was afraid to fail in front of her dad, ~~that~~ ~~means she~~ ~~is~~ but after her dad went back to the office, she would've call the lifeguard and take the test. He was nice when she went to visit her dad at the office.

Anchor Level 2 – C

Quality	Commentary
	The response:
Meaning	Conveys a confused and incomplete understanding of the texts. The suggestion of a controlling idea about parenting (<i>Both passages and a poem has their own controlling idea of parenting</i>) is only superficially connected to Passage I. Passage II is only vaguely mentioned (<i>a poem</i>).
Development	Is incomplete and largely undeveloped, hinting at ideas, but references to parenting are vague (<i>the most important thing for the child when they are growing</i>) and repetitive (<i>to the pool, on the pool, to the pool</i>).
Organization	Suggests a focus on parenting but lacks organization.
Language Use	Uses language that is imprecise (<i>On passage one the daughter talks about how was her dad</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>important, daughter, in front</i>), punctuation (<i>way or; pool, it; pool she</i>), capitalization (<i>Is</i>), grammar (<i>Both passages ... has and would've call ... and take</i>), and usage (<i>on a bad way, work to the pool, on a biology office</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.	

Anchor Paper – Part A—Level 1 – A

In both the passages, the narrator has ~~been~~ written about either a father and child situation or a mother and child. ~~the~~ Both passages have conveyed parenting from their own aspects.

Anchor Level 1 – A

Quality	Commentary
Meaning	The response: Provides minimal evidence of textual understanding, making a single reference to the task (<i>In both the passages, the narrator has written about either a father and child situation or a mother and child</i>). The response makes no connection between the texts or among ideas in the texts.
Development	Is minimal, with no evidence of development.
Organization	Suggests a focus but lacks organization.
Language Use	Is minimal.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in organization.	

Anchor Paper – Part A—Level 1 – B

Many people have their own ways of raising their kids.

Anchor Level 1 – B

Quality	Commentary
Meaning	The response: Provides no evidence of textual understanding. The response makes no connections between the texts or among ideas in the texts.
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.	

Relationships between children and parents can be considered ~~of~~ strong or weak based on the parenting skills of the parents. If the connection between parent and child is strong, few parenting skills are needed to keep the relationship healthy.

In the first passage, a girl's admiration for her father is apparent in the author's diction. She describes her father as, "Tall. His shoes... could have belonged to a giant. My father wore a suit and tie." She admires these things about him. The imagery the author uses emphasizes the fact that she was at the university pool quite often so she could be near her father. "There was always that little taste of chlorine on my lips; the tips of my blonde hair would turn green from it." She also loved her father because he stood up for her, like the time she was fishing and the man got angry at her for talking and scaring the fish away. The ~~author~~ narrator's love for her father and his support show that his parenting skills are on target for the little girl.

In the second passage, ~~the narrator~~ the narrator is the mother, and expresses her love for the child. The mother is near her child, feeling the slow breathing, and "tiny flame" of the babe's heart. The symbolism behind calling herself and the babe "planets" has many meanings. They "orbit" each other, meaning their lives ~~very~~ rely on each other. They are celestial bodies, figuratively, and are part of something much larger than themselves. The "space between me, and you," tells that, even though mother and child are not physically bonded, there is a connection between them.

Parenting is more than raising a child, it is also having a connection between parent and child. Both passages demonstrate this connection, between babe and mother, and daughter and father.

Parenting is an obligation that one receives after birthing a child whether they like it or not. In Passage one, the father does not seem to "happy" to be in the ~~boys~~ girl's life. He doesn't show any emotion about the girl's events or suppresses she has for him. Yet to the ~~girl~~ girl her father means everything to him. The other shows this by the literary element of point of view.

The second passage ~~also~~ displays a view different from the passage, where the narrator is the mother in stead of the child. The mother does not feel an obligation to be the parent, but she does so anyways. Later on in life however, she may get "sick" of it, but then you will just have a replica of passage A. This was a hard obstacle

Parenting is what it is, neither of these passages show a direct connection.

A parent and their child share a very special bond with each other. The child looks up to the parent and the parent loves and adores the child. Children often want to impress their parents, and do everything they can to do that. When in reality, the parent will always be proud of their child. The way a parent treats a child reflects how the child will grow up and view life.

In the first passage the young girl views her dad as a great man, and she strongly values his opinion. The writer even states that it is who looks at you, and pays attention to you, that determines what you will remember from your childhood when you grow up.

Both passages tell of how the parent has a longing to be with or around their child, and vice versa, how the child longs for connections with the parent. In the first passage the girl goes to where her dad works every weekend, the father lets her in his office and grand the town, never getting mad when she plays with his stuff he doesn't get angry or upset, and he goes all the way to the

pool on his breaks just to watch his daughter swim. The mother in the second passage although tired stays by her child's side just to feel his breathe and be close to him.

In both passages there is a bond between the parent and child unlike any other. It cannot be replaced and is unique in only a parent-child bond.

Do you know the feeling when you're down or having a bad day and your mom or dad makes you feel better? Well, this idea would be one of comfort which a parent possesses. In the passage and the poem both of these show this theme of parenting by comfort.

In the passage there was a girl and her dad. The dad comforted the girl in a couple of instances. One was the girl was going to take a swimming test and her dad comforted her by telling her she could do it. Another instance was when they went on a fishing trip and a man told this girl that she was being too loud and may scare the fish. So she asked her father and he told her the man was kidding. Both of these instances comforted the girl by telling her that it was alright. In the passage it also conveyed literary techniques + devices which went with this idea of comfort. One example was theme. The theme of the story was your life isn't about the things you do but the feelings you experience. The feeling experienced was comfort. Another literary device used was point of view. This helped with the idea of comfort by having the experiences with her dad. For example telling her it was alright on the boat etc. This is point of view because it shows how she thinks and her feeling of comfort.

Also in the poem there was this idea of comfort. What was happening was a child was sleeping next to its mother and the poem

was talking about the comfort and love feeling. By talking about comfort it showed that it went along with the controlling idea. Literary devices also helped this theme. One literary device was in the lines 9 and 10 saying "as if your blue irises mirrored me, as if your smile breathed and warmed" this was showing repetition. It was repetition by starting with "as if your". This goes along with the theme because the warmth can be inversely related to comfort. Another literary device used was a simile in the lines 13-14. It says "I hang above you like a planet. you're a planet, too." This is showing us that they're related and the same. This can go along with the comfort theme because it reassures the child that the mother will be with it.

In conclusion parenting can be directly related to comfort. The passage and poem both had this idea with literary devices of theme, point of view, repetition & simile. What can get out of this is being comforting is essential to a child's life.

Part A — Practice Paper — E

These days there are many ways that ~~Both the passage and the poem have~~ a parent can choose to raise a child. Both the passage and the poem reveal a message about parenting. ~~These~~ ^{Both} pieces of literature show how the connection and love between child and parent really play an important part in the child's life. Children look up to their parents and the parents equally love and adore their children.

The first passage talks about a girl's life and how her father played a very important role in her development. The characterization in the first paragraph illustrates just how much she looks up to him and her vast admiration for her father. The girl wants to be able to swim in the deep end so he tells her "I suspect you can do it", showing her that he truly believed in her and is giving her a much needed push to accomplish something she may have thought not possible. She would not, however, take the test in front of her father for fear that she would fail in front of him and she could not deal with that. She then states "I don't imagine he would have experienced any displeasure.

I imagine, in fact, he would have shrugged and told me to try again another day." This just goes to show how kids constantly try to please their parents and are afraid to fail in front of them when parents would love them unconditionally whether they accomplished their goal or not. They are constant supporters. Her father's love of the water was also transferred into her own love of the water as a child. This shows how her adoration of her father later transferred even to her likes and dislikes. The author later concludes "There are times when we need to remember the feelings of joy and hope. And I think it is not only what "we look at once, in childhood" that determines our memories, but who, in that childhood, looks at us..." This very philosophical quote basically helps to show how parents help their children to experience joy and hope in their lives. The parents are the ones who "look at us" and make it all a more enjoyable

Part A — Practice Paper — E

experience. They make it worthwhile.

The second passage also helps to illustrate the point that a parent's love and connection with a child are of utmost importance. The poem states "your mother, / head resting on the night side of one arm, / floats a hand above your cradle / to feel the humid tendril of your breathing."

This shows the care and love the mother has for her child. She is feeling its breath to make sure it is still alive and is doing fine in its sleep. The narrator also states "There is space between me, I know, / and you. I hang above you like a planet - you're a planet too. One planet loves the other."

~~She~~ Simply she is stating her love for the child ~~and~~ the mother hangs about the child watching over it and making sure everything is fine and loving it, and in turn the child loves the mother as well. The connection between a parent & child is strong and equal. The parent loves a child & the child loves the parent.

Parenting can be approached from ^{a plethora} ~~many~~ different points of view and can be done a number of ways. The passages however help to display how in every situation the child adores and looks up to the parent and the parent love the child & wants only what is best for the child. This is the connection that a child and parent possess. This connection plays a vital role in the growth & development of the child.

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 2

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

Practice Paper C–Score Level 3

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

Practice Paper D–Score Level 4

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

Practice Paper E–Score Level 5

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

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

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

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

Henry Ward Beecher was quite wise in saying that "Greatness lies not in being strong, but in the right using of strength." Indeed, ~~for~~ individuals who seek power and glory through force are not as truly great as those who seek to make a small, yet positive impact on their world through patient and persistent efforts. This phenomenon is illustrated by comparing the stories of Macbeth of Shakespeare's Macbeth, whose ill-gotten gains from force lead to his downfall, ~~with~~ and Atticus Finch of Harper Lee's To Kill a Mockingbird, whose "right using of strength" allows him to be truly great.

Shakespeare's tragedy, Macbeth, tells the story of a power-hungry Scottish thane whose greedy attempts to use strong force and manipulation ~~lead~~ lead him not to greatness ~~to~~ but only to corruption, and his own downfall. Encouraged by the insinuations of his sinister wife, Macbeth becomes obsessed with the prospect of becoming king of Scotland. He falsely equates the throne and the power it comes with with true greatness and satisfaction. The great irony of the play is that Macbeth's attempts to achieve ~~this greatness goal~~ ~~through~~ through "strong" force ~~is~~ ultimately bring neither. Motivated by his obsessive greed and pressure from his wife to appear strong, Macbeth engages in desperate and unscrupulous behavior. His decision to murder his ~~king~~ relative and friend, King Duncan to fulfill

his ambitions only reveal that Macbeth is a weak character with unsound judgment. The fact that Macbeth so easily succumbed to the pressures of his wife also reveal that despite appearing strong through his use of violence, Macbeth is insecure and cannot think for himself.

Macbeth's decision to kill Duncan leads not to greatness, causing more troubles for those around him, and his ~~total~~ failure to maturely handle the consequences of his actions further illustrate his lack of greatness. For example, Macbeth's paranoia after becoming king causes him to make even more weak decisions, such as that to murder his best friend Banquo. Ultimately, his reign causes harm to and discontent among his subjects, something a great leader would not do. Ultimately Macbeth's wrongdoings in the ~~pursuit~~ ^{pursuit} of strength and glory are too great and overwhelm him. He is punished for his treachery, violence, and violation of the Elizabethan order of the universe by being killed by MacDuff. He leaves behind no great legacy, and his tragic story only proves that forceful actions ~~do not~~ do not always bring individuals ~~too~~ greatness, especially if they are motivated by greed and treachery.

In contrast to Macbeth, Atticus Finch, the protagonist of To Kill a Mockingbird ~~is~~ takes a stand against evil ~~in~~ in the face of overwhelming odds and is able to make a small, yet positive difference through persistence and strong moral convictions. Atticus Finch

~~Atticus Finch~~ begins his mission in a seemingly weak position. An independent trial lawyer living in Maycomb, Alabama, he finds himself in the minority opposing the ~~prevailing~~ prevailing racist beliefs of his ~~provincial~~ provincial Southern town. Nevertheless, Atticus stands firmly behind his moral beliefs when he decides to defend a ~~black~~ black man wrongly convicted of rape, a decision that his town strongly condemns. Atticus faces ostracism and even threats of violence from ~~some~~ hate members of his community and despite ~~these~~.

~~Such~~ Such obstacles does not back down, showing great determination and strength of character. Even though he knows that his defense of Tom, the black man, will not likely change the outcome of the trial, he ~~persistently~~ persists with it nevertheless in hopes of making a difference through the positive example that he sets. Indeed, when Atticus is at least able to successfully stage a protest against racism and change the minds of at least a few community members, he has shown true greatness.

All in all, true greatness is not achieved through overt force but rather through patient, morally sound persistence as was proved by the stories of Macbeth and Atticus. In fact, greatness ~~is~~ lies not in glory or power, but in moral purity and the ability to make a positive difference in one's world.

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 by stating that <i>individuals ... make a small, yet positive impact on their world through patient and persistent efforts</i>. The response uses the criteria to make an insightful analysis of <i>Macbeth (a power-hungry Scottish thane whose greedy attempts ... lead him not to greatness but only to corruption and his own downfall)</i> and <i>To Kill a Mockingbird (Atticus stands firmly behind his moral beliefs when he decides to defend a black man wrongly convicted of rape)</i>.</p>
Development	<p>Develops ideas clearly and fully. The response makes effective use of a wide range of relevant and specific evidence through the integration of references to irony (<i>He falsely equates the throne and the power it comes with with true greatness and satisfaction</i>) and setting (<i>he finds himself in the minority opposing the prevailing racist beliefs of his provincial Southern town</i>). The response also provides detailed characterizations of Macbeth (<i>Motivated by his obsessive greed ... Macbeth engages in desperate and unscrupulous behavior</i>) and Atticus (<i>despite such obstacles does not back down, showing great determination and strength of character</i>).</p>
Organization	<p>Maintains the focus established by the critical lens that <i>true greatness is not achieved through overt force but rather through patient, morally sound persistence</i>. The response exhibits a logical and coherent structure, moving from the introduction of the two texts, to a contrasting analysis of each major character, ending with a conclusion that refocuses on the critical lens (<i>forceful actions do not always bring individuals to greatness, especially if they are motivated by greed and treachery</i>). Coherence is further enhanced through the skillful use of transitions (<i>Indeed, For example, Nevertheless</i>).</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>the insinuations of his sinister wife, Macbeth's paranoia after becoming king, Atticus faces ostracism</i>), with a notable sense of voice and awareness of audience and purpose (<i>This phenomenon is illustrated by comparing the stories ... truly great</i>). The response varies structure and length of sentences to enhance meaning (<i>Ultimately, his reign causes harm ... something a great leader would not do</i> and <i>In fact, greatness lies ... in moral purity and the ability to make a positive difference in one's world</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>	

"Greatness lies not in being strong but in the right using of strength..." In this phrase, Henry Ward Beecher wished to capture the sentiment that it is not a person's capacity for greatness that matters, but rather the way in which they utilize their abilities. The truth of this statement is ~~and~~ captured by William Shakespeare in MacBeth, and Ayn Rand in The Fountainhead and Atlas Shrugged. In both ^{the play} ~~novels~~ ^{and the} ~~novels~~, the authors used literary elements such as characterization, ^{plot, and thesis} and theme to communicate the idea that a person is only as great as his or her deeds.

MacBeth, a promising young man, ~~takes his time to take his~~ with the potential to naturally rise to greatness, tries to take a shortcut. Encouraged by his wife, he murders the king while he is a guest at his house. Shakespeare uses characterization to show MacBeth's mental deterioration as he struggles to come to terms with what he has done. In the beginning of the play, MacBeth is a celebrated war hero - the epitome of both mental and physical strength. By the end, he is a shadow of his former self, reduced to seeing things and his eventual, untimely death. This transformation

is an example of how, despite ~~for~~ the fact that he was bound to go far in life, Macbeth's corruption led to his downfall.

In the same play, Shakespeare also uses plot to accentuate the gravity of Macbeth's actions. As in a ~~typical~~ ^{traditional} tragedy, the story begins with the hero at his peak. Macbeth had just been awarded an honorable title for his deeds on the battlefield and was gaining political power. The rest of the story follows the fall of his character.

By showing Macbeth just at the height of his success, the reader ~~is shown that Macbeth~~ concludes that Macbeth will, ^{without} doubt, go on to achieve greater things, and that he has only begun his ascent to greatness. The downward fall is exponential, at first slow, gradually gaining speed until it is certain that Macbeth's eventual state of insanity is irreversible. The reader is drawn into the play and experiences the tragic decay of ~~the~~ Macbeth's future, ~~learning to~~ clearly conveying the idea that greatness is a ~~measure~~ ^{as} measure of one's actions, not intention or ability.

Francisco D'Arcana of Atlas Shrugged is another character ~~corrupted~~ before reaching his peak. A theme of Atlas Shrugged is Ayn Rand's philosophy, Objectivism, which emphasizes the individual's responsibility to achieve one's ^{own} ~~his or her~~ potential, with disregard for the good of society or other people. In order to be great, one must do great things, just for the sake of doing them.

Francisco is the antithesis of this theme. While he clearly has more potential and ability than other humans on earth, he becomes ~~is~~ discouraged by the lack of ^{full} ~~understanding~~ ^{interest} in the world that he becomes a playboy, spending millions on ~~frivolous~~ frivolous parties. Though he is not one of the mindless masses ~~hated by the author~~ scorned by the protagonists, he is considered the main adversary because he wastes his ability on meaningless pursuits.

Theme is ^{also} used ~~in the case of~~ ^{to convey the greatness} Hank Rearden, who invents a metal that is lighter and stronger than steel. Although he faces extreme ~~tribulations~~ tribulations in trying to introduce a new product

to ~~people who are afraid~~ a hostile society, Rearden is viewed as a hero because of his perseverance against great odds. Rearden is generally ~~viewed~~ because he is considered selfish and cold, yet he is ~~the~~ one of the only characters who is able to achieve anything. Through this, Ayn Rand communicates the philosophy that a person's actions are what matter and not the way that they are viewed by society or ~~the way~~. Their possible, ~~even~~ but unused, potential.

Though there are no set standards with which to measure greatness, there are some individuals who have obviously reached that goal or who have fallen short. ~~There~~ Those who are ~~truly~~ great are those who have an ability and do whatever it takes to ~~utilize~~ it. ~~not these~~

Anchor Level 6 – B

Quality	Commentary
Meaning	<p>The response: Provides an interpretation of the critical lens that is faithful to the complexity of the statement and clearly establishes the criteria for analysis (<i>it is not a person's capacity for greatness that matters, but rather the way in which they utilize their abilities</i>). The response uses the criteria to make a clear and reasoned analysis of the chosen texts (<i>The reader ... experiences the tragic decay of MacBeth's future ... greatness is a measure of one's actions, not intentions or ability and Ayn Rand communicates ... a person's actions are what matter not their possible, but unused, potential</i>).</p>
Development	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific evidence to discuss <i>the idea that a person is only as great as his or her deeds (MacBeth had just been awarded an honorable title for his deeds ... and was gaining political power and Rearden, who invents a metal that is lighter and stronger than steel)</i>. The response uses the literary devices of characterization (<i>MacBeth is a celebrated war hero — the epitome of both mental and physical strength</i>) and theme (<i>objectivism, which emphasizes the individual's responsibility to achieve ... potential</i>) to develop ideas.</p>
Organization	<p>Maintains the focus established by the critical lens (<i>Those who are truly great are those who have an ability and ... utilize it</i>). The response exhibits a logical sequence of ideas, discussing the characters of Macbeth, Francisco, and Reardon and each character's efforts, or lack thereof, to achieve greatness. The response uses appropriate devices and transitions (<i>In the same play and Theme is also used</i>).</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice and awareness of audience and purpose (<i>capture the sentiment, one of the mindless masses scorned by the protagonists, wastes his ability on meaningless pursuits</i>). The response varies structure and length of sentences to enhance meaning (<i>Although he faces extreme tribulations ... Rearden is viewed as a hero because of his perseverance against great odds</i>).</p>
Conventions	<p>Demonstrates control of the conventions with essentially no errors, even with sophisticated language.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in meaning and organization.</p>	

Often times in literature, as well as in life in general, individuals can be described as great. However, according to Henry Ward Beecher, "Greatness lies not in being strong, but in the right using of strength." In other words, greatness should not be measured by how strong a person is, but by how they use their strengths to better themselves and others. This is proven in Arthur Miller's, The Crucible, as well as in Nathaniel Hawthorne's, The Scarlet Letter. Both of these classic novels depict the hard times and even the downfall of a Puritan society plagued by sin, and how certain individuals were able to rise above the rest and subsequently prove their greatness. Through the use of themes and plot the true greatness of each individual character in these novels can in fact be noted.

In the novel, The Crucible by Arthur Miller, an uproar broke out throughout the Puritan society, the setting of the story, where the characters all lived. Although some people in that society gave into the temptations around them, only a select few were able to remain strong through the hard times. John Proctor, a hard-working and well respected individual throughout the town, found himself in the midst of a crisis within the ^{rising action} ~~exposition~~ of the novel. He had given into the temptations set forth by the young and coniving ~~the~~ Abigail Williams. He had committed adultery after being the subject of one of Abigail's love spells and consequently broke a major commandment set forth for him by God. However, instead of giving up and joining in all of the town frenzies occurring at the time, John Proctor took a vow to stand his ground. His strength and courage allowed him to resist a confession, even though he did know what he did was wrong, and he took his sins with him to the grave without ever looking for the easy way out of his situation. Eventually his faith in God, which many had believed to be obsolete after having rejected his covenant with him, was shown in the most respectable way. He was able to reject all of the evils around him when he was accused of being a witch, and stood strong by his faith without ever straying away from it. He died a martyr and a tragic hero,

due to the fact that he died for what he believed was right and true. Other characters such as Elizabeth Proctor and Giles Corey also proved their strength through their actions. When times were hard and everyone within the society looked to them to reject what they believed so firmly in, they too stood their ground. Elizabeth Proctor remained faithful to her husband throughout the novel and never gave up hope with him and his cause. She loved him through it all and even though she eventually did reveal the truth about John Proctor's sin, she did it with strength and courage. Giles Corey also died nobly for a cause that he stayed true to no matter what. When asked about some prospects of land instead of giving in to the pressure to give in the names of those involved in stealing land, he proved that he would rather die a painful and torturous death rather than give up his strengths and beliefs.

In the novel, The Scarlet Letter by Nathaniel Hawthorne, another Puritan society is portrayed with ~~its~~ its many weaknesses and the few strengths that were able to remain strong and prove their greatness to those around them.

Although their surroundings and their own beings were marked by the products of sin, both Hester Prynne and Arthur Dimmesdale were able to use their strengths to make bold statements and to redeem themselves from their earlier bouts of adultery. Despite the fact that both Hester and Dimmesdale alike appeared to be weak individuals who could not resist the temptations of a sinful life, their actions after their sins, in an effort to reinstate their true-selves proved them to be among the greatest and strongest of their Puritan community. After having committing adultery and bearing a child, Pearl, the product of her sin, Hester Prynne refused to simply run away from her mistakes and instead stood her ground at the scene of her crime. She was forced to wear a red letter "A" on her garments and although it marked her as a sinner she wore it with ~~the~~ ^{as the} most pride and strength as possible. She would never look for the easy way out of her situation, even when given the opportunity to leave Boston she refused, believing that she deserved as much

punishment and reprimandation of humanly possible for her sin. Eventually her strength and courage came to be recognized by others who began to see her less as an "adulterer" and more as a great and "able" individual. Reverend Arthur Dimmesdale also proved his greatness, even though it was in much a more quiet and different manner. He knew that he had committed a major sin and it was highly disgusting coming from a man of cloth, but he had his own way of attempting to redeem himself from his acts of sin. Instead of confessing his sin to the public as soon as his sin was committed, Dimmesdale kept it a secret for a long time. However, instead of simply allowing himself to forget about his act of adultery he would inflict physical pain on himself as a way of trying to redeem himself and remain strong. Even though he grew physically and emotionally weak, his faith in God never faded, and he eventually confessed his sin to those around him too. He died from all of the physical as well as emotional draining that he inflicted upon himself as a way of confessing his sin. However, others recognized his true repentance after he had confessed his sin and realized that he was extremely sorry for what he had done and he became a great person in their eyes too.

Greatness comes from within a person and is not measured by how strong one is but by how their strengths are used to make them great. The novels The Crucible as well as The Scarlet Letter prove this theory in that they both depict the lives and actions of individuals who were able to rise above their faults and through their actions were able to prove how great they really were.

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>greatness should not be measured by how strong a person is, but by how they use their strengths to better themselves and others</i>). The response uses the criteria to make a clear and reasoned analysis of <i>The Crucible</i> (<i>He was able to reject all of the evils around him</i>) and <i>The Scarlet Letter</i> (<i>Eventually her strength and courage came to be recognized by others</i>).</p>
Development	<p>Develops ideas clearly and consistently, with reference to relevant and specific evidence from both texts to show how <i>greatness comes from within a person</i>. The response integrates references to theme, setting, plot (<i>Both ... depict the hard times and even the downfall of a Puritan society plagued by sin, and how certain individuals were able to rise above the rest</i>), and characterization (<i>John Proctor took a vow to stand his ground</i> and <i>Hester Prynne refused to simply run away from her mistakes</i>).</p>
Organization	<p>Maintains the focus established by the critical lens on <i>individuals who were able to rise above their faults ... to prove how great they really were</i>. The response exhibits a logical sequence of ideas, moving from an interpretation of the critical lens, to an analysis of each work, with references to literary elements. Appropriate devices and transitions are used (<i>In other words, Eventually, Other characters</i>).</p>
Language Use	<p>Uses language that is fluent (<i>subsequently prove</i> and <i>young and coniving</i>), although occasionally imprecise (<i>believed so firmly in</i> and <i>reprimandation</i>), with evident awareness of audience and purpose. The response varies structure and length of sentences to control rhythm and pacing (<i>Through the use of themes and plot the true greatness of each individual character ... can ... be noted</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>coniving</i>), comma use (<i>In the novel, The Crucible by; John Proctor's sin she; true-selves proved; around him too</i>), and grammar (<i>having committing</i> and <i>a person ... their ... them</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>	

The statement "Greatness lies not in being strong, but in the right using of strength" is more or less separating those with moral values from those without them. The meaning of this quote is that many people may be strong or powerful, but the most significant quality is the ability to use their strength in the right way. I agree with this statement because it is true that those who use their power in incorrect ways often fail. Two literary works that demonstrate a character of power are Macbeth by William Shakespeare and The Crucible by Arthur Miller.

In the play Macbeth, by William Shakespeare, the protagonist becomes powerful and does everything he can to maintain his position. Through fortune Macbeth has risen to his position, but through ambition he has strived to eliminate those threatening his position. This ambition proves to be Macbeth's hamartia, or tragic flaw. As in many plays, the tragic flaw of Macbeth leads to his demise. He goes to the extent of betraying friends and murdering people. Macbeth's actions in the play indicate that he is using his power in the wrong way, only to benefit himself. Through his flaw of ambition, Macbeth provides an excellent example of the incorrect use of power. In addition to hamartia, irony is also used to demonstrate the corruption of Macbeth's power. The irony of the story is that after rising to power and risking everything, Macbeth is left with nothing. It is ironic that one who treasured power so much would use it in such evil ways that in the end, only harmed himself. The theme of ambition displayed in Macbeth also demonstrates the idea of

corrupt power. There is a significant difference between effective use of power and solely ambition for more power. Macbeth displays a powerful ambition, which overpowers him and causes him to use his power incorrectly. In conclusion, hamartia, irony, and theme all demonstrate the idea of incorrect use of power in Macbeth.

Another story that illustrates the idea of corrupt use of power is The Crucible by Arthur Miller. In this story, as a result of hysteria and suspicion, young girls rise to power. Because so many people are fearful of witchcraft, the accusations of the young girls are widely believed. The girls knew they were being heard and in their gain of influence, they began to act immorally, placing inaccurate accusations on others to save themselves.

This story, being an allegory, also shows the incorrect use of power on a figurative level. McCarthyism, symbolized by the Salem witch trials, provides another example of corruption. When the man McCarthy gained followers in his accusations of communism, he gained more power. Just like in the witch trials, this figure played on the hysteria of society. As McCarthy gained power he continued to falsely accuse and unjustly punish people.

The author also uses tone in the story to portray the idea of excessive power. The author displays an attitude that is resentful and critical of the figures in power during the witch trials and McCarthyism. This critical attitude further demonstrates the injustice during these eras and proves that people use their power incorrectly. In addition, the theme of hysteria shown in The Crucible shows the idea of corrupt power. During the times of

hysteria people are easily influenced and corrupt figures rise to power. Because of the fearful society, the young girls in The Crucible rose to power and were believed. Once they felt important they tried to maintain their hold over society. In conclusion, allegory, tone, and theme are all used to show the 'incorrect use' of power in The Crucible.

The idea that the most respectable people are those who use power morally is shown in the statement "Greatness lies not in being strong, but in the right use of strength." This idea shows that at some points, people with too much power use it incorrectly. This corruption by power is shown in Macbeth by William Shakespeare and The Crucible by Arthur Miller. Both of these works depict characters' rise to power and desperate ambition to maintain their power through evil deeds. In conclusion, Macbeth and The Crucible both relate to the idea of incorrect use of power.

Anchor Level 5 – B

Quality	Commentary
Meaning	<p>The response: Provides a thoughtful interpretation of the critical lens that clearly establishes the criteria for analysis, stating that <i>many people may be strong or powerful, but the most significant quality is the ability to use their strength in the right way</i>, further noting that <i>it is true that those who use their power in incorrect ways often fail</i>. The response uses the criteria to make a clear and reasoned analysis of <i>Macbeth</i> (<i>It is ironic that one who treasured power so much would use it ... only harmed himself</i>) and <i>The Crucible</i> (<i>demonstrates the injustice ... and proves that people use their power incorrectly</i>).</p>
Development	<p>Develops some ideas more fully than others, explaining how Macbeth’s ambition leads to his ruin, while not addressing effects of the wrong use of power in <i>The Crucible</i>. The response discusses the elements of hamartia (<i>through his flaw of ambition</i>), irony (<i>after rising to power and risking everything, Macbeth is left with nothing</i>), theme (<i>theme of ambition and theme of hysteria</i>), allegory (<i>being an allegory, also shows the incorrect use of power</i>), and tone (<i>author displays an attitude that is resentful and critical of the figures in power</i>).</p>
Organization	<p>Maintains the focus established by the critical lens (<i>This idea shows that at some points people with too much power use it incorrectly</i>). The response exhibits a logical sequence of ideas, beginning with an agreement with the lens (<i>I agree with this</i>) and linking it to the effects of the corrupt use of power as demonstrated by the characters of Macbeth (<i>displays a powerful ambition, which overpowers him</i>) and the young girls in <i>The Crucible</i> (<i>The girls ... in their gain of influence, they began to act immorally</i>), concluding that <i>both relate to ... incorrect use of power</i>. Transitions are appropriately used (<i>This ambition proves, Another story that, This critical attitude further</i>).</p>
Language Use	<p>Uses language that is fluent and original, with evident awareness of audience and purpose (<i>As in many plays, the tragic flaw of Macbeth leads to his demise</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>Through fortune Macbeth has risen to his position, but through ambition he has strived to eliminate those threatening his position</i>), although it occasionally misuses words (<i>solely and figurative</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in punctuation (<i>Trials provides, power he, important they</i>).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in development.</p>	

Anchor Paper – Part B—Level 5 – C

Henry Ward Beecher stated "Greatness lies not in being strong, but in the right using of strength." This quote contains a great truth about the world we live in today. Our world has experienced many "great" leaders. However, the place of honor they should hold is up for great debate. In thinking of this subject, the quote "with great power, comes great responsibility," also comes to mind. A person can only become great from how he uses the power given to him. Even some of the greatest leaders who ever lived, such as Ghandi, did not need to be physically strong to possess great strength. Two works of literature that come to mind while considering this topic are Speak, and Of Mice and Men. They relate to the quote through many underlying levels, depending on their interpretation.

The first novel considered, Speak, involves a main character one would assume to possess little if any strength. She is physically abused, and left alone for circumstances beyond her control. Being a high school student, these personal issues affect almost every aspect of her life. While reading her story, a sense of strength is found in her, perhaps not by physical standards, but in her strength of mind. After her attack, and being left quite abandoned, she was able to draw into herself, and ~~get~~ obtain a stronger sense of self. This, in turn, allowed her to gain the strength she needed. When realizing her friends were in danger from her own attacker, she found the strength to warn them, but avoid physical confrontation. In the end she was able to protect herself and many others from the same harm that was done to her. In simpler terms, a way in which one is able to find the right use of strength is by having a confident sense

Anchor Paper – Part B—Level 5 – C

of self before others. In this way, the strength can be used with full understanding, and truth.

As stated, the right using of strength might be determined by someone of a strong sense of self. This next novel, Of Mice and Men, had a ^{main character, George, faced with a} ~~very~~ difficult conflict to contend with. Throughout the novel, it is shown that he ~~needed~~ needed a very strong sense of self in order to take care of his challenged friend, ^{Lennie}. This friend trusted in him with the utmost confidence. He did what he was told, no questions asked. Again, the idea of responsibility comes to mind, for George could tell him to do absolutely anything. While Lennie was physically much larger and stronger than George, George's strength of mind was too much for Lennie. George used this strength over Lennie to keep him safe and out of harms way, identifying George's greatness. When George was faced with very serious decisions, he relied on his strength over Lennie. At this point George needed to protect Lennie to feel like he was doing as he should. When Lennie became involved ~~in~~ in conflicts that would mean the end of his life, George stepped up. He wished for Lennie to remember the world as George had taught him: fair, hardworking, and loving. Lennie simply wouldn't understand his being put to death, therefore George made the decision to end Lennie's life himself. He used his strength to keep his friend from a painful death, and let him ~~know~~ know the greatness he possessed, even if to only one man.

All in all, greatness is a very interpretable term, and different for every person. Let the ideas behind

Anchor Paper – Part B—Level 5 – C

greatness remain consistant. People considered great have a strong sense of self, and responsibility. They use that strength not to their ^{own} advantage, but for the advantage of others. Men who use their strength to kill are not remembered as great, but simply remembered. That is the very definition ~~between~~ regarding greatness, and power.

Anchor Level 5 – C

Quality	Commentary
	The response:
Meaning	Provides a thoughtful interpretation of the critical lens that clearly establishes the criteria for analysis (<i>In thinking of this subject, the quote “with great power, comes great responsibility,” also comes to mind</i>). The response uses the criteria to make a clear and reasoned analysis of <i>Speak</i> (a way in which one is able to find the right use of strength is by having a confident sense of self before others) and <i>Of Mice and Men</i> (it is shown that he needed a very strong sense of self in order to take care of his challenged friend, Lennie).
Development	Develops ideas clearly and consistently, with reference to relevant and specific evidence from both texts. The response discusses conflict (<i>She is physically abused and George was faced with very serious decisions</i>) and characterization (<i>she was able to protect herself and many others from the same harm that was done to her and George used this strength over Lennie to keep him safe</i>) to support the idea of greatness being the right use of strength.
Organization	Maintains the focus established by the critical lens that <i>people considered great have a strong sense of self and responsibility</i> . The response exhibits a logical sequence of ideas, first interpreting the critical lens, then presenting situations that characters in each work faced and how they dealt with them, concluding that they used their strength <i>not to their own advantage, but for the advantage of others</i> . The response uses appropriate transitions to strengthen coherence (<i>The first novel considered; This, in turn; In simpler terms</i>).
Language Use	Uses language that is fluent and original, with evident awareness of audience and purpose (<i>This quote contains a great truth about the world we live in today</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>While reading her story, a sense of strength is found in her, perhaps not by physical standards, but in her strength of mind and He did what he was told, no questions asked</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>relyed and consistant</i>), punctuation (<i>Speak, and; little if any strength; Georges strength; harms way; therefore George</i>), and grammar (<i>After her attack, and being left quite abandoned and to warn them, but avoid</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions.	

Henry Ward Beecher once said, "Greatness lies not in being strong, but in the right using of strength." What Beecher is saying is that even though one may possess a great strength, it depends how wisely one uses this strength to accomplish something. One could have large muscles and have a great amount of physical power, but what good is it if you cannot use it correctly? Same goes for the psychological stability. I agree with this quote, because one ~~must~~ must find a balance between physical and psychological strength to really make a difference.

One literary work that displays what Beecher meant is One Flew Over the Cuckoo's Nest. This goes to show that even the insane can overcome obstacles. The setting of the novel takes place in an asylum, where the asylum sees the patients ~~there~~ there as a safe ~~habitat~~ habitat, despite the dictatorship that Nurse ~~inflicts~~ inflicts on the ward. Of all places, the ward (seen through Chief's point-of-view, a supposedly "deaf" Indian) would be the perfect place to find a variety of characters with psychological instability. McMurphy, a rebellious hellion, joins the ward and helps the patients to become stronger. Chief feels inferior to McMurphy, and cannot see that he is a foot taller and much stronger than McMurphy. It is because of Chief's weak self-esteem that holds him back from taking advantage of his physical strength. Eventually, McMurphy encourages Chief to pick up the heavy control panel that McMurphy couldn't even budge. With McMurphy by his side, helping not only Chief, but the rest of the patients on the ward to better themselves, Chief was able to lift the control

panel. Chief realizes that he is stronger than he thought, and McMurphy suddenly appears smaller.

Of Mice and Men is another novel that included a mentally ill person ~~that~~ too big and too strong for his own good. Unlike the insane, a mentally ill man cannot heal. George and Lenny were good friends, both very opposite, but very good friends ~~and the~~ nonetheless. They had dreamed of having their own farm, living by themselves with rabbits aside. To get there, they needed money, and ended up on somebody else's ranch, serving as a microcosm in the story. Here Lenny, George's mentally retarded best friend, put his brute strength to work. He lugged around sacks of barley with ease, surpassing ~~all~~ everyone on the ranch, and they were all impressed, except Curley. Everything seemed to go well, too well when an old man who was rendered practically useless offered them money to help start their own ranch, so long as he was able to join them. But Lenny really did not know his own strength, and when Lenny accidentally kills a puppy when he tried petting it, it foreshadowed more problems to come. An angry Curley gets his hand crushed in Lenny's powerful fist. Even worse, Lenny kills Curley's wife when she finds the dead puppy in the hay, even though he was just trying to calm her down. Death was the result of Lenny's ignorance, his lack of ~~the~~ psychological weakness and emotional unrestraint guided his physical power impulsively, blindly killing a puppy and a woman. And it was because of Lenny's unbalanced ~~the~~ strengths that would ~~lead~~ lead to his own death by his own best friend in the end.

Anchor Paper – Part B—Level 4 – A

Ken Kesey's One Flew Over the Cuckoo's Nest and John Steinbeck's Of Mice and Men display the result of being balanced or unbalanced. How can one use his strength the right way if he does not have the mental capability to do so? Chief's freedom at the end of the novel and Lenny's death prove that "Greatness lies not in being strong, but in the right using of strength..."

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>one must find a balance ... to really make a difference</i>). The response makes implicit connections between the criteria and <i>One Flew Over the Cuckoo's Nest</i> (with <i>McMurphy</i> by his side ... <i>Chief was able</i>) and <i>Of Mice and Men</i> (<i>Lenny's unbalanced strengths that would lead to his own death by his own best friend</i>).</p>
Development	<p>Develops some ideas more fully than others. The response offers specific evidence of Chief's and Lennie's physical strength, but the discussion of balancing mental and physical strengths for the common good is less developed, as is the discussion of how the setting of the asylum in <i>One Flew Over the Cuckoo's Nest</i> and the farm in <i>Of Mice and Men</i> present challenges (<i>the dictatorship that Nurse inflicts and serving as a microcosm</i>).</p>
Organization	<p>Maintains the focus established by the critical lens on the need to balance mental and physical strength. The response exhibits a logical sequence of ideas by first agreeing with the lens and restating it, then contrasting how Chief was able to balance his mental and physical strengths while Lennie was not, and concluding with <i>how can one use his strength the right way if he does not have the mental capability to do so?</i> Transitions are appropriately used (<i>One literary work and Of Mice and Men is another</i>).</p>
Language Use	<p>Uses appropriate language (<i>how wisely one uses this strength and psychological instability</i>) that is sometimes inexact (<i>This goes to show and with rabbits aside</i>), with some awareness of audience and purpose (<i>Chief's freedom ... and Lenny's death prove</i>). The response occasionally makes effective use of sentence structure (<i>He lugged around sacks of barley with ease, surpassing everyone ... they were all impressed, except Curley</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in punctuation (<i>good friends nonetheless; go well, too well when; ignorance, his</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>	

"Greatness lies not in being strong, but in the right using of strength". In other words you don't need muscle to be strong, it's how much courage you have. In the literary works The Great Gatsby by F. Scott Fitzgerald, and One Flew Over the Cuckoo's Nest by Ken Kesey, both reveal character's using strength by mind.

In The Great Gatsby, Gatsby tries to get his old lover Daisy back. The only problem is that Daisy is married to Tom. Throughout the novel Gatsby tries to go out of his way to get Daisy back. Gatsby doesn't need to go and fight physically with Tom. He fights Tom in a different way. Gatsby invites Daisy over for lunch, buys expensive clothing to impress her. Gatsby uses strength in the right way by not actually fighting Tom, but fighting mentally.

Throughout One Flew Over the Cuckoo's Nest, R. P. McMurphy shows a lot of greatness. He's not big in physical features, but he'll do whatever it takes to help all of the "crazies" at the ward. McMurphy was the first one to ever talk back to the nurse. Before he went to the ward, all of the crazies acted like robots, listened to every command they were told to do. Then all of a sudden McMurphy is their savior. He uses his "strength" to help them at the ward to become more free. McMurphy's greatness helps the men at the ward start to laugh again and actually act like men. Before McMurphy, the theme of the story was "Loss of Manhood", Nurse Ratched had control over everyone at the ward. Then McMurphy came, and little by little the men at the

Anchor Paper – Part B—Level 4 – B

ward started to do what they wanted. None of them were tough. They were stronger on the inside. They were able to take all of the cruelty from the nurse and not care.

Novels show that you don't have to be strong to have greatness, it's how much courage you have. McMurphy shows strength just by making the guys laugh at the ward. His greatness was making them more into men. Gatsby uses strength by getting Daisy from Tom. Gatsby shows that you don't need muscles or anything to be a good man.

Anchor Level 4 – B

Quality	Commentary
Meaning	The response: Provides a reasonable interpretation of the critical lens, stating <i>you don't need muscle to be strong, its how much courage you have</i> . The response makes implicit connections between the criteria and <i>The Great Gatsby</i> (<i>Gatsby uses strength in the right way by not actually fighting Tom, but fighting mentally</i>) and <i>One Flew Over the Cuckoo's Nest</i> (<i>He's not big in physical features, but he'll do whatever it takes to help</i>).
Development	Develops some ideas more fully than others, providing specific and relevant evidence to show how <i>McMurphy's greatness helps the men ... start to laugh again and actually act like men</i> , while being less specific in the discussion of Gatsby's use of mental strength. The response alludes to characterization and conflict in discussing both works (<i>Gatsby doesn't need to go and fight physically with Tom</i> and <i>McMurphy was the first one to ever talk back to the Nurse</i>) and briefly addresses theme in <i>One Flew Over the Cuckoo's Nest</i> .
Organization	Maintains the focus established by the critical lens that <i>novels show that you don't have to be strong to have greatness</i> . The response exhibits a logical sequence of ideas, first presenting the lens and its interpretation, then discussing how each character uses means other than physical strength to achieve his goal, and concluding with a summary of how the works reflect the lens. Appropriate transitions are used (<i>In other words, Throughout the novel, Before he went</i>).
Language Use	Uses appropriate language, with some awareness of audience and purpose (<i>Gatsby shows that you don't need muscles or anything to be a good man</i>). The response occasionally makes effective use of sentence structure and length (<i>Before McMurphy, the theme of the story was "Loss of Manhood"</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>alot</i> and <i>savoir</i>), punctuation (<i>character's, Then all of a sudden McMurphy, and little by little the</i>), and omitted conjunctions (<i>lunch, buys and robots, listened</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in organization.	

Henry Ward Beecher stated "Greatness lies not in being strong, but in the right using of strength." I believe this quote is stating that "greatness" does not only pertain to having strength but its proper usage of it. In other words, one may be "strong" but will not achieve any level of greatness unless he/she uses the strength. I agree with Beecher's statement. To support my agreement I will use The Color Purple, by Alice Walker, and The Metamorphosis, by Franz ~~Kafka~~ Kafka as exemplars of this statement.

In The Metamorphosis, the main character, Gregor Samsa, is awoken and finds himself as a gigantic insect. He is neglected by his family, other than his sister, and was placed in his room where he was isolated. Although his sister did tend to his vital necessities, such as food, she grew tired of her "duties" and started portraying less love towards Gregor. Gregor remained in his isolated room for a long period of time. He did not eat ~~the~~ any food and later died of starvation. Gregor was a "strong" character because he underwent the isolation and depression for a long period of time. Also, he had many hopes of returning to his human figure and being able to improve the lifestyles of his family. However, Gregor did ~~not~~ not portray greatness. Even though he was a strong character he did not use his strength to achieve his goals. He gave up on life and starved himself to death. ~~Gregor Samsa~~ Gregor Samsa was a "strong character" but he obviously did not use his strength properly. "Greatness lies not in being ~~in the~~ ^{strong}, but in the right using of strength.

In The Color Purple the main character ^{Celie, was} ~~is~~ abused both, mentally and sexually, by her father as a teenager. Celie was a very obedient female. She showed no level of

recalcitrance and had no confidence in herself nor her appearance. When she was a young woman she was given off to marriage. Even though her husband was in fact in love with her sister, Celie continued to be obedient. For many years she lived in ~~servile~~ servitude to her family and children. She also continued to endure abuse from her husband. It is unessailable to state the if one experienced such turmoil he/she would "give up on life." Fortunately, Celie used her strength to overcome ^{the} abuse and gained control of her life. Celie portrayed "Greatness" in *The Color Purple*, because ~~it~~ despite the fact that she is a strong woman, she properly used her ~~strength~~ strength. "Greatness lies not in being strong, but in the right using of strength."

Anchor Level 4 – C

Quality	Commentary
Meaning	Provides a reasonable interpretation of the critical lens by suggesting that <i>one may be "strong" but will not achieve any level of greatness unless he/she uses the strength.</i> The response makes implicit connections between the criteria and <i>The Metamorphosis</i> (<i>Gregor Samsa was a "strong character" but he obviously did not use his strength properly</i>) and <i>The Color Purple</i> (<i>Celie used her strength to overcome the abuse and gained control of her life</i>).
Development	Develops some ideas more fully than others, making reference to specific and relevant details in alluding to characterization and conflict in both works (<i>Even though he was a strong character ... He gave up on life and starved himself to death</i> and <i>She also continued to endure abuse from her husband</i>). The response is less specific in discussing how Celie used her strength.
Organization	Maintains a clear and appropriate focus on how the use of strength determines a character's greatness. The response exhibits a logical sequence of ideas, first interpreting the lens, then presenting information about each character's circumstances, and concluding with an assessment of each character's use of strength (<i>Gregor did not portray greatness and she properly used her strength</i>). Internal consistency is weakened by a lack of external transitions, inappropriate use of transitions (<i>despite the fact</i>), and the lack of a conclusion.
Language Use	Uses appropriate language, with some awareness of audience and purpose (<i>To support my agreement I will use</i>). The response occasionally makes effective use of sentence structure and length (<i>Although his sister did tend to his vital necessities, such as food, she grew tired of her "duties" and started portraying less love towards Gregor</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in punctuation (<i>strength.; abused both, mentally; was in fact in</i>) and grammar (<i>as awoken, He is ... and was, her father as a teenager</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

"Greatness lies not in being strong, but in the right using of strength..." spoken by Henry Ward Beecher explains that strength comes from your character and your courage. Two novels I read expressing this ^{Author Miller's} were "The Crucible", and Hawthorne's "Scarlet Letter."

John Procter, the main character in "The Crucible" showed his greatness through courage. His town, neighbors, and wife were being accused and hanged of witchcraft. Procter stood up to the court and the Judge to defend and prove that it was ridiculous accusations. John Procter stood strong to his word and that however created his demise.

Written by Arthur Miller

Hawthorne's "Scarlet Letter" was a great example of showing strength ^{and greatness}, not through physical, but character means. Hester Prynne was pointed and shamed at for adultery. Her town treated her and her daughter, Pearl into exile. Hester grew strong by becoming independant, along with teaching and educating her daughter. Towards the end, people eased upon her and everyone, including Hester grew because of this accusation of stupidity.

I strongly agree with Beecher's quote "Greatness lies not in being strong, but in the right using of strength..." Most people who are known as "great" or achieve the impossible did because of knowledge, character, or courage.

Arthur Miller's "The Crucible" with John Proctor and Nathaniel Hawthorne's "Scarlet Letter" with Hester Prynne are prime examples of achieving greatness without physical strength.

Anchor Level 3 – A

Quality	Commentary
Meaning	The response: Provides a simple interpretation of the critical lens that suggests some criteria for analysis (<i>strength comes from your character and your courage</i>). The response makes superficial connections between the criteria and <i>The Crucible</i> (<i>John Proctor ... showed his greatness through courage</i>) and <i>The Scarlet Letter</i> (<i>Hester grew strong by becoming independant</i>).
Development	Develops ideas briefly, using some evidence from the texts (<i>Proctor stood up to the court</i> and <i>Hester Prynne was ... sneerd at for adultry</i>). The response relies on brief plot summaries and does not explain the seriousness of the accusations faced by Proctor and Prynne.
Organization	Maintains a clear and appropriate focus on characters who <i>are prime examples of achieving greatness without physical strength</i> . The response exhibits a logical sequence of ideas through separate paragraphs about Proctor and Prynne and a conclusion that reiterates that the lens relates to the texts. Internal consistency is weakened by a lack of external transitions.
Language Use	Relies on basic vocabulary that is occasionally imprecise (<i>hanged of, character means, Her town treated her ... into exile</i>). The response exhibits some attempt to vary sentence structure for effect, but has uneven success (<i>Towards the end ... accusation of stupidity</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>acused, ridiculous, independant</i>) and punctuation (<i>that however created; "Scarlet Letter"; her daughter, Pearl into</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.	

In the words of Henry Ward Beecher, "Greatness lies not in being strong, but in the right of using strength...". My interpretation of this is if one can truly be strong in their heart, they can be strong in life. If you believe in yourself, you will be great.

In my opinion, I agree with this statement. I agree because I think if you really want to do great in something, you have to use your personal strength. And then the outcome is what you make it to be. Two works that I believe agree with this statement are Macbeth and To Kill a Mockingbird.

In the play Macbeth, written by William Shakespeare, the character of Macbeth used his strength to kill the king, so he could be king himself. Even though his wife Lady Macbeth had to push him, he still used his personal strength to try to be a great powerful king, even though it didn't turn out that way in the end.

In the novel "To Kill a Mockingbird" by Harper Lee, the character of Atticus Finch used his personal strength

Anchor Paper – Part B—Level 3 – B

also. He used his strong nature to help the black man be proven innocent. Even though the outcome wasn't a great one, he kept with Robinson until the very end.

Being strong is not always followed by greatness. But if you use your personal strength for the right reasons you can work your way to a positive outcome.

Anchor Level 3 – B

Quality	Commentary
Meaning	The response: Provides a simple interpretation of the critical lens that suggests some criteria for analysis (<i>if you really want to do great in something, you have to use your personal strength</i>). The response makes superficial connections between the criteria and <i>Macbeth</i> (<i>Macbeth used his strength to ... be king himself</i>) and <i>To Kill a Mockingbird</i> (<i>The character of Atticus Finch used his personal strength also</i>).
Development	Develops ideas briefly, using some evidence from the texts (<i>he still used his personal strength to try to be a great powerful king</i> and <i>He used his strong nature to help the black man be proven innocent</i>). The response relies primarily on plot summaries of each work.
Organization	Establishes, but fails to maintain, an appropriate focus (<i>If you believe in yourself, you will be great</i>). The response exhibits a rudimentary structure, presenting an introduction, separate paragraphs focusing on the texts, and a conclusion that reiterates the critical lens.
Language Use	Uses appropriate language, with some awareness of language and purpose (<i>Even though ... he kept with Robinson until the very end</i>). The response occasionally makes effective use of sentence structure and length (<i>But if you ... work your way to a positive outcome</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>stregnth</i> and <i>Shakspere</i>), punctuation (<i>works ... are Macbeth, his wife Lady Macbeth, didnt</i>), and grammar (<i>if one can ... they can be strong in life</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.	

— "Greatness lies not in being strong, but in the right using of strength." I agree with this statement. I believe that one does not need to be physically strong in order to be perceived ~~as~~ ~~great~~ ^{go} ^{great}. The mind is a very powerful thing and when used properly, can achieve ^{great} aspirations. In a work of literature I have read, can this statement be connected to.

— In the book and film production of "The Color Purple," by Alice Walker, the main character had suffered a childhood of abuse which would follow her throughout her adulthood. As a child Celie grew up having to deal with her father's sexual abuse. In her pre-teen age, Celie was given to a man in exchange of goods. Forced to be married to this man, she would have to endure a greater, abusive life. Still only a child herself had to raise the children of the house, cook, clean and wait on her husband, hand and foot. Celie was not allowed to talk back ~~and~~ ^{or} she would be hit. She was to call her husband, "Mr." and nothing else. She suffered a great deal of pain from him. Mr. never gave Celie anything but ~~the~~ orders. It was years later that Celie became stronger in mind and soul. When it came down to the day when she found her way out, she took it. Although Mr. tried to stop her ~~to~~ with his hands, Celie stood up to him and told him off. Her words and the strength within them was like a force field built around her. There was nothing he could say or do to her. The power and wisdom she obtained throughout the years made her higher than Mr. She cursed him with her words, which ~~is~~ plagued

Anchor Paper – Part B—Level 3 – C

him. Celie made up her mind and there was nothing and no one that could stop her.

→ When it comes down to greatness and strength, it's of the mind and how one choose's to use it.

⊙ A person can be ~~be~~ muscular and be able to lift heavy weights but it's the ~~an~~ average Joe who has intellect, can go farther than just physical aspects.

Everyone who puts their minds to something, can achieve greatness, no matter what it is.

Anchor Level 3 – C

Quality	Commentary
Meaning	The response: Provides a reasonable interpretation of the critical lens (<i>one does not need to be physically strong in order to be perceived as great</i>). The response makes implicit connections between the criteria and <i>The Color Purple</i> stating, <i>Celie cursed him with her words, which plagued him</i> .
Development	Develops ideas briefly. The response uses some evidence from the text (<i>Celie was not allowed to talk back or she would be hit</i>), but relies primarily on plot summary. The response addresses only one text.
Organization	Maintains a clear and appropriate focus (<i>it's the average Joe who has intellect, can go farther than just physical aspects</i>). The response exhibits a logical sequence of ideas, beginning with the critical lens and its interpretation, followed by a discussion of the suffering Celie endured and how she rose above it, and concluding with a further paraphrase of the lens as it relates to life in general.
Language Use	Uses appropriate language which is occasionally imprecise (<i>In a work of literature I have read, can this statement be connected to and it's of the mind</i>), with some awareness of audience and purpose (<i>I agree with this statement</i>). The response occasionally makes effective use of sentence structure or length (<i>Her words and the strength within them was like a force field built around her</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>acheive</i>), punctuation (<i>and when, "The Color Purple", child Celie, choose's</i>), grammar (<i>herself had and Everyone ... their</i>), and usage (<i>exchange of goods</i>) that do not hinder comprehension.
Conclusion: Although the response fits the criteria for Levels 3 and 4, it remains at Level 3 because the response addresses only one text.	

Greatness lies not in being strong, but in the right using of strength. - (Henry ward Beecher). ~~The quote that~~ Henry ward Beecher is trying to tell us is that when you lie about something, it is not making you strong, it is making you having strength about your lies and I agree with this quote. I have ~~read~~ read so many stories and there is two stories refered to this quote. one story is Furedint 451 and the author is Bradberry and it is a fiction story. Another story ~~was~~ was Othello.

~~The story~~ In Furedint 451 by Bradberry, there was a guy that wanted to read books and become smart but books was against the law and whoever got caught reading a book or if someone finds a book in a person house then the fire deparment will burn those books and there house. There was one firefighter think that law was dumb and he wouldnt follow that law, so he read a book and had tons of books hiding in his house, so when the firefighter ask him ~~if~~ if he got a book he will responed "NO", later on his wife found a book in there house and she didnt wanted to breuk the law.

Anchor Paper – Part B—Level 2 – A

so she call the fire department and they burned ~~the~~ down the house, in conclusion the guy lied ~~and~~ but he lied with strength and courage and he wanted to read, in the movie O there was a basketball player that took drugs and lie to the coach he didnt but when he found out he got kicked out the team, in conclusion, lies help people out with strenoth.

Anchor Level 2 – A

Quality	Commentary
Meaning	The response: Provides a confused interpretation of the critical lens (<i>when you lie about something ... it is Making you having Strength about Your lies</i>). The response refers to the critical lens (<i>the guy lied but he lied with Strength and courage</i>) but does not use it to analyze <i>Fahrenheit 451</i> . The response discusses the movie "O" rather than "Othello."
Development	Develops ideas briefly, relying primarily on a plot summary of <i>Fahrenheit 451</i> and the movie "O."
Organization	Suggests a focus on <i>lies which help people out with strenoth</i> . The response suggests some organization through paragraphing.
Language Use	Uses language that is imprecise (<i>it is a fiction story, there was a guy ... become smart, there for "their"</i>) for the audience and purpose. The response reveals little awareness of how to use sentences to achieve an effect (<i>In the movie "O" there was a basketball player ... he got kicked out the team</i>).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>beign, Othella, responed</i>), punctuation (<i>person house, house then, didnt</i>), grammar (<i>there is, books was, firefighter think, she call</i>), and capitalization (<i>Strong, Making, bradberry</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in development.	

In the book of "Lord of the Flies" the group of boys were strong because they stayed together and use all of there skill as one but when they split they were not strong anymore. Being strong is cool everyThing but you have to watch what you do because you could hurt or kill someone just like Lienne from the book "Mice and Men". There are a lot of different ways of being strong, of course when you here someone say strong you think about muscles, but you can be strong in your mine, and you could be strong in different actives and stuff.

Anchor Level 2 – B

Quality	Commentary
	The response:
Meaning	Provides a confused and incomplete interpretation of the critical lens (<i>Being strong is ... you have to watch what you do</i>). The response alludes to the critical lens but does not use it to analyze <i>Lord of the Flies</i> and <i>Of Mice and Men</i> .
Development	Is incomplete and largely undeveloped. The response hints at the idea that strength should be used wisely (<i>you could hurt or kill someone</i> and <i>There are ... differnt ways of being strong</i>), but references to the texts are vague (<i>the group of boys were strong because they stayed together</i> and <i>someone just like Lienne</i>).
Organization	Suggests a focus on strength but lacks organization.
Language Use	Uses language that is imprecise and unsuitable for the audience and purpose (<i>use all of there shill as one, is cool everyThing, a lot, here</i> for "hear," <i>mine</i> for "mind," <i>stuff</i>). The response reveals little awareness of how to use sentences to achieve an effect.
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>Flyies, Lienne, couse</i>) and punctuation (<i>one but; everyThing but; strong, of couse</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions.	

My Interpretation of the critical lens .
 "Greatness lies not in being strong, but in the right using of strength" is that if your not strong Physically ~~but~~ but you have strengths in something else like mentally and It depends on how you use it. Yes I agree with the crital lens. one work is Mice of men , George and Lenny. Lennys strenths where Phisically, and Georges Was mentally. Lenny was good with working with his hands because he was strong and George ~~we~~ uses his mind to tell Lenny what to do and lead them out of danger if they had to.

Anchor Level 2 – C

Quality	Commentary
	The response:
Meaning	Provides a confused interpretation of the critical lens (<i>if your not strong physically ... how you use it</i>). The response alludes to the critical lens but does not use it to analyze the one chosen text, <i>Of Mice and Men</i> .
Development	Is incomplete and largely undeveloped. The response hints at Lennie’s physical strength and George’s mental abilities, but references to the text are vague (<i>Lenny was Good with working with his hands</i> and <i>George uses his mind</i>). The response discusses only one text.
Organization	Suggests a focus on the critical lens (<i>My Interpretion of the critical lens ... is ... depends on how you use it</i>) but lacks organization.
Language Use	Uses language that is imprecise (<i>your</i> for “you’re,” <i>you have strengths in something else like mentally, where</i> for “were”). 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>Interpretion, crital, Phisically</i>), punctuation (<i>Yes I, Lennys strenths, he was strong and</i>), capitalization (<i>It, Lenny, Good</i>), and grammar (<i>Lennys strenths where Phisically and Georges Was mentally</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.	

Greatness lies not in being strong, but in the right using of strength. I agree with this saying because I feel that its very true, The saying itself means that you dont have to be big on the outside to be strong, You can be mentally strong, Strong on the inside. Theres no right way of using strength, You can help people out by talking to them if they have a problem or something, And your using your strength and knowledge to help them out, Everyone has different strength, People could have strength in school, sports, and anything else. Everyone shows there strength in different ways, Theres to different types of strength, Strength on the outside and strength on the inside.

Anchor Level 1 – A

Quality	Commentary
Meaning	The response: Provides a simple interpretation of the critical lens (<i>you dont have to be big ... to be strong and Theres no right way of using strength</i>). The response does not use the lens to analyze any texts.
Development	Is incomplete and largely undeveloped, hinting at ideas about strength. The response makes no reference to any texts.
Organization	Suggests a focus on <i>different types of strength</i> but lacks organization.
Language Use	Relies on basic vocabulary (<i>You can help people out by talking to them if they have a problem or something</i>) that is sometimes imprecise (<i>your</i> for “you’re” and <i>to</i> for “two”). The response exhibits some attempt to vary sentence structure for effect, but with uneven success (<i>Strong on the inside</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in punctuation (<i>its very true; dont; something. And</i>) and grammar (<i>Everyone ... different strength</i>) that do not hinder comprehension.
Conclusion: Although the response fits the criteria for Levels 2, 3, and 4, it remains at Level 1 because it makes no reference to any texts.	

Anchor Paper – Part B—Level 1 – B

"Greatness lies not in being strong, but in the right using of strength", This quote was said by Henry Ward Beecher. I agree with this quote. "It is not how strong you are, but how you use ~~that~~ ^{your} strength that matters." This quote is shown in two books "Of Mice and Men" by John Steinbeck, and "Freaky the mighty".

Anchor Level 1 – B

Quality	Commentary
	The response:
Meaning	Provides an incomplete interpretation of the critical lens but does not use it to analyze the chosen texts.
Development	Is minimal, with no evidence of development.
Organization	Suggests a focus by restating the lens, agreeing with it, and listing two texts that demonstrate the lens (<i>This Quote is Show in two Books</i>).
Language Use	Is minimal.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response fits the criteria for Level 1, although it is somewhat stronger in meaning and organization.	

Greatness is shown many ways. You don't have to be strong to show greatness. If you use strength in the right way you will portray greatness. "Greatness lies not in being strong, but in the right using of strength..." This quote by Henry Ward Beecher is proved true in the novel *Adventures of Huckleberry Finn* and *Frederick Douglass*.

In the novel *Huckleberry Finn* the slave Jim is not a very strong person and neither is Huck. The both are determined to get away. Huck helps to save Jim from slavery. They went on many adventures but were young boys so they were not so strong. On the other hand, they used strength in the best ways possible. This showed greatness in the two boys.

In the novel *Frederick Douglass* he was an abolitionist. He was not necessarily strong but because of his strength and determination caused greatness. He was able to speak to people and get his point across. He was a great man with much use of strength in

the right way,
Using strength on the right
Way will cause greatness. You
don't have to be strong. This is
shown by Jim, Huck, and
Frederick Douglass.

"Greatness lies not in being strong, but in the right using of strength..." This statement by Henry Ward Beecher has been proven true in many situations in literature and throughout history. Sometimes the physically strong are not the ones to prevail. It's those who put their energy towards something right who come out a great success. The truth in this thought is perceived in the novels O Pioneers! by Willa Cather and Ordinary People by Judith Guest. Through characterism and symbolism, both pieces of literature convey the same idea that greatness comes from the appropriate use of strength.

In O Pioneers! by Willa Cather, Alexandra Bergson was a Swiss girl whom inherited land in Nebraska from her father. Having many brothers who rightfully should have received the land because they were men, Alexandra was an exception in strength of mind. To her, the land symbolized destiny and success. And although not physically as strong as the boys, she used her inner strength and intellect to raise the farm from wild, dead land to fertile soil and a crop-bearing machine. She proved that there is no gender gap in strength and when one puts their own strength towards a goal, they can achieve it.

Using a different aspect of strength, Conrad in Ordinary People by Judith Guest conquered mental illness. Since his older brother had died, Conrad was suicidal and had self-mutilating thoughts. To overcome this, it took immense mental strength. The reader was shown his strength through characterization and his stream of consciousness throughout the novel. He channeled his thoughts to the positive (though not without a struggle) and brought back his peace of mind. Instead of using his mental strength for negative thoughts of death and depression, he used it for positive feedback on the actions that occurred in his life. The greatness achieved by his strength saved him from a fatal future.

The characters in Pioneers and Ordinary People both conveyed the meaning of the quote. Alexandria and Conrad displayed what it means to be a true hero. A true hero is not always the strongest among men, but it is he who knows how to use it. Tyrants throughout history have had strength, but the usage of it was toward evil. By overcoming all of the odds against them, Alexandria and Conrad used their strength to achieve greatness.

Part B — Practice Paper — C

Henry Ward Beecher once said, "Greatness lies not in being ~~strong~~ strong, but in the right use of strength..." Being strong does not necessarily indicate that one is great; it is how a person uses his ~~greatness~~ strength ^{which} ~~that~~ judges his greatness. Though society failed to accept them, both Hester Prynne from Nathaniel Hawthorne's The Scarlet Letter and Huck Finn from Mark Twain's The Adventures of Huckleberry Finn find ways of thriving in their unique situations through use of their strengths.

In The Scarlet Letter, Hester Prynne is ostracized from her Puritan society and is labeled as an adulteress. She is forced to bear on her breast a badge of shame, a scarlet "A." Throughout the novel, Hester displays her mark of shame with dignity and humility, attempting to live her life despite her sin. Yet even though she is denied the warmth and comfort a society can provide, Hester did what she could to attend to the needs of the poor and helpless. ~~Her~~ Her strength of character in the face of great adversity ^{did} ~~was~~ much to dignify her greatness. It was not merely her spirit that made her great; it was how she used it to give back to a society that offered no comfort ~~to her~~ or assistance to her.

Huck Finn was also viewed as an outcast by ~~the~~ society in The Adventures of Huckleberry Finn. Because he was raised by his drunkard of a father, Huck is viewed as an uncivilized, uneducated boy. This is evident during the first few chapters of the novel, when Tom Sawyer is forming his band of robbers. The other boys from the town were ready to dispell Huck from the group ^{because of} ~~due to~~ the fact that he had no family. ~~Due to the social milieu of the time period, society shunned those who were believed to be uncivilized, or rather, those who had not recieved the "proper" education that society demands. Huck largely contradicts this belief throughout the novel, ~~as he travels down the river~~ ^{proving} proving that the education society offers can only get a person so far. Huck finds little use for "book learning" during his adventure down the Mississippi. Instead, he discovers that his "natural learning" ~~is~~ is undeniably indispensable, as he uses it frequently throughout the novel. From killing a pig to ^{fake} ~~proving~~ his own death to surviving alone on an island to saving a friend in need, Huck finds constant use for his "natural" education. This strength in natural ^{learning} ~~education~~ enables Huck to be great, assisting him in setting a good man~~

Part B — Practice Paper – C

free from the bonds of slavery.

Both Hester Prynne and Huck Finn find ways of using their strengths to do great things. Hester, though an outcast of society, did what she could to help the poor, less fortunate people of the community. Huck Finn, though considered uncivilized and uneducated, utilized his abilities to save his friend as well as himself from the evils met on the trip down the Mississippi. Both were able to thrive in their situations and both proved their remarkable greatness through use of their strengths. For, as a wise man once said, "greatness lies not in being ~~good~~, strong, but in the right use of strength."

"Greatness lies not in being strong, but in the right using of strength," I think this quote means that you really don't have to be strong to hold greatness but you can't be immature and if you can hold the torch neither.

A good literature that is good for this quote is "Lord of The Fly" by William Golding, he places two characters named Ralph and Jack, Ralph was voted leader because he was the oldest and he and Piggy help find the rest of the crew.

Jack on the other hand played like he was okay with being under Ralph but he wasn't, envy change ~~his~~ Jack's mind and he starts his own group and being greedy; jealous; angry caused his immaturity.

Henry Ward Beecher once said: "Greatness lies not in being strong, but in the right use of strength." By this Beecher is saying that being big and muscular may mean that you are strong, but acquiring strength goes much further. To have strength one must be willing to make sacrifices in order to help someone or to help a cause. I believe this to be true and have seen it occur in many literary works. In The Grapes of Wrath by John Steinbeck and The Crucible ~~by Arthur~~ ^{by Arthur} Miller, ~~most overcome many obstacles to find the~~ the authors use conflict and religion to develop characters that find their strength by overcoming many obstacles.

Jim Casy is ~~is~~ one character in The Grapes of Wrath that finds his strength while travelling with the Joad family. When ~~is~~ the reader is first introduced Casy, they ~~see~~ immediately see ~~a~~ religious references. Casy's initials are J.C. just like Jesus Christ and ~~is~~ also used to be a preacher. Throughout the long journey, Casy serves to be the helpful hand and also seems to get along with everyone. He learns to ~~forget~~ let go of bad times in his past so he can ~~feel~~ ^{give up the conflict he has with himself} feel better about himself. Casy first shows his strength when they are living in the Hoovervilles. When Tom ~~kills~~ ~~shoots~~ hurts a police officer, Casy takes the blame so the Joad's can stay together. Casy is arrested and taken away. This is a real sign of strength.

because Casy basically gives up his chance for a new life so the Joad's don't have to be split apart.

Another character that portrays strength is John Proctor in *The Crucible*. When Abigail Williams begins accusing many people of being witches, John Proctor keeps quiet. ~~Abigail is his~~ Proctor had an affair with Abigail and does not want anyone to find out. After many people, whom John believes to be innocent, are accused, he starts getting angry. He ~~does not~~ believes ~~that~~ that Abigail is lying. At this point John finds himself in many conflicts. He is against himself on whether to admit to his crime, he is against ~~Abigail~~ Abigail because she loves him while he thinks she is a liar and he is against his wife because of the affair. When Elizabeth Proctor, John's wife, is mentioned in court by Abigail, he becomes furious. He wants to put an end to all of this. When Elizabeth is accused, John knows what he must do. He brings his servant girl, ~~to tell the~~ also one of the girls that accuse women of being witches, to court to tell the truth about Abigail. He also admits to the affair even though he knows he will go to jail because it is against protestant beliefs. He does this ~~so~~ to help prove that his wife is innocent. This is the point when John Proctor acquires his strength.

In these two works, the authors use conflicts and religion to create obstacles that the characters must overcome. By overcoming the obstacles, both ~~to~~ Jim Casey and John Proctor find their strength. They give up their lives in order to help ~~and~~ ~~really~~ someone else. These men ~~did~~ did not act strong but instead ~~found their strength~~, did what they ~~felt they must~~ ~~needed~~ ~~to~~ do and ended up ~~finding~~ ~~strength~~ acquiring strength.

Practice Paper A–Score Level 3

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

Practice Paper B–Score Level 4

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

Practice Paper E–Score Level 4

Conclusion: Overall, the response best fits the criteria for Level 4 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 January 2008 Regents Examination in Comprehensive English will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> on Wednesday, January 23, 2008. 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.