

SESSION TWO

FOR TEACHERS ONLY

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

ENGLISH

E

Thursday, June 19, 2008—9:15 a.m. to 12:15 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) 2</p> |
| <p>(2) 3</p> |
| <p>(3) 4</p> |
| <p>(4) 1</p> |
| <p>(5) 3</p> |
| <p>(6) 2</p> |
| <p>(7) 1</p> |
| <p>(8) 3</p> |
| <p>(9) 1</p> |
| <p>(10) 4</p> |

Rating of Essays

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

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

- 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.

Appreciated and glorified by transcendentalists and romantics, nature is regarded by countless writers to be an entity worthy of reverence and respect. Furthermore, as depicted in the first passage, individuals tie memories to their natural environment, both admiring and honoring their natural surroundings for sentimental reasons. Others adopt an attitude of awe, amazed by the vast, unfathomable boundaries of wild life. Illustrating the preservation of nature in the Serengeti Plains, the second passage upholds an ageless reverence for the environment, devoid of harmful human additions. Utilizing numerous literary elements and techniques throughout the pieces, both passages convey a highly reverent view of the natural world.

Disheartened by the loss of nature in his environment, the narrator of the first passage connects his fondest memories to the natural beauty of his former surroundings. It is significant that the reader receives the description of the environment from the point of view of a narrator who appreciated the beauty of nature before any sort of commercial transformation. This appreciation is evident in the lines, "those hinsel woods where I would runse myself in drizzle". Also, figurative language is used throughout the passage to emphasize nature's beauty and reminiscent value. He captures this feeling when speaking of "the ginko" he "would rake in mid-October, with its matted leaves like Oriental fans". Furthermore, the narrator includes words like "deep" and "lush" which further convey his reverent perception of the natural environment.

In addition to sentimental value, nature captures the amazement of countless individuals. In the second passage, while the Serengeti Plains itself may appear hot and stifling to the wildlife that inhabits this region, the dryness of the climate, a true manifestation of nature's vast power, overshadows the dryness of the climate. The plains, or "The Avian", is characterized as an outsider, an intruder, for the plains belong to animals rather than humans. The narrator describes a plethora of wildlife carrying a powerful "stamp of wilderness" symbolizing the freedom and reign of nature that is not to be crushed or even infringed upon by the "blemish" of "human commerce". The passage also utilizes figurative language, describing the untamed and refreshing behavior of the "leaping" impala or of the slowish wildebeests "flinging themselves on the ground with the abandon of mad dervishes". The narrator explains that she does "not know why they do this" or behave in such wild fashion, yet that is just a further indication of nature's power. The feeling such sights arouse in her, she says are "like scaling an unconquered mountain for the first time".

Commanding the respect and honor of countless individuals, the power of beauty and nature appeals to each person differently. Whether it be a matter of reminiscent value or merely a state of awe due to the environment's unfathomable limits, the strength of nature is one respected and even revered by most.

Anchor Level 6 – A

Quality	Commentary
Meaning	<p>The response: Establishes a controlling idea that reveals an in-depth analysis of both texts, stating that <i>both passages convey a highly reverent view of the natural world</i>. The response makes insightful connections between the controlling idea and the ideas in Passage I (<i>the narrator ... connects his fondest memories to ... his former surroundings</i>) and in Passage II (<i>nature captures the amazement of countless individuals</i>).</p>
Development	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific evidence from Passage I to elaborate on nature’s pristine beauty (<i>This appreciation is evident in the lines, “those tinsel woods where I would rinse myself in drizzle”</i>) and from Passage II to describe nature’s untamed freedom (<i>The narrator describes ... wildlife carrying a powerful “stamp of wilderness” ... not to be crushed ... by the “blemish” of “human commerce”</i>). The response integrates the literary elements of point of view and figurative language into the discussion of both passages (<i>narrator who appreciated the beauty of nature and describing the untamed and refreshing behavior of the ... clownish wildebeests</i>) and the use of symbolism and characterization in Passage II.</p>
Organization	<p>Maintains the focus established by the controlling idea (<i>Whether it be a matter of reminiscent value or merely a state of awe due to the environment’s unfathomable limits, the strength of nature is ... revered by most</i>). The response exhibits a logical and coherent structure, establishing a reverence for nature in the introduction and then connecting this attitude to the narrator’s nostalgic memories of Rebecca Avenue in Passage I and to the narrator’s awe-inspired description of the Serengeti Plains in Passage II. The response skillfully uses transitions (<i>He captures this feeling when; Furthermore, the narrator includes words like; In addition to sentimental value</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>Appreciated and glorified by transcendentalists and romantics, nature is regarded by countless writers to be an entity worthy of reverence and respect</i>). The response varies sentence structure and length of sentences to enhance meaning (<i>Commanding the respect and honor of countless individuals, the power of beauty and nature appeals to each person differently</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>	

Humans have tamed the wild animals and replaced the green forests and fields with metal and brick structures. Nature has become second to the achievements of man. There are some, however, that long to hold onto the lush, leafy trees and to let the wild beasts roam free to do as they please. Some see the Earth in its natural state as a beautiful, magical thing. This is seen in Passage One, as the author expresses his love for the trees that once graced his town and the vegetation that once added greenery to a habitat now taken over by man. The author of the second passage marvels at an untouched place, the glorious Serengeti with its elands and gazelles, yet to be influenced by the hands of people. Both authors express a love and appreciation of the natural world, before man put his stamp upon it.

The tone of the poem is one of mourning and nostalgia as the poet describes how small pieces of nature, tufts of grass and leafy trees, once added to his life. One feels his loss as he describes how the dirt he once dug into has been replaced with tar, and the willows that caressed his windows have been cut down. He wishes to return to a time when nature still had its mark on his town. His attitude towards nature is one of love and loss. To him, it was a beautiful addition to his life and he wishes his town was free from man's development and that his street could, once again, be filled with an abundance of trees.

In describing her plane ride over the Serengeti Plains of Africa, the author of the second passage is captivated by this amazing, undomesticated, untouched place where the "freedom of a land" is "still more a possession of nature

than of men." She, too, values the raw Earth, but, unlike the poet, the tone of her work is not of sorrow and regret. Instead, the author marvels at the "ten thousand animals untamed and not branded with the symbols of human commerce." She focuses on how amazing nature is, using vivid imagery in describing these untouched animals, such as the "plodding rhino" who "has moved along the great horizon like a boulder come to life."

Nature has always been there, and it is, indeed, beautiful. Both authors understand that and value it, as seen when the poet says, "I'd like to slip back through the decades into deep, lush days and lose myself in leaves like hands." They both see that the Earth is beautiful and "once ^{lived and} green" without adding machines and newspaper and brick-walled streets and the tyranny of clocks" as the author notes. There are still those that, like the authors, value nature for what it is and once was. Both authors express the idea that instead of trying to improve nature by changing it, more people should view nature as a way to improve their lives.

Anchor Level 6 – B

Quality	Commentary
Meaning	<p>The response:</p> <p>Establishes a controlling idea that reveals an in-depth analysis of both texts, stating that <i>both authors express a love and appreciation of the natural world, before man put his stamp upon it</i>. The response makes insightful connections between the controlling idea and the ideas in Passage I (<i>He wishes to return to a time when nature still had its mark on his town</i>) and Passage II (<i>In describing her plane ride ... the author ... is captivated by this amazing, undomesticated, untouched place</i>).</p>
Development	<p>Develops ideas clearly and consistently, with reference to relevant and specific evidence from both texts to discuss the authors’ appreciation of nature (<i>To him, it was a beautiful addition to his life</i> and <i>She, too, values the raw Earth</i>). The response discusses both authors’ use of the literary element “tone” to show how they feel about nature (<i>The tone ... is one of mourning and nostalgia</i> and <i>the tone ... is not of sorrow ... Instead, the author marvels</i>) and discusses how Passage II uses <i>vivid imagery in describing these untouched animals</i>.</p>
Organization	<p>Maintains the focus established by the controlling idea (<i>both narrators see that the Earth is beautiful and “once grew ... without adding machines ... and the tyranny of clocks”</i>). The response exhibits a logical and coherent structure using comparison and contrast to emphasize how the author in Passage I <i>wishes his town was free from man’s development</i>, as opposed to how the author in Passage II <i>marvels at an untouched place</i>. The response skillfully uses appropriate devices and transitions (<i>There are some, however; that once graced ... that once added; Both authors understand</i>) to achieve coherence.</p>
Language Use	<p>Uses language that is fluent and original (<i>Some see the Earth ... as a beautiful, magical thing and the willows that caressed his windows</i>), with evident awareness of audience and purpose (<i>There are still those that, like the authors</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>Nature has become second to the achievements of man</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 development and language use.</p>	

Nature has been regarded as a blank canvas. People believe land and nature are blank spaces, existing only until they're developed by men and machinery. Despite this popular belief, nature must be recognized for its beauty and for its pacifying and pristine values. Experiencing nature reminds us of a time when men did not control the world, and a diverse and abundant variety of flora and fauna, instead, ruled the land.

Human beings abuse nature in order to bring convenience to their lives. They disregard the feelings and attachments that plants, like the trees on a neighborhood block, can inspire in fellow humans, seeing green spots that could be tarred. In Passage I, Rebecca Avenue's various trees have been cut down and replaced by "sidewalk slate where cracks once splintered into island tufts". The beech tree is a symbol of stability in the author's life as seen when he metaphorically refers to it as the "iron pillar of my mother's garden". As such, it was also a comfort. Its smooth bark is a reference to its soothing abilities. The narrator's first stanza expresses desperation and childhood nostalgia for a time when the world was not so unforgiving and self-interested, but instead framed by the beauty of trees. The second stanza of this passage introduces the enemy of nature. The imagery of the black tar and pungent smell of oil depicts a stark contrast with the cool, relaxed setting of the first stanza. The mood of the poem is upsetting because the narrator is unable to bring back his past, nor deter the radical waves of change and development in society. The trees are the characters in this passage; each tree is referred to by type, while the savage humans are referred to by the vague title of "they". This passage discusses the loss of these true life forces in exchange for a black pavement that offers little comfort and obliterates the remnants of ~~the~~ nature in suburbia.

Nature not only provides a link to the memories of the past, but also reflects the uncorrupted life of the non-human world. In Passage II, the narrator describes

the Serengeti as "a bowl full of hot vapors that ... exerted physical pressure against the Avian, lifting her, as heat from a smouldering fire lifts a flake of ash". The Serengeti is repelling the idea of a domesticated human stain upon its plains. The above simile creates an image that is wild and free, yet warns of the beginning of human existence as well. The narrator believes that life as an animal is most natural and feels that humans should not interfere.

When circling above the Rothschild's hunting camp, he says, "there were at least other signs of life, not human, but scarcely less welcome for that". This author embraces the lack of humanity in exchange for the ability to "see ... animals untamed and not branded with the symbols of human commerce". The imagery of a stampede, with dust swirling in the air, conveys a sense of instinctive action. The animals judge their surroundings, calculate their danger, and without looking back, tied only to their families, they run to another stretch of undeveloped land to once again graze in peace. This author's allusion to the clown running from the trained dog sums up his view of humans in nature - the less training, the better. The wildebeest knows to run from domestication because human interference ruins nature.

Nature not only allows solace for humans, but offers an environment to be valued. Trees and animals offer a life uncorrupted by humans as well as a life without limits. Humans, in the authors' opinions, only have the right to edify nature, not to knock it down. It must be embraced, cherished, and saved in order to maintain some of the past and present.

Anchor Level 5 – A

Quality	Commentary
Meaning	<p>The response:</p> <p>Establishes a controlling idea that reveals a thorough understanding of both texts, stating that while the <i>popular belief</i> is that land exists to be <i>developed by men and machinery</i>, people must also recognize and value nature <i>for its beauty and for its pacifying and pristine values</i>. The response makes clear and explicit connections between the controlling idea and the ideas in Passage I (<i>This passage discusses the loss of these true life forces in exchange for a black pavement that offers little comfort</i>) and in Passage II (<i>The wildebeest knows to run from domestication because human interference ruins nature</i>).</p>
Development	<p>Develops ideas clearly and consistently, with reference to relevant and specific evidence from both texts. The response uses appropriate literary elements to discuss the narrator’s <i>memories of the past</i> in Passage I (<i>The beech tree is a symbol of stability in the author’s life as seen when he metaphorically refers to it as the “iron pillar of my mother’s garden”</i>) and <i>the uncorrupted life of the non-human world</i> in Passage II (<i>The above simile creates an image that is wild and free, yet warns of the beginning of human existence</i>). Imagery, mood, characterization, and allusion are also used to develop the controlling idea.</p>
Organization	<p>Maintains the focus established by the controlling idea that nature <i>must be embraced, cherished, and saved</i>. The response exhibits a logical sequence of ideas, first comparing and contrasting the narrator’s childhood memories and present view of Rebecca Avenue, and then discussing the <i>untamed</i> aspects of the Serengeti which are <i>repelling the idea of a domesticated human stain upon its plains</i>. Appropriate devices and transitions are used (<i>like the trees, but instead, Nature not only ... but also</i>).</p>
Language Use	<p>Uses language that is fluent and original (<i>not so unforgiving and self-interested, radical waves of change and development, obliterates the remnants of nature in suburbia</i>), with evident awareness of audience and purpose. The response varies structure and length of sentences to control rhythm and pacing (<i>As such, it was also a comfort</i>).</p>
Conventions	<p>Demonstrates control of the conventions with essentially no errors, even with sophisticated language.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat stronger in conventions.</p>	

Nature and the physical world is a self-sufficient cycle. The human race has progressively been acting in a manner that is more and more detrimental to the world which it and all other species inhabit. The poem in passage I and the excerpt in Passage II share a similar attitude of appreciation towards ~~nature~~ nature and prevention of such detrimental actions.

The first line of the poem "Rebecca Avenue has lost its trees", ~~introduces~~ immediately introduces a tone of sadness or sorrow. Similes throughout the poem describe leaves as "oriental fans" and "leaves like hands." Also the metaphor in line 7 "that iron pillar of my ~~mother's~~ mother's garden" compares a beech tree to a strong pillar. These comparisons help the reader make an ~~emotional~~ emotional connection to nature and trees they may have known in their childhood. They point out the immense beauty and strength of trees and lead to a mood of appreciation towards nature. Stanza two suggests that trees have been replaced by pavement. The use of the word they throughout stanza two probably refers to construction workers. It talks of man in a bad light and reconfirms the theme that man is ruining nature.

Passage II strongly conveys a theme of appreciation for nature and aversion to man's continual destruction of it. In contrast to the poem passage II discusses a place ~~where~~ where, according to lines 13-14, "There are no roads there are no villages, no towns, no

telegraph." This statement suggests that such things are detrimental and do not belong in nature. The use of the word "benison", describing the rain as a blessing shows appreciation for the wonder and beauty in the self-sufficiency of nature. Furthermore, in addition to vivid imagery depicting beauty throughout the passage, the author ~~appears~~ repeats the ~~idea~~ idea of life, constantly referring to nature as something living and it should be appreciated as such. The use of the word Avian suggests that the author's ~~overall~~ perspective is from a plane. The airplane is significant for two reasons: The view from above is symbolic of the human race's feeling of superiority over these animals and of man's machinery that is ruining nature. This is revealed when the animals are described as scared and disturbed "looking everywhere... trying to escape the sound of the plane". The most important statement occurs in lines 46-47 describing the wilderness as "the freedom of a land still more a possession of Nature than of men." This sums up the positive feeling toward nature and the negative attitude towards man and his destruction.

Both the poem in passage I and the excerpt in passage II emphasize the beauty in nature and the importance in appreciating it. It is essential that man protects and cares for the world in which he lives.

Anchor Level 5 – B

Quality	Commentary
Meaning	<p>The response: Establishes a controlling idea that reveals a thorough understanding of both texts, stating that human behavior is <i>detrimental to the world</i> and that both <i>the poem ... and the excerpt ... share a similar attitude of appreciation towards nature and prevention of such detrimental actions</i>. The response makes clear and explicit connections between the controlling idea and the ideas in Passage I (<i>These comparisons ... point out the immense beauty and strength of trees and lead to a mood of appreciation towards nature</i>) and in Passage II (<i>Passage II strongly conveys a theme of appreciation for nature and aversion to man’s continual destruction of it</i>).</p>
Development	<p>Develops ideas clearly and consistently. The response makes reference to relevant and specific evidence from both texts through the integration of the appropriate literary elements of tone (<i>The first line of the poem ... immediately introduces a tone of sadness or sorrow</i>), simile (“<i>leaves like hands</i>”), metaphor (“<i>that iron pillar of my mother’s garden</i>”), mood, and theme in Passage I. Theme, imagery, and symbolism are incorporated into a discussion of Passage II.</p>
Organization	<p>Maintains the focus established by the controlling idea of <i>the beauty in nature and the importance in appreciating it</i>. The response exhibits a logical sequence of ideas by first introducing the controlling idea as it applies to both works and then relating information from each text to the chosen literary elements and techniques (<i>These comparisons help the reader make an emotional connection and The use of the word “benison” ... shows appreciation for the wonder and beauty in the self-sufficiency of nature</i>). The response uses appropriate transitions (<i>reconfirms, In contrast to, Furthermore</i>).</p>
Language Use	<p>Uses language that is fluent (<i>The view from above is symbolic of the human race’s feeling of superiority over these animals and the world they live on</i>), with evident awareness of audience and purpose (<i>Both the poem in Passage I and the excerpt in Passage II emphasize</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>The airplane is significant for two reasons</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in punctuation (<i>it’s trees”;</i>; <i>blessing shows; something living and it should be</i>) and agreement (<i>Nature and the physical world is and reader ... they</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>	

Anchor Paper – Part A—Level 5 – C

As our world continues to develop and become more and more technologically advanced throughout the ages, it is often hard to find the place or time to enjoy the beautiful nature our earth offers. With the new innovations of machinery, urbanization, technology, and industrialization that have come to be over the past couple of centuries, it is important that we preserve and continue to cherish the nature the world still holds. Nature, when one finds the time to truly experience it, can ~~be~~ relax, refresh, rejuvenate, and inspire ~~as~~ a person in a way that nothing else can.

The author of the first passage displays the importance of nature in describing their yearning for a time when urbanization did not exist and nature prevailed. Focusing mainly on trees which have been torn down in order to put down pavement and ~~build~~ ^{put up} more buildings, the author praises and describes these trees with comparisons or phrases that most would find pleasing, such as the "iron pillar of my mother's garden" or "leaves like Oriental fans." At the end of the poem, the author writes of sentimentality and how he or she misses the trees and the pure nature. The closing lines of the passage refer to nature as being refreshing and relaxing by ~~saying~~ the author speaking of losing themselves in "deep, lush days" and "in leaves like hands, wet throb of leaves." It is apparent the author believes nature is something that should be honored and savored, for when it is gone it is truly missed.

Likewise, the second passage also refers to nature, but this time in a place that is pure and abundant and not yet tainted by the industrial modernization of the world today - the Serengeti Plains of Africa. The author considers nature to be a place of complete freedom when they describe in awe time animals which stampede in fear away from the plane because they have never experienced and are not familiar ~~with~~ with the flying craft. ~~The comparison~~ They compare the feeling to that of climbing an undiscovered mountain or finding a forest not yet branded with human inhabitation. It seems the author finds it inspiring and rejuvenating to realize that the world once existed

Anchor Paper – Part A—Level 5 – C

without the presence of machinery and technology. I believe the experience the author writes about in Passage II is ~~is~~ something he or she treasures and will not soon forget.

Although the world continues to be civilized and industrialized, it is extremely important that nature is not demolished in the process. For it is nature which keeps us connected to our earth and keeps us grounded to what is pure and simple and so important. Without nature we would lose all that nature represents - relaxation, inspiration, and, most importantly - freedom.

Anchor Level 5 – C

Quality	Commentary
Meaning	The response: Establishes a controlling idea that reveals a thorough understanding of both texts (<i>Nature, when one finds the time to truly experience it, can relax, refresh, rejuvenate, and inspire a person in a way that nothing else can</i>). The response makes clear and explicit connections between the controlling idea and the ideas in Passage I (<i>The closing lines ... refer to nature as being refreshing and relaxing</i>) and in Passage II (<i>It seems the author finds it inspiring and rejuvenating to realize that the world once existed without the presence of machinery and technology</i>).
Development	Develops some ideas more fully than others, with reference to specific and relevant evidence from Passage I to illustrate the author's attitude (<i>the author praises and describes those trees with comparisons ... such as the "iron pillar of my mother's garden" or "leaves like Oriental fans"</i>). The discussion of Passage II is less developed, with specific reference only to <i>the Serengetti and the animals which stampede in fear away from the plane</i> . The response refers to literary elements by linking the concept of comparison with a metaphor and simile in Passage I and comparing <i>feeling to ... climbing an undiscovered mountain or finding a forest not yet branded with human inhabitation</i> in Passage II.
Organization	Maintains the focus established by the controlling idea on what <i>nature represents - relaxation, inspiration, and, most importantly - freedom</i> . The response exhibits a logical sequence of ideas by first establishing that nature is threatened by <i>new innovations</i> , then discussing for Passage I the author's concern about the loss of trees in his childhood neighborhood, followed by a discussion of the author's appreciation of the Serengetti as <i>a place of complete freedom</i> in Passage II. Transitions are appropriate (<i>It is apparent, Likewise, Although</i>).
Language Use	Uses language that is fluent and original (<i>a time when urbanization did not exist and nature prevailed, nature is something that should be honored and savored, it is nature which keeps us connected to our earth</i>), with evident awareness of audience and purpose (<i>I believe the experience the author wrote about in Passage II is something he or she ... will not soon forget</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>Although the world continues to be civilized and industrialized, it is extremely important that nature is not demolished in the process</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in punctuation (<i>when it is gone it is truly missed and represents - relaxation, inspiration, and, most importantly - freedom</i>) and pronoun agreement (<i>The author ... their yearning, the author speaking of losing himself, The author ... when they describe, They compare the feeling</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in development and conventions.	

The topic of nature is, indeed, an opinionated topic. Some are swayed to a positive outlook of nature, and some seem to have a negative outlook of ~~this~~ ^{the} controversial topic. In passage I, a poem, the author has a positive attitude towards nature. In passage II, an excerpt from an autobiography, the author also has a positive attitude towards nature. Both authors utilize literary elements to express their positive attitudes towards nature.

In passage I, the poem, ~~the~~ ^{the} author tells of the past beauty of Rebecca Avenue. Also, the author says this beauty was extinguished by civilization. The author wishes to return to the past just to catch a glimpse of the beauty that once was Rebecca Avenue. In this passage, the author utilizes: point of view, and simile as literary techniques. The point of view in this poem is first person. This point of view is used to make the poem a lot more expressive and highly personal. Also, simile is used. "I would rake in mid-October, with its matted leaves like Oriental fans." This simile is used in order to make the image of the leaves more picturesque. In that sentence above, the leaves are being compared to the beautiful, skillful craft of Oriental fans. This shows that the author has a positive outlook and attitude towards nature.

In passage II, the autobiography, the author ~~explains~~ ^{tells of} his/her experiences/sights of the Serengeti plains. In this passage, the author uses the elements of ~~symbolism~~ ^{symbolism} and point of view. ~~One of the themes in this excerpt is nature.~~ In this passage, there is a section about the various creatures (impala, zebra, e.t.c.) that roam the plains. These animals are used as symbolism. The impala, zebra, and wildebeest that roam freely symbolism the freedom of this vast area. The author obviously ~~is~~ ^{seems} passionate about this freedom. Point of view is the second element used. Similar to passage I, first person is the chosen point of view. Using this, it enables the reader to understand that the Serengeti plains are a passionate subject, and a personal one to the author. This helps express the positive attitude.

Passage I tells about the beauty that once existed in Rebecca Avenue. In the passage lay the literary elements of: point of view and simile. Passage II tells of the passionate subject (to the author) of the Serengeti plains. In it, the elements of: symbolism and point of view remain.

The topic of nature is controversialized by people's opinions. In both passages, literary elements were utilized to help express positive ~~attitudes~~ ^{attitudes} towards nature.

Anchor Level 4 – A

Quality	Commentary
Meaning	<p>The response: Establishes a controlling idea that shows a basic understanding of both texts, stating that <i>both authors utilize literary elements to express their positive attitudes towards nature</i>. The response makes implicit connections between the controlling idea and the ideas in Passage I (<i>This shows that the author has a positive outlook and attitude towards nature</i>) and in Passage II (<i>This helps express the positive attitude</i>).</p>
Development	<p>Develops some ideas more fully than others, concentrating more on the authors' use of literary elements to express a positive attitude and less on the introduced ideas of <i>past beauty</i> in Passage I and <i>passion</i> in Passage II. The response uses specific and relevant evidence, incorporating the authors' use of literary elements throughout the discussion of both texts (<i>This point of view is used to make the poem a lot more expressive and highly personal</i> and <i>The impala, zebra, and wildebeest ... symbolism the freedom of this vast area</i>).</p>
Organization	<p>Maintains the focus established by the controlling idea that <i>in both passages, literary elements were utilized to help express positive attitudes towards nature</i>. The response exhibits a logical sequence of ideas, first introducing the controlling idea, then discussing, in two separate body paragraphs, how the authors used literary elements to reveal how their experiences led to positive attitudes toward nature, and concluding with a return to the controlling idea. Appropriate transitions are used (<i>Also, the author says; These animals are used; Similar to passage I</i>).</p>
Language Use	<p>Uses appropriate language (<i>In that sentence above, the leaves are being compared to the beautiful, skillful craft of Oriental fans</i>), with some awareness of audience and purpose (<i>Some are swayed to a positive outlook</i>). The response occasionally makes effective use of sentence structure and length (<i>The author wishes to return to the past just to catch a glimpse of the beauty that once was Rebecca Avenue</i>). Some informal language is used (<i>experiences/sights</i> and <i>zebra, etc</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>similie</i> and <i>controversiated</i>) and punctuation (<i>utilizes: point</i> and <i>of: point of view</i>).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in organization and conventions.</p>	

There are some things in this world that can be ruined by the presence of humans. Nature is one of those things.

Nature has been changed a lot in the past few decades. In some places it does not even exist anymore. The author of the first passage lost his home as he once knew it. When he lived on Rebecca Avenue he knew the surroundings of his house to be green and peaceful. The absence of the trees upsets the author and makes him think, "...I miss those trees." (passage I, line 21)

The author uses many unspoiled things in nature ~~as~~ to compare with other things. ~~The~~ Using comparisons helps to put a point across "...in leaves like hands,..." (passage I, line 24) and "Even leafy hills beyond the town." (passage I line 13). All the things in Nature that the author loved have now been ruined by the presence of "blacktop: tar and oil." ~~The~~ All the shade trees that once were used for just that purpose were also removed. Without humans none of construction would have happened, none of the blacktop would have been placed, Nature would not have been ruined.

Not all Nature on this planet has been ruined though. The ~~Auth~~ author of the second passage found a place in Africa where Nature has been virtually untouched: The Serengeti Plains. Places that have not yet been ruined by man are hard to ~~come~~ come by in this day and age. But when a place is found it should be cherished. "There are no ~~roads~~ roads. There are no villages, no towns, ~~or~~ no telegraph. There is nothing,..." Untouched. The way nature should be as believed by the author of the second passage. When nature is untouched animals can roam freely and live their lives. "To see ten thousand animals untamed and not branded with symbols of human commerce... finding a forest without roads or footpaths..." is a great example of what unruined Nature is.

Anchor Paper – Part A—Level 4 – B

Although over the past decades Nature has been altered and ruined, some untouched, unruined, and not altered still remains. We should not focus on what has been ruined by humans but what needs to be protected before it is harmed.

Anchor Level 4 – B

Quality	Commentary
Meaning	The response: Establishes a controlling idea that shows a basic understanding of both texts, stating that <i>there are some things in this world that can be ruined by the presence of humans. Nature is one of those things.</i> The response makes implicit connections between the controlling idea and the ideas in Passage I (<i>Nature has been changed a lot in the past few decades</i>) and in Passage II (<i>Places that have not yet been ruined by man are hard to come by in this day and age</i>).
Development	Develops some ideas more fully than others. The response refers to specific and relevant evidence to discuss the loss of nature in Passage I (<i>"I miss those trees"</i> and <i>All the things in Nature ... have now been ruined by the presence of "blacktop: tar and oil"</i>) and appreciation of unspoiled land in Passage II (<i>"To see ten thousand animals" ... is a great example of what unruined Nature is</i>). Reference to literary elements is limited to a single implied comparison in Passage I (<i>Using comparisons helps ... "... in leaves like hands ..."</i>).
Organization	Maintains a clear and appropriate focus on how <i>we should not focus on what has been ruined by humans but what needs to be protected before it is harmed.</i> The response exhibits a logical sequence of ideas, first addressing, in Passage I, the author's loss of a <i>home as he once knew it</i> and his recollection of <i>unspoiled things in nature</i> to illustrate his point of the role <i>humans</i> had in changing Rebecca Avenue. The response then uses contrast to discuss Passage II to show the <i>untouched Serengetti Plains</i> as an example of <i>the way nature should be</i> . The response lacks internal consistency in paragraphs 3 and 4 due to unclear transitions to quoted material.
Language Use	Uses appropriate language, with some awareness of audience and purpose (<i>Not all Nature on this planet has been ruined though</i>). The response occasionally makes effective use of sentence structure and length (<i>Nature is one of those things</i> and <i>The author of the second passage found a place in Africa where Nature has been virtually untouched: The Serengetti Plains</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>With out</i> and <i>happend</i>), punctuation (<i>humans none; placed, Nature; untouched animals; footpaths ...</i> , <i>is</i>), capitalization (<i>Nature</i> and <i>The</i>), and grammar (<i>some ... remains</i> and <i>on what has ... but what</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

Nature can be beautiful and striking, rich and pure with natural vivacity. However, humans can tug at such purity and ruin the abundance of beauty nature has to offer. Two passages, a poem and autobiography, written by unknown authors illustrate the hypnotizing effect of nature and its raw beauty. Nature itself is breathtaking and flawless, when undisturbed, yet when human nature develops, it often pulls away the riches nature contains.

As urbanization occurs, beauty once inhabited by trees and flourishing plants are crushed for humans' higher priorities. Passage one, is a poem illustrating Rebecca Avenue before and after it was urbanized. Through the narrator's opinion, the reader gets a feel for Rebecca Avenue's once green setting, yet when developed, Rebecca Avenue lost its sparkle. The narrator goes on to state, "Even leafy hills beyond the town have been developed, as they like to say. "As the town urbanized, humans sucked out every natural wonder that it was once known for. "You can stand all day here without knowing that it once knew trees: Green over green," the narrator also states. This subtle alliteration demonstrates the negative impacts humans have ~~on~~ on nature. The overflow of beauty is often lost when humans inhabit.

When animals and nature are left to be alone, without any other influence, balance can be achieved. Passage two demonstrates a peaceful

land of a Kenya Colony. "There are no roads. There are no villages, no towns, no telegraphs. There is nothing as far as you can see or walk, ~~or~~ or ride." The ~~man~~ narrator writing this autobiography demonstrates the serenity held by the lands without the chaos of humans.

"~~To see~~ The man also states, "To see ten thousand animals untamed and not branded with the symbols of human commerce is like scaling an unconquered mountain for the first time, or like finding a forest without roads or footpaths... the world one lived and grew without adding machines and newspapers..."

Demonstrated in the quote, is the strange ~~theme~~ fact that the Kenya plains is abandoned by any human form. Free from human activity, these plains are also free from interruptions of natural order. ~~When~~

When ~~without~~ human life, ~~then~~ nature is balanced. Humans ~~step~~ step on nature, and entropy and chaos erupts. The purity and beauty is often pushed aside for the selfish desires that one as human craves.

Anchor Level 4 – C

Quality	Commentary
Meaning	<p>The response:</p> <p>Establishes a controlling idea that shows a basic understanding of both texts, stating that <i>humans can tug at such purity and ruin the abundance of beauty nature has to offer</i>. The response makes implicit connections between the controlling idea and the ideas in Passage I (<i>The overflow of beauty is often lost when humans inhabit</i>) and in Passage II (<i>Free from human activity, these plains are also free from interruptions of natural order</i>).</p>
Development	<p>Develops some ideas more fully than others. The response makes reference to specific and relevant evidence from Passage I (<i>“Even leafy hills beyond the town have been developed</i>) and Passage II (<i>There is nothing as far as you can see, or walk, or ride ...”</i>). The discussion of literary elements is less developed, suggesting a connection between the use of <i>alliteration</i> to describe a town that <i>once knew trees: green over green</i> and <i>the negative impacts humans have on nature</i>. There is one copied reference to symbolism (<i>symbols of human commerce</i>).</p>
Organization	<p>Maintains a clear and appropriate focus (<i>Without human life, nature is balanced</i>). The response exhibits a logical sequence of ideas, first addressing the impact of humans on nature in Passage I (<i>Rebecca Avenue lost its’ sparkle</i>) and then showing the contrast to this situation in Passage II (<i>When animals and nature are left ... alone ... balance can be achieved</i>). The response includes some inconsistencies (<i>Humans step on nature, entropy and chaos erupts</i>).</p>
Language Use	<p>Uses appropriate language (<i>Nature can be beautiful and striking</i> and <i>The narrator ... demonstrates the serenity held by the lands</i>), with some awareness of audience and purpose (<i>Two passages ... illustrate the hypnotizing effect of nature</i>). The response occasionally makes effective use of sentence structure and length (<i>Passage one is a poem illustrating Rebecca Avenue before and after it was urbanized</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>achieved</i> and <i>erupts</i>), punctuation (<i>its’ raw beauty; flawless, when ... yet when; that one as human craves</i>), and grammar (<i>beauty ... are</i> and <i>plains is</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.</p>	

Lately it seems people have forgotten the importance and the beauty that nature has in the world. The slightest thing as looking at clouds like a childhood game has become overrated. In two written pieces of literature the importance of nature on people is clearly developed.

A poem speaks of somebody who remembers what it was like when they were younger and they would play in nature. Play in dirt without concrete everywhere, climb and play in trees. But now nobody seems to remember those times and nobody wants to preserve those little areas around that we like that. The person speaks of how he misses those times and how it was special and had real meaning to them. This person obviously feels strongly about the subject of nature. Or maybe they don't feel that strongly but it was just a time and a place that was considered special that was destroyed and changed by modern technology and construction.

The other piece of literature that states a clear feeling towards nature is an essay written by someone who visited the Serengeti Plains in Africa. The person speaks of how everything seems so open and new there like mankind never touched it before. How there isn't a single trace of a factory, road, or civilization for

miles. The person speaks of how nice and amazing it is to see nature in its truest form. This is what appreciating nature is. When a person can go somewhere desolate and pure and it change their way of thinking, that's when a person really has a feeling towards nature.

Everybody is different in their opinions towards the Earth and everything on it. Some people appreciate it and see its real beauty and others just live on it and don't care what happens to it later on. But there's always going to be that place or that little thing in nature that's close to you and if something happens to it your whole perspective on the world would change. That little thing can be your feelings toward nature.

Anchor Level 3 – A

Quality	Commentary
Meaning	<p>The response: Establishes a controlling idea that shows a basic understanding of both texts (<i>Lately it seems people have forgotten the importance and the beauty that nature has in the world</i>). The response makes implicit connections between the controlling idea and the ideas in Passage I (<i>But now nobody seems to remember those times</i>) and in Passage II (<i>When a person can go somewhere desolate and pure and it change their way of thinkin, thats when a person really has a feeling towards nature</i>).</p>
Development	<p>Develops ideas briefly, using some evidence from Passage I (<i>a place that was considered special that was destroyed and changed by modern technology and construction</i>) and Passage II (<i>there isn't a single trace of a factorie, road, or civilization for miles</i>) to support the controlling idea. The response makes no reference to literary elements or techniques.</p>
Organization	<p>Establishes, but fails to maintain, an appropriate focus. The response exhibits a rudimentary structure, beginning with the forgotten importance of nature's beauty, a paragraph addressing each passage, and a conclusion. The response includes some inconsistencies (<i>Or maybe they don't feel that strongly</i>).</p>
Language Use	<p>Relies on basic vocabulary (<i>The slightest thing as looking at clouds like a childhood game has become overated and This is what appreciating nature is</i>) that is sometimes imprecise (<i>those little areas around that we like that</i>). The response exhibits some attempt to vary sentence structure or length for effect, but with uneven success (<i>Play in dirt without concrete everywhere, climb and play in trees</i>).</p>
Conventions	<p>Demonstrates emerging control, exhibiting occasional errors in spelling (<i>overated, perserve, factorie</i>), punctuation (<i>literature the, pure and it, thats close</i>), and grammar (<i>The person ... misses those times and how it ... meaning to them and it change their</i>) that hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in meaning.</p>	

In both stories, the authors both seem to be very in touch with nature. They both seem to also enjoy animals and plants. The two passages give two (a) separate interpretations on their outlook of nature, along with the loss that can come along when humans ~~more~~ interrupt its natural course for something that is truly not needed.

In passage one (1), the writer is trying to ~~explain~~ explain how ~~man~~ mankind disrupted the plant life in her town. They cut down trees and took away comforting things that were in her backyard. "The dirt I dug in has been spread with blacktop, tar and oil." The ~~author~~ author / speaker may have once been a gardener, but now the dirt they would use is gone, and apparently a parking lot has taken its place.

The developers have torn down entire cities, and now the people that visit don't even know that they are standing on what once was a vast green forest filled with trees and life. The author / speaker describes the beauty of the plants that were once there by comparing them to Oriental fans. But now there is nothing to remind people of what was once there.

The author in passage two (2), as it seems is flying over the Serengeti Plains in Africa. He/she give an in depth description of what they are seeing while flying over Lake Nyaraza. They describe all of the animals that they see and how "comical" the things they do are. But evidently there is no sign of human life.

Anchor Paper – Part A—Level 3 – B

anywhere nearby. The author could see for miles out ahead of them, very rarely he/she would notice the remnants of what was a campsite of a tree.

Anchor Level 3 – B

Quality	Commentary
Meaning	The response: Establishes a controlling idea that shows a basic understanding of the texts [<i>The two passages give two (2) separate interpretations on their outlook of nature, along with the loss that can come along when humans interrupt it's natural course</i>]. The response makes superficial connections between the controlling idea and the ideas in Passage I (<i>the writer is trying to explain how mankind disrupted the plant life in her town</i>) and in Passage II (<i>They describe all of the animals that they see and how "comical" the things they do are</i>).
Development	Develops ideas briefly, using some evidence from Passage I (" <i>The dirt I dug in has been spread with blacktop: tar and oil</i> ") and from Passage II (<i>Serengetti Plains in Africa</i>) to support the controlling idea. The response makes no direct reference to literary elements or techniques. The discussion of Passage II relies primarily on plot summary.
Organization	Establishes an appropriate focus on the <i>outlook of nature</i> , but fails to maintain this focus in the discussion of Passage II. The response exhibits a rudimentary structure, with an introduction, two paragraphs for Passage I, one paragraph for Passage II, and no conclusion.
Language Use	Relies on basic vocabulary (<i>They both seem to also enjoy animals and plants</i>) that is sometimes imprecise (<i>The cut down and their</i> for "there"). The response exhibits some attempt to vary sentence structure and length for effect, but with uneven success (<i>The author/speaker may have once been a gardener, but now the dirt they would use is gone, and apparently a parking lot has taken its place</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>separate, interrupt, disrupted, any where, campsight</i>), punctuation (<i>it's natural course; fans. But; them, very</i>), capitalization (<i>passage one and passage two</i>), and grammar (<i>author/speaker ... they, He/She give ... description of what they; author ... them</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3 in all qualities.	

Passage one and passage two are similar. They both have positive and negative attitudes toward nature. The information in this essay is from a poem which is Passage one and an excerpt from a autobiography which is passage two.

In passage one, stanza one and in stanza three they both have a positive effect on nature. In stanza one they are talking about what kind of trees were there and it is showing feelings towards the trees. In stanza three they are talking about what colors that the leaves will turn is certain times of the day. In stanza two that is the negative part of the poem. It took away all of the happy feelings that the person had and turned the tree area into blacktop.

In passage two the narrator says "that the world once lived and grew without adding machines and news print and brick-walled streets and the tyranny of clocks". That means that we are affecting nature with all of these things. He saw animals fleeing from where ever they were and going into another place. He was puzzled by why they were fleeing their spot.

Passage one and passage two share the same controlling idea. They show negative and positive attitudes toward nature. Passage one says, "The dirt I dug in has been spread with blacktop..." and shows the person had put an abundance of her time into the garden and it was turned into blacktop. In passage two, the narrator wonders why the animals run like circus animals.

Both authors like nature.

Anchor Level 3 – C

Quality	Commentary
Meaning	<p>The response:</p> <p>Establishes a controlling idea that shows a basic understanding of the texts (<i>They both have positive and negative attitudes toward nature</i>). The response makes a few superficial connections between the controlling idea and the ideas in Passage I (<i>that is the Negative part of the poem</i>) and in Passage II (<i>That means we are effecting Nature with all of these things</i>).</p>
Development	<p>Is largely undeveloped. The response hints at ideas, but references to the texts are vague (<i>it is showing Feelings towards the trees and saw animals fleeing from where ever they were and going into another place</i>) and unjustified (<i>He was puzzled by why they were fleeing their spot and shows the person had put an abundance of her time into the garden and it was turned into blacktop</i>).</p>
Organization	<p>Establishes, but fails to maintain an appropriate focus, starting with positive and negative attitudes and ending with <i>both authors like Nature</i>. The response exhibits a rudimentary four-paragraph structure followed by a one-sentence conclusion. The response includes some inconsistencies and irrelevancies (<i>talking about what colors that the leaves will turn is certin times of the day and the Narrator wonders why the animals run like circus animals</i>).</p>
Language Use	<p>Relies on basic vocabulary, with little awareness of audience and purpose (<i>Passage one and Passage two are similar</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>they are talking about what kind of trees were there and it is showing and IN stanza two that is the Negative part</i>).</p>
Conventions	<p>Demonstrates emerging control, exhibiting occasional errors in spelling (<i>posative, effiect, news print, durt</i>), punctuation (<i>In passage one stanza one and in stanza three they, In stanza three they, IN passage two the</i>), capitalization (<i>Nature and Passage one and passage two</i>), and the use of vague pronoun references (<i>they are talking about, trees were there, it is showing</i>) that hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in development and language use.</p>	

IN both of the passages, the authors have attitudes toward nature. IN the lines below I will be discussing their reasonings.

The author is telling the readers about how the trees have been lost. The author blames the trees for disappearing on the construction workers. They like to say: those timber woods where I would rinse myself in drizzle. The author states that they've rolled it blithely over sidewalk slate. where cracks once splintered into island tufts.

The Serengeti Plains is next. It is dry and tawny there in the season of the drought. But in off seasons the weather is changeable. The author blames the change of nature on the wild animals that roam around and change the scenery of the climate.

The two authors have attitudes why nature turned like it did.

Anchor Level 2 – A

Quality	Commentary
Meaning	The response: Conveys a confused and incomplete understanding of the texts (<i>The authoR blames ... the wild animals</i>). The response makes a few connections (<i>telling the readeRs about How the trees have been lost and The Serengetti Plains is Next</i>) but fails to establish a controlling idea, offering only a restatement of the task (<i>the authors have attitudes toward nature</i>).
Development	Is incomplete and largely undeveloped, hinting at ideas, but references to the texts are vague and unjustified (<i>The authoR blames the trees For disappearing on the construction workeRs and The authoR blames the change of Nature on the wild animals</i>).
Organization	Lacks an appropriate focus. The response suggests some organization through the use of paragraphing, but ideas within the paragraphs are loosely connected and sometimes digressive (<i>They like to say: those tinsel woods wheRe I would Rinse myself in drizzle</i>).
Language Use	Relies on basic vocabulary that is sometimes imprecise (<i>discussing theiR reasonings and that roam around and change the senery of the climate</i>). The response exhibits some attempt to vary sentence structure and length for effect, but with uneven success (<i>The two authoRs have attitudes why nature turned like it did</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>tuffs, changable, senery</i>), punctuation (<i>lines below I will; They like to say: ... in drizzle; slate. Where; drought. But</i>), grammar (<i>Plains ... It and have attitudes why</i>), and random use of capitalization (<i>theiR and Rinse</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.	

Nature is a part of everyone's life it teaches us many things. My attitude toward nature are it is a sourceful part of our life it is very important on how we couldn't live without it.

In one passage it talks about how life and nature are changing that everything she worked for is dying her grass her flowers, her everything and she misses the trees and what she use to do.

In passage 2 they stumbled on in the darkness over big stones and through large puddles nature is making it hard for them this passage makes nature seem bad you could hear the wind but that about it and it was cold very cold.

know as we can see nature takes a couple of roles in our life it can help us but also can kill us but either way without nature no one could survive.

Anchor Level 2 – B

Quality	Commentary
Meaning	<p>The response:</p> <p>Conveys a confused and incomplete understanding of the texts (<i>My attitude toward nature are it is a sourceful part of our life it is very important on how we couldnt live without it</i>). The response makes a few unwarranted connections (<i>evrything she worked for is dying and This passage makes nature seem bad</i>).</p>
Development	<p>Is incomplete and largely undeveloped, hinting at ideas, but references to the texts are vague (<i>she misses the trees and what she use to do</i>) and unjustified (<i>nature is making it hard for them</i>).</p>
Organization	<p>Establishes a focus on the positive aspects of nature (<i>it teaches us many things and we couldnt live without it</i>), but fails to maintain it (<i>This passage makes nature seem bad</i>). The response exhibits a rudimentary, three paragraph structure that includes some inconsistencies (<i>can kill us but eaither way without nature noone could survive</i>) and irrelevancies (<i>through large puddles nature is making it hard for them and it was cold very cold</i>).</p>
Language Use	<p>Uses language that is imprecise for the audience and purpose (<i>sourceful part of our life, changing ... her evrything, that about it, know as we can see</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>My attitude toward nature are ... on how we couldnt live without it</i>).</p>
Conventions	<p>Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>evryone's, evrything, eaither</i>), punctuation (<i>passage it talks, dying her, puddles nature, wind but, know as we can see nature, life it</i>), grammar (<i>attitude ... are and she use to do</i>), and usage (<i>on how and shifts in point of view</i>) that make comprehension difficult.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in organization.</p>	

In this essay talking about attitude toward nature. in this passage I mean that this person lost its trees or it plants all because that this person work very hard to keep the plants grow and healthy and wish that the trees or plants wild grow back or just let it go. In this passages I mean this person from Africa and this person want to stop the hunters from killing the ~~animals~~ wild animals and It territory in all of east africa. This person ~~is~~ was provide the blessing of the wild animals in the children Book. This author use a literary element techniques of characterizat ion.

Anchor Level 2 – C

Quality	Commentary
	The response:
Meaning	Conveys a confused and incomplete understanding of the texts (<i>In this essay talking about attitude toward nature</i>). The response makes a few unclear connections to Passage I (<i>this person lost its trees ... and wish that the trees or plants wild grow back</i>) and inaccurate connections to Passage II (<i>this person want to stop the hunters from killing the wild animals</i>).
Development	Is incomplete and largely undeveloped, hinting at ideas, but references to both passages are unjustified (<i>this person work very hard to keep the plants grow and healthy, this person from Africa, This person was provide the blessing of the wild animals in the children Book</i>).
Organization	Suggests a focus on <i>attitude toward nature</i> and suggests organization with an introductory statement and brief references to both passages within a single paragraph. The response lacks a conclusion.
Language Use	Uses language that is imprecise and unsuitable for the audience and purpose (<i>in this passage I mean that this person and just let it go</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>In this passages 2 ... this person want to stop the hunters from killing the wild animals and It territory in all of east africa</i>).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in capitalization (<i>nature. in; and It; east africa</i>), agreement (<i>person work, Keep the plants grow, person want, was provide, author use</i>), and pronoun usage (<i>person lost its trees or it plants and animals and It</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.	

Some Ideas toward nature is that we are Nocking down allot of the forest because we need more buildings and parking lots so we need to keep on cutting them down but I don't think that we need to do that because you need trees for the oxygen etc breath and you need them to take care of the soil. The trees are what hold the earth together and is what makes the paper and toylit paper. The other reason why we need the trees is because they make medicans and other things that we need.

Anchor Level 1 – A

Quality	Commentary
Meaning	The response: Provides no evidence of textual understanding, offering only a personal response. The response makes no connections between the texts or among ideas in the texts, providing only a single reference to the task (<i>Some Ideas toward nature</i>).
Development	Is incomplete and largely undeveloped. The response hints at ideas about attitudes toward nature (<i>we are Nocking down allot of the forest</i>), but provides only general observations about the need for trees, with no reference to either text.
Organization	Lacks an appropriate focus but suggests some organization, with an introduction and two brief paragraphs.
Language Use	Uses language that is imprecise and unsuitable for the audience and purpose (<i>The trees are what hold the earth together and is what makes the paper and toylit paper</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>nocking, allot, oxygn, toylit, medicens</i>), punctuation (the lack of apostrophes, commas, and end marks), subject-verb agreement (<i>Ideas ... is</i> and <i>trees ... is</i>), and usage (<i>Ideas toward nature</i>) that hinder comprehension.

Conclusion: Although the response best fits the criteria for Levels 1 and 2, it remains at Level 1 because the response makes no reference to either text.

Anchor Paper – Part A—Level 1 – B

~~the~~ Nature. Different people have different attitudes toward nature. People some people distroy living plants to biuld road and side walk othe prescutor and love nature

Anchor Level 1 – B

Quality	Commentary
Meaning	The response: Provides no evidence of textual understanding, making a single reference to the task (<i>Different people have different attitudes toward nature</i>) and only cursory reference to Passage I (<i>Some people distroy living plants to biuld road and side walk</i>). The response makes no connections between the texts or among ideas in the texts.
Development	Is minimal, with no evidence of development.
Organization	Suggests a focus but is too minimal to demonstrate 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.	

Part A — Practice Paper — A

Nature is a surrounding found all over the world. They're are many different feelings toward it. In the two passages both have the same idea. Each author sees Nature as an object of beauty and want to preserve it. Preservation is a highly arguable topic, some people feel the need to destroy forests and build industrialize the area. Through the use of literary elements it is a simple task to decipher the thoughts and feelings of how each author feels about nature.

Setting, a very significant literary element. Passage I starts out with the author giving the reader a clear image of his surroundings. The author describes the trees and their beauty. "I'd like to slip back through the decades into deep, lush days and lose myself again in leaves like hands, wet thrash of leaves." Those lines in the passage show that the author is nostalgic. The once beautiful surroundings around him have slowly faded. Where there was grass and trees there is now pavement. Another way to depict the authors feelings is through the use of figurative language, a writing style that is very keen in getting your point across. The author has specific memories of some trees. The descriptions of the beech tree and how smooth it was helps portray how the author felt about it and how nature is something that is seen as beauty.

There is a plethora of literary elements used in Passage II, but the two main ones that stick out the most are setting and point of view. The setting is in Africa which is known for its nature. The author describes the soft grass and how the animals look as they would in a child's picture book "There are no roads. There are no villages, no towns, no telegraph." The location, the author is is isolated and peaceful. At the end of the passage the authors concerned about the hunters that are on the land. This

Part A — Practice Paper — A

also shows that he feels nature is beauty and should be preserved.

His point of view is clouded now animals are running from the hunters and there is clouds of dust everywhere. It's hard to enjoy nature when there are hunters. Preserving and enjoying nature is a big deal to the author.

In conclusion, through the use of literary elements deciphering text is possible. The main idea from both passages was they enjoy and want to preserve nature. Each author conveys this idea in their own form of writing style. and These teachings may help persuade others to preserve nature.

Nature in life is a beautiful picture. many literary elements are used to describe the essence of nature. In this essay I will establish a controlling idea for passage one and passage 2.

In passage one nature is described as being alive. words like, like or as in this passage are used to describe a simile between two figures. for example on line 25 it says "lush days and lose myself again in leaves like hands. Like in this sentence is used to compare two objects. In this case it is leaves and hands figurative language is also used in this passage. Like on lines 2-4 says "The willow that would brush against my window and the spruce that cooled our porch out back. This language is used to describe more details of nature and how it reacts.

In passage II many elements are used like for example characterization. This is used to characterize nature's setting. Animals living there, the color features of nature. for example on lines 4-6 says "In the seasons of drought they are as dry and tawny as the coats of the lion that prowl them, and during the rains they provide the benison of soft grass to all the animals in a child's picture book. This line characterizes nature. and features which give shelter to the many animals. The element symbolism is also used in this passage to symbolize something related to something else. for example lines 28-29 where it says "little puffs of dust sprang suddenly into being rolled across the plain and disappeared again symbolizes the fleeing wild life of the wildebeests, fleeing with colors of wild life nature. A theme is also presented in this passage. The theme is the wild life of nature. cause it describes nature

Part A — Practice Paper — B

and its features of colorful animals in the wild. These are the many attitudes toward nature. The Intro in Passage Two would also be part of a theme and characteristic cause it is characterizing the many features of the lake and the theme that proceeds it

my conclusion from essay is that by establishing a controlling idea using literary elements I can identify nature as color and bright filled with many distinct features, like leaves water falls, and I can characterize the wildlife of the many animals and plant life that of which inhabit the nature's beauty. How I can characterize the essence of nature as the narrator's attitude toward the ~~many~~ many features of plant and animal life. I can create a distinct of description of my attitude toward nature's beauty.

Everyone's attitude towards nature is different. In passage one we read about a neighborhood that was once covered with trees, but now is replaced with tar. In passage two we read about the open grassland of Africa. ~~Both authors~~ Both authors have the same opinion of nature.

In passage one we learned about the different types of trees that used to be on Rebecca Avenue. The point the author was making was that instead of seeing nature's beauty, it was covered with tar. This author feels that nature is beautiful and it is sad that we have to think back to our childhood to remember the beautiful trees and flowers.

In passage two we read about someone taking an airplane ride over the Serengeti plains. The author describes the beautiful scenery and the thousands of animals he sees. The author describes the scenery as "warm and loving, like something out of a children's book."

I agree with both authors, nature is beautiful on its own. If we get the chance to travel the world and see its beauty it is a gift we give to ourselves. Both authors used symbolism in their writing, in passage one the author says "I'd like to slip back through the decades into deep, lush days and lose myself again in leaves like hands, wet thrush leaves." This is describing how much the author misses the beauty of the trees. In

passage two the author says "and during the rains they provide the blessing of soft grass to all the animals in a child's picture book." This means that the grass comforts the animals like a child's favorite book comforts them.

Nature has a natural beauty, but beauty is in the eye of the beholder. Both authors feel that nature is a great place.

~~Un~~ untouched nature can be the most beautiful thing that you have ever seen. From the roaming animals in the Serengetti Plains, to the trees in your backyard you can always be amazed by their beauty. There are many attitudes toward nature, but both the author of Passage one and the author of Passage two agree that nature that is untouched by man is extremely beautiful and should remain that way.

Passage one tells us of a story about an adult who has gone back to where her childhood home once stood. ~~The~~ ~~author~~ The author has come to find that all of the trees that she remembered and loved are gone as well as the rest of the nature around.

The controlling idea toward nature from this passage is that nature should be preserved. The author states, "The dirt I dug in has been spread with blacktop, tar and oil." The nature that the author had once known was killed to domesticate their home town. This passage shows signs of irony because the author expects to go home and see the lush surroundings of their childhood home that they remember, but instead find the complete opposite, a dead covered up land.

Passage two is an excerpt from an autobiography that tells us of a trip in a plane over African Plains. The controlling idea toward nature from

this passage is also Nature should be preserved.

The author states, "They are endless... but they are as warm with life as the waters of a tropic sea." There is so much beauty that is out in the Serengeti Plains that is untouched, animals living freely and plants growing free. This passage uses symbolism ~~to connect some of the American~~ by showing us the abandoned camp, this is symbolic of how this outstanding land should be left alone and not populated.

Both passages had the controlling idea of the preservation of nature. Both passages tell of the beauty and audacity of nature. Others might have conflicting attitudes of nature, but many can agree that what these passages state is true, and that nature should not be destroyed so everyone can have it to enjoy.

Before man ruled the world with machinery and commerce, there was a time when we answered to the mighty forces of Nature. It was long ago, and though we've since conquered it to the best of our abilities, there is still the remaining evidence of Mother Nature's graceful prowess and beauty. Valuable pieces of the natural world still ~~that~~ linger on the outskirts of humanity and in our memories. They are preserved in literature, in a poem and an excerpt, in which the beauty of nature is treasured for the work of art it truly is.

In passage one, a poem, the author describes the natural wonders of his childhood home that are now gone. Immediately, the reader is confronted with a sense of loss in line one with the statement, "Rebecca Avenue has lost trees." He goes on to describe the trees as being a central part of his childhood, and a beautiful one; comparing the ginkgo leaves to a delicate and beautiful Oriental fan. The loss of these trees is a great one, and that one could stand there all day without knowing that it once grew trees is a pity and a shame, for now all the author can do is miss those trees, and long to go back in time, into "deep lush days" where one could lose themselves in the dark wet leaves.

The second passage, an excerpt from an autobiography, describes the Serengeti Plains in Africa, "the sanctuary of the Masai People."

It is an empty, tawny and dry sanctuary, but it is as beautiful and full of life as a warm tropic sea. The author makes the comparison to show that the beauty, while different, is just as tangible as that of the clear blue sea. Imagery is frequently used to describe the beautiful terrain, and the author uses his point of view to create a vivid picture. Describing the above view of a herd stampeding below as "little puffs of dust [that] sprang suddenly into being like so many fabulous jinni." The image is magical and descriptive, conveying a sense of wonder at the majestic land. The author also makes a point of noting the lack of humanity as a strong contributing factor for the beauty of the place. "It carried the stamp of wilderness and the freedom of a land... not branded with human commerce." providing a strong feeling of purity, as though the land is better off untainted by the presence of man.

The beauty of the natural world is a precious thing, and something that men often fail to appreciate. It is more valuable than anything man can ever hope to create, and should be treated with the utmost reverence and care. This should be kept in mind as we approach a future full of technology and industrious ambitions, so that we don't lose the ancient wonders of nature forever.

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, although it is somewhat stronger in conventions.

Practice Paper C–Score Level 3

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

Practice Paper D–Score Level 4

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

Practice Paper E–Score Level 5

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

**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 clearly 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, with no evidence of development</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, 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, with no evidence of development</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.

Human nature motivates ^{individuals} to strive for a goal. Whether that desire is tangible or more abstract, the inevitable outcome of either success or failure is second to the actual ambition. David Mamet declared "it is the human lot to try and fail." However, it is the initiative and actual process that proves more significant, even if the end result may be failure. In F. Scott Fitzgerald's The Great Gatsby, the title character lives by a single ambition, and never deserts his dream. In John Steinbeck's The Grapes of Wrath, Jim Joad lives to help those in need and dies because of his dream.

Jay Gatsby's single purpose in life, he believes, is to ultimately win the love of Daisy Buchanan. Through his characterization, Gatsby is established as a person who is highly motivated and idealistic. He is not willing to compromise his dream because he believes in it entirely. While his dream may be considered absurd, Gatsby is distinguished from the other upperclass aristocrats of his town because he actually lives with a purpose and a goal. Unlike the Buchanans and other characters, Gatsby is meticulous and not reckless or insensitive to others. The theme of empty wealth is illustrated throughout the novel in these characters, while Gatsby represents the imagination of the past. It is this ^{by} distinction, despite his flaws, despite his flaws that Gatsby is to be admired. In the novel, the greatest conflict Gatsby faces is the one with time. When they were younger, Gatsby and Daisy had been in love, but his lower social and economic status separated the two. Afterwards, Gatsby attempts to recreate himself in an image that is more suitable to Daisy's lifestyle; he

is able to attain great wealth, beautiful material possessions, and a popular name amongst the wealthy crowd. However, Gatsby's inability to control time is the ultimate reason his dream is never realized. His honorable, albeit absurd, dream is not tangible but it is also not considered unreasonable. From the narrator's occasionally inaccurate perception, yet sure point of view, Gatsby is portrayed as an unwavering, old time gentleman, ~~who~~ whose way of life is sometimes confusing to the onlooker. Nevertheless, the narrator admires Gatsby's imagination and focus. In the simplest sense, Gatsby's ambition did ultimately fail. He was never successful in marrying Daisy and recreating the time before she was married and had a child. However, Gatsby never let his dream fade. He died believing that his goal was worth his devotion and his idealistic image of Daisy never tarnished. In this sense, he was successful and his attempt was never in vain. Gatsby's determination and his actual dream are intended to be separate. While Daisy is characterized as an ambivalent and frivolous individual, Gatsby's idealism and goal are not lessened. Whether one views Daisy as a worthless goal or not, Gatsby's ambition is to be revered. Fitzgerald's novel reveals how the "American Dream" is not a goal worth living for because it is unfulfilling. However, Gatsby's idealism and motivation are subjects of admiration.

The premature death of an individual is always tragic. However, it is not always without meaning in the case of literature. Jim Casy, a former preacher, joins the the Joad family to start a new life as a

migrant farmer in California. Even as a preacher, Casy always believed "people [were his] religion." It was his compassion and desire to help those people that guided his life. In California Casy finds a new purpose and becomes an advocate for social change. He is a calm and pacifistic character, yet he finds himself in trouble with the law, enforcement and society. However, Casy is unwavering. Because he views himself as less significant than the migrant workers as a whole, he is able to effectively work to create change in the lives of thousands. When confronted by a policeman, Casy does not use force to defend himself, only words. He tells the officer he's "helpin' to starve children," in maintaining society's unfair treatment of the poor. In his death by the police officer, Casy is established as a martyr: he died for a cause he truly believed in. While Casy was not able to make a great change himself, his death is not considered the failure of his cause, not is it in vain. Moreover, Casy is developed as a Christ figure in his work for change and in ~~his~~ the message his death leaves. It is his passion and conviction displayed in his actions that spread the word of his cause and motivate others. Even the unaffected Tom Joad lived selfishly until that point. While Casy personally did not change social problems, his legacy was able to live on through those he touched.

Failure is a relative term. In the case of both Gatsby and Jim Casy, the imagination and

dream for change lived on, respectively. For those that only see the end, an unreached goal is ~~also~~ a failure. However, for those who challenge themselves and try to live by their values, the ambition itself is the success.

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>it is the initiative ... that proves more significant, even if the end result may be failure</i>. The response uses the criteria to make an insightful analysis of <i>The Great Gatsby</i> (<i>While his dream may be considered absurd ... he actually lives with a purpose and a goal</i>) and <i>The Grapes of Wrath</i> (<i>Because he views himself as less significant ... he is able to effectively work to create change in the lives of thousands</i>).</p>
Development	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific evidence to illustrate how <i>the inevitable outcome ... is second to the actual ambition</i>. The response provides detailed characterizations of Gatsby (<i>He is not willing to compromise his dream because he believes in it entirely</i>) and Casy (<i>It was ... those people that guided his life</i>). The response also integrates the literary elements of theme and conflict into the discussion.</p>
Organization	<p>Maintains the focus established by the critical lens. The response exhibits a logical and coherent structure, moving from the introduction of the two texts, to an analysis of Gatsby and Casy, and ending with a conclusion that refocuses on the critical lens (<i>for those who challenge themselves ... the ambition itself is the success</i>). Coherence is further enhanced by the skillful use of transitions (<i>Through his characterization, Nevertheless, In this sense</i>).</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>Gatsby is meticulous and not reckless or insensitive and an advocate for social change ... a calm and pacifistic character</i>), with a notable sense of voice and awareness of audience and purpose (<i>Failure is a relative term</i>). The response varies structure and length of sentences to enhance meaning (<i>he is able to attain great wealth, beautiful material possessions, and a popular name amongst the wealthy crowd and While Casy ... did not change social problems, his legacy was able to live on through those he touched</i>).</p>
Conventions	<p>Demonstrates control of the conventions with essentially no errors, even with sophisticated language.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6 in all qualities.</p>	

It is indeed the "human lot to try and fail," because human endeavors tend to be unsuccessful and certainly will continue to be so barring an extraordinary effort on the part of whomever is involved. This is confirmed by the trials and tribulations of the protagonists of the novels; The Invisible Man by Ralph Ellison and Slaughterhouse Five by Kurt Vonnegut, who eventually fail to meet their personal goals. Both works show how the pressure of external forces such as the senseless nature of human violence and the predatory manipulation of the powerful, prevent success.

Senseless human violence frustrates the intentions of each novel's protagonist, who is overwhelmed by his immersion in an environment ravaged by unending societal conflict. In The Invisible Man the narrator is so devalued by the racial tension and riots of the 1930^s in the United States that he becomes forever nameless and virtually invisible. While in Slaughterhouse Five, it is Billy Pilgrim who is ^{so} devastated by the horror of World War II in Europe that he becomes permanently disoriented and disengaged.

The invisible man leaves his negative experiences in the South only to find himself quickly involved in the struggle for racial equality in Harlem. He joins a community activist organization, the Brotherhood, and becomes a leader speaking eloquently for the "enfranchisement of the disenfranchised," however violence prevents him from furthering these ends on several occasions. Finally, when a police officer guns down a fellow Brother-

hood member, there are street riots. The police drove the invisible man down into a manhole, and he is forced to live underground "hibernating" indefinitely. Underground, he is incapable of pursuing his cause.

Similarly, Billy Pilgrim is thwarted in achieving his goals by the societal violence he experiences in WWII. Arguably, Pilgrim doesn't have a lofty goal like Ellison's character: he just wants to be happy. ~~But~~ Billy finds this impossible in the fields of battle or as a prisoner-of-war in Dresden. Billy finds sorting through the rubble of Dresden after it was bombed to the ground so traumatic that he is never the same for the rest of his life.

The protagonist in each novel is hindered by the predatory manipulation of people in power. Ellison's character is humiliated. His town's leaders, before honoring him for his academic achievement, force him to engage in a boxing match while blindfolded ^{for their amusement}. He is still bloody when he accepts their scholarship for college, where he succeeds in earning his education until his college president expells him for an innocent error in order to circumvent any scandal for the school. In dismissing him, the president makes sure that he understands he is powerless and of no account and advises him to seek work in Harlem.

In Slaughterhouse Five, Billy also suffers from the manipulation of those in power. He is sent to ^{war} he didn't start, where he is under the control of his commanding officers who send him to the Battle of the Bulge, where he is captured by the Germans and is under their control in the P.O.W. camp. The terrible

bombing and fire storms of Dresden are out of his control.

Finally, the protagonist of each novel shows the vulnerable frailty of personal identity and the role this plays in deterring the individual's quest.

Senseless human violence, ^{predatory} manipulation by the powerful and the frailty of individual identity all contribute to the tendency towards failure in The Invisible Man and Slaughterhouse Five. The attempts and failures of the invisible man and Billy Pilgrim should be viewed as evidence that man will usually fail in his endeavors. It is the human lot to try and fail because factors such as those just discussed make it likely a man will fail.

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 by pointing out that <i>human endeavors tend to be unsuccessful and certainly will continue to be so barring an extraordinary effort on the part of whoever is involved</i>. The response uses the criteria to make an insightful analysis of <i>The Invisible Man</i> and <i>Slaughterhouse Five</i> (<i>Senseless human violence, predatory manipulation ... and the frailty of individual identity all contribute to the tendency towards failure</i>).</p>
Development	<p>Develops ideas clearly and fully. The response makes effective use of a wide range of relevant and specific evidence to show how <i>the pressure of external forces ... prevent success</i>. The literary elements of characterization (<i>He ... becomes a leader, speaking eloquently</i> and <i>Billy finds sorting through the rubble ... so traumatic that he is never the same</i>), setting (<i>In <u>The Invisible Man</u> ... the racial tension and riots of the 1930s in the United States</i> and <i>Billy Pilgrim who is so devastated by the horror of World War II in Europe</i>), and theme (<i>Senseless human violence frustrates the intentions of each novel's protagonist</i>) are incorporated into the discussion.</p>
Organization	<p>Maintains the focus established by the critical lens that <i>man will usually fail in his endeavors</i>. The response exhibits a logical and coherent structure, with each paragraph reinforcing the focus as it relates the texts, and moves from introduction to textual analysis to conclusion. Coherence is strengthened through the skillful use of transitions (<i>This is confirmed by, Similarly, Arguably</i>).</p>
Language Use	<p>Uses language that is fluent and original, with evident awareness of audience and purpose (<i>circumvent any scandal, the manipulation of those in power, deterring the individual's quest</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>Underground, he is incapable of pursuing his cause</i> and <i>The terrible bombing and fire storms of Dresden are out of his control</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>enfrichsment, indefinetly, expells</i>), punctuation (<i>to be so barring; forces such as; virtually invisible. While; character: he; In dismissing him the president</i>), and vague pronoun reference (<i>In dismissing him ...he understands ...advises him</i>) only when using sophisticated language.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in language use and conventions.</p>	

David Mamet's quotation "...it is the human lot to try and fail..." means that it is natural for us, as humans, to attempt goals but still meet failure. In the novel The Scarlet Letter by Nathaniel Hawthorne, Hester and Dimmesdale attempt to find redemption. Jay Gatsby, in F. Scott Fitzgerald's The Great Gatsby, attempts to reclaim his lost love Daisy. These two works affirm the quotation because they give examples of characters whose goals end in failure.

The Scarlet Letter is a story that revolves around the sin of adultery committed in Puritan New England by Hester Prynne and Reverend Dimmesdale. This sin weighs heavily on them. Society publically scorns Hester, while the Reverend suffers silently and in private. Hester and her baby daughter, Pearl need to be reaccepted by society to earn a living. Although she lives her entire life in the same town, wearing her mark of shame, she is able to earn the grudging respect of her neighbors. Dimmesdale, a man of God, needs to be forgiven for his sin. He reveals his wrongdoing at the end of the novel but is not redeemed by his society, which greets his revelation with shock. He dies soon after.

In The Great Gatsby, Jay Gatsby seeks riches to impress his love, Daisy. He buys a mansion near hers; he throws extravagant parties and invites her. However, his attempts end in failure. The fact that he achieved his wealth through illegal means is used against him by Daisy's husband, Tom. Ultimately, Gatsby is murdered when he is mistaken as the killer of Myrtle. As a final insult, Daisy does not even attend Gatsby's funeral.

It is a human desire to attempt to reach goals in life but to fail. Hester and Dimmesdale desired redemption for their sin and acceptance by their neighbors. Their village offered a partial rehabilitation to Hester by employing her to sew for them. But

Anchor Paper – Part B—Level 5 – A

Dimmesdale died a ruined man. Jay Gatsby was murdered amid his riches, unloved and misunderstood. Failure may be "the human lot" but the real tragedy would be for humans to never try.

Anchor Level 5 – A

Quality	Commentary
Meaning	The response: Provides a thoughtful interpretation of the critical lens that clearly establishes the criteria for analysis, stating <i>that it is natural for ... humans, to attempt goals but still meet failure</i> . The response uses the criteria to make a clear and reasoned analysis of <i>The Scarlet Letter</i> (<i>Dimmesdale desired redemption ... But ... died a ruined man</i>) and <i>The Great Gatsby</i> (<i>Jay Gatsby seeks ... to impress his love ... his attempts end in failure</i>).
Development	Develops ideas clearly and consistently, with reference to relevant and specific evidence from both texts to discuss <i>characters whose goals end in failure</i> (<i>Society publically scorns Hester ... the Reverend suffers silently and The fact that Gatsby achieved his wealth through illegal means is used against him</i>). References to the literary elements of setting in <i>The Scarlet Letter</i> (<i>Puritan New England</i>) and characterization in <i>The Great Gatsby</i> (<i>Gatsby buys a mansion ... he throws extravagant parties</i>) are used to support the discussion.
Organization	Maintains the focus established by the critical lens (<i>It is a human desire to attempt to reach goals in life but to fail</i>). The response exhibits a logical sequence of ideas, first interpreting the lens, then discussing both works of literature in separate paragraphs, and concluding with the idea that <i>failure may be "the human lot" but the real tragedy would be for humans to never try</i> . Appropriate devices and transitions are used (<i>These two works affirm</i> and <i>As a final insult</i>).
Language Use	Is stylistically sophisticated, using language that is precise and engaging (<i>Hester and Dimmesdale attempt to find redemption</i> and <i>Gatsby ... attempts to reclaim his lost love</i>), with a notable sense of voice and awareness of audience and purpose (<i>Dimmesdale is not redeemed by his society, which greets his revelation with shock</i> and <i>Gatsby was murdered amid his riches, unloved and misunderstood</i>). The response varies sentence structure and length to enhance meaning (<i>Although she lives ... wearing her mark of shame, she is able to earn the grudging respect of her neighbors</i> and <i>He dies soon after</i>).
Conventions	Demonstrates control of the conventions with essentially no errors, even when using sophisticated language.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat stronger in language use and conventions.	

Trial and failure characterizes humanity; it is a constant experience for every human and the thread that binds us together. The act of trying is part of the human experience and so is failure. It is the human condition to try and fail. In The Crucible by Arthur Miller, John Proctor illustrates this idea. Hector's effort to save Troy and defeat Achilles, in The Iliad by Homer, exemplifies this human experience.

Arthur Miller characterizes John Proctor to be an example of trial and failure. The story follows Proctor's multiple efforts to convince the court of Abigail and the girls' lies and false accusations of witchcraft, and to prove the victims' innocence. A theme in the book is the danger of theocracy; the story is essentially Proctor versus the court, which claims to be ruled by the hand of God. Proctor uses Mary Warren to testify in court against the accusing girls. The Judge Bellingham is reluctant to believe Proctor because it would mean that he had ~~unjustly~~ unjustly killed innocent people. Proctor aims to save his wife Elizabeth, Rebecca Nurse and the others that have refused to plead guilty to witchcraft. Mary becomes useless when the girls use their antics to frighten her, into accusing Proctor himself. The story illustrates that the human lot is to try and fail because ~~in the end~~ and Proctor's multiple efforts to make the court free the prisoners and realize the fallacy of the girls' accusations are not accomplished.

In The Iliad by Homer, Hector exemplifies trial and failure. He fails by not only losing his life in a battle with Achilles but also by losing his country, Troy, to the Achaiens. Hector ~~tries to protect his country by building up~~ Homer characterizes Hector to be a devoted and principled leader, who puts ~~everything on the~~ ~~it~~ all possible effort into saving Troy from the Achaiens, not only inspiring the military and putting them in charge of protecting their country, but also fighting individually. Homer's major theme is the Ancient Greek idea that war is glorious and necessary, is clearly illustrated in the story. Trojan soldiers are being defeated by the Achaians and Hector decides to fight ~~them~~ ~~the~~ the demi-god Achilles. Though he knows he will die, he grasps the concept of failure because he knows he has tried and that is what makes him human.

Life is made up of trial and failure, it is what makes human existence meaningful. When Proctor fails, it did not go with trying. The idea that ^{and Hector} many of the great characters in literature are marked by failure, exemplifies that ~~the~~ the human experience is important due to ~~the~~ ^{ones} tries and failures.

Anchor Level 5 – B

Quality	Commentary
Meaning	<p>The response: Provides a thoughtful interpretation of the critical lens that clearly establishes the criteria for analysis (<i>Trial and failure ... is a constant experience for every human</i>). The response uses the criteria to make a clear and reasoned analysis of <i>The Crucible</i> (<i>the human lot is to try and fail ... Proctor's multiple efforts ... are not accomplished</i>) and <i>The Illiad</i> (<i>Hector fails by not only losing his life ... but also by losing his country</i>).</p>
Development	<p>Develops ideas clearly and consistently, with reference to relevant and specific evidence from both texts to support the idea that <i>the act of trying is part of the human experience and so is failure</i>. The response uses references to characterization and theme to explain how John Proctor's <i>multiple efforts to convince the court</i> are defeated by the <i>theocracy</i> which controls the town and how Hector, <i>a devoted and principled leader</i>, becomes a victim of <i>Homer's major theme ... that war is glorious and necessary</i>.</p>
Organization	<p>Maintains a clear and appropriate focus on how <i>life is made up of trial and failure</i>. The response exhibits a logical sequence of ideas, first interpreting the critical lens, then presenting information about each character's situation, and concluding <i>that many of the great characters in literature are marked by failure</i>. The lack of external transitions weakens internal consistency.</p>
Language Use	<p>Uses language that is fluent and original (<i>the thread that binds us together and the fallacy of the girls' accusations</i>), with evident awareness of audience and purpose. The response varies structure and length of sentences to control rhythm and pacing (<i>Mary becomes useless when the girls use their antics to frighten her</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>aines, fallicy, existance</i>) and punctuation (<i>victim's innocence and failure, it</i>).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in organization.</p>	

David Mamet once said, "it is the human lot to try and fail". I believe what he meant by this was that it is human nature to fail sometimes. Not everyone can expect to get something right or accomplish a lofty goal on their first attempt. I agree with Mamet's analysis, because it's rational and reasonable. This concept of the error imbued in human nature is a theme supported in many works of literature. These works include To Kill a Mockingbird by Harper Lee, and J. D. Salinger's Of Mice and Men.

In To Kill A Mockingbird the story is set in the early 1900s, in the prejudicial white South. A black man faces trial for rape charges. He was accused (falsely) of the rape of a white woman - a crime punishable by death. This man's only hope is the lawyer Atticus Finch, who doesn't buy into the mindset of blacks as inferiors worthy of harassment. Atticus defends the man, when little hope for winning the trial was evident. Atticus also defended the man against a lynch-mob pre-trial. Yet while Atticus tried his hardest and struggled to change white opinion on the obvious innocence of his black defendant, the bigotry and hatred of racism beat him. Atticus tried and failed. This was human nature - the jurors were stuck in their ways,

and failed to see beyond prejudice to the truth. But Atticus should not be berated as a failure. He did his job and tried hard but sometimes it's just the way things work out. This failure was just part of Mame's idea of "the human lot" trying and failing.

Another work of literature that supports Mame's concept of failure is Of Mice and Men. In this book, two poor friends, one mentally disabled, struggle and scrape, trying to make a living during the Great Depression years. George and Lennie go from job to job as field workers and farm hands, just trying to get by. But poor Lennie doesn't understand his own strength, nor does he realize that his actions are wrong sometimes. This frustrates George, but he still sticks by him and helps him out and keeps him alive and safe (as part of his promise to their aunt). The two settle at this nice job out west, working and receiving good pay for farm work. But when Lennie accidentally kills the farmer's (loose-moraled) wife, Lennie's life is at the mercy of an angry mob of townsfolk. Lennie is afraid but confused, and he runs away. He failed George; he messed up their shot at a good life and a new home. But he couldn't help himself. George shoots Lennie in a mercy killing, to save

him from the cruel punishments that he would suffer under at the hands of the mob. They failed to achieve the good life they'd dreamed of, but it was just another attempt in a series of failures. Eventually, George would achieve success, but he couldn't expect it to come without hardship and failure first.

David Mamet believed that, "it is the human lot to try and fail." It is merely the luck of the draw, whether or not you'll succeed or fail. But no one can expect success all the time. This is a very logical and believable concept, and was illustrated through works of literature such as J. D. Salinger's Of Mice and Men, and Harper Lee's To Kill A Mockingbird. Both novels had characters who struggled and failed to achieve their goals. While one character faced prejudice and another faced bad luck and economic depression, it can be concluded that both were merely victims of humanity's subjectivity to failure. And although many people fail and try and fail again, what is most relevant is people's perseverance and intelligence in their willingness to stand up against a challenge, again and again. There is pride in failure, especially when you are willing to try again.

Anchor Level 5 – C

Quality	Commentary
Meaning	<p>The response: Provides a thoughtful interpretation of the critical lens that clearly establishes the criteria for analysis (<i>Not everyone can expect to get something right or accomplish a lofty goal on their first attempt</i>). The response uses the criteria to make a clear and reasoned analysis of <i>To Kill A Mockingbird</i> (<i>Atticus should not be berated as a failure. He did his job and tried hard</i>) and <i>Of Mice and Men</i> (<i>George couldn't expect success to come without hardship and failure first</i>).</p>
Development	<p>Develops ideas clearly and consistently, with reference to relevant and specific evidence from both texts to show that <i>it is human nature to fail sometimes</i>. The response makes reference to setting (<i>To Kill a Mockingbird ... is set in the ... prejudicial white South</i> and <i>Of Mice and Men</i> is set <i>during the Great Depression</i>) and characterization (<i>Atticus Finch ... doesn't buy into the mindset of blacks as inferiors, Lenny doesn't understand his own strength, George ... still sticks by him and helps him out</i>) to support the idea that <i>no one can expect success all the time</i>.</p>
Organization	<p>Maintains the focus established by the critical lens (<i>many people fail and try and fail again</i>). The response exhibits a logical sequence of ideas, first interpreting the critical lens, then presenting situations in which characters in each work failed, and finally concluding that <i>there is pride in failure, especially when you are willing to try again</i>. Appropriate transitions are used (<i>These works include, Another work, While one character faced</i>).</p>
Language Use	<p>Uses appropriate language that is sometimes unsuitable (<i>buy into, sticks by him, their shot</i>), with some awareness of audience and purpose (<i>what is most relevant is people's perseverance and dilligence in their willingness to stand up against a challenge, again and again</i>). The response occasionally makes effective use of sentence structure and length (<i>Yet while Atticus tried his hardest ... the bigotry and hatred of racism beat him and But he couldn't help himself</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>imbred, recieving, dilligence</i>) and punctuation (<i>nature – the; ways, and; book, two</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>	

With every accomplishment achieved, behind it is a long list of trial and error. In order to become successful, one must try and keep making a more sufficient, courageous effort because a goal is rarely satisfied on the first try. David Mamet states, "...it is human lot to try and fail..." In other words, human nature consists of unsuccessful solutions and it is a regular theme in life for goals to be left unreached and standards left unmet. ^{This is true because in many instances, it takes multiple tries in order for success.} The novel Ordinary People by Judith Guest gives examples of situations which were considered failures. Also, the novel The Great Gatsby written by F. Scott Fitzgerald displays a time when characters were unsatisfied by their tries to complete a mission.

Being that ~~it~~ it is extremely irregular for a person to succeed at a prestigious goal the first attempt, Guest describes a situation which is labeled as a failure. For example, in the flashbacks of the novel a sailing accident occurred in which brothers Conrad and Buck were ~~in a boat~~ on a boat and Buck was in danger of drowning. Conrad tried to save Buck, but was unsuccessful and Buck lost his life. Although this attempt ~~could not~~ could not be tried a second time to chase perfection, it was a mournful and extreme failure. This scene demonstrates ~~on failure because~~ the human lot because it is nothing more than a display of a try and ~~the~~ the objective was not ~~reached~~ met. Also, in the ~~the~~ book Ordinary People by Judith Guest, Calvin was the father of a suicidal child and attempted throughout the entire novel to make Conrad, his son, feel loved and accepted. He even

bought Conrad a car, but in the end Conrad will never be the same after his harsh past. In the falling action of the ~~the~~ work of literature the father ~~proves~~ is unsuccessful in making his son feel important that Conrad is eventually brought to a psychiatrist, Dr. Berger, ~~at~~ Both Conrads try to save his brother Buck's life and ^{also} Calvin's attempt to make his son feel loved, were both unsuccessful.

The novel The Great Gatsby by F. Scott Fitzgerald depicts a setting in the 1920's in which is post-world war. In the novel the main character Gatsby is sent off to war and forced to leave his lover Daisy. ~~When~~ He returns to find her married to another man and ~~he~~ ^{Gatsby} spends his remaining time trying to get ~~her~~ Daisy back. This idea, however, is left unaccomplished because Daisy never left her husband for Gatsby ~~to~~ even though ^{Gatsby} ~~he~~ was extremely successful and rich. No matter how hard this human tried, it still ended in failure.

Another character in the novel, Nick is also attempting to help his friend Gatsby ~~to~~ to make Daisy realize her love for ~~the~~ Gatsby. The theme of success is demonstrated by this trial and error. Both Nick and Gatsby are people who's goals go unaccomplished and their ~~achievements~~ did not ~~make~~ any achievement by their attempt.

David Mamet is correct as proven by the two novels Ordinary People by Judith Guest and The Great Gatsby by F. Scott Fitzgerald. The characters Conrad and Calvin as well as Nick and Gatsby were ~~not~~ left

Anchor Paper – Part B—Level 4 – A

unaccomplished because they failed at attempting their goals. Therefore, it is true that a goal takes multiple tries in order for success.

Anchor Level 4 – A

Quality	Commentary
Meaning	The response: Provides a reasonable interpretation of the critical lens that establishes the criteria for analysis (<i>it is a regular theme in life for goals to be left unreached</i>). The response makes implicit connections between the criteria and <i>Ordinary People</i> (<i>examples of situations which were considered failures</i>) and <i>The Great Gatsby</i> (<i>characters were unsatisfied by their tries to complete a mission</i>).
Development	Develops some ideas more fully than others. The response uses specific and relevant evidence from <i>Ordinary People</i> to describe a sailing accident in which <i>Buck was in danger of drowning (Conrad tried to save Buck, but was unsuccessful)</i> . The response is less specific about Nick and Gatsby, described as <i>people who's goals go unaccomplished and ... who did not make any achievement</i> . The response refers to setting (<i>in the 1920's</i>) and theme (<i>success is demonstrated by this trial and error</i>) in discussing <i>The Great Gatsby</i> .
Organization	Maintains a clear and appropriate focus on <i>characters that were left unaccomplished</i> . The response exhibits a logical sequence of ideas, beginning with an agreement with the critical lens that <i>it takes multiple tries to become successful</i> , then presenting <i>situations which were considered failures in Ordinary People and characters ... unsatisfied by their tries to complete a mission in The Great Gatsby</i> , ending with a summary conclusion. The response lacks internal consistency through the use of weak transitions (<i>Being that it is extremely irregular ... labeled as a failure and This scene demonstrates the human lot because ... the objective was not met</i>).
Language Use	Uses language that is appropriate (<i>it is a regular theme in life for goals to be left unreached</i>), but is occasionally imprecise (<i>With every accomplishment achieved, behind it is a long list of trial and error and who's for "whose"</i>), with some awareness of audience and purpose (<i>David Mamet is correct as proven by the two novels</i>). The response occasionally makes effective use of sentence structure and length (<i>This idea, however, is left unaccomplished ... even though Gatsby was extremely ... rich</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>prestigious, occured, suicidal</i>), punctuation (<i>solutions and, Conrads try, Calvins attempt</i>), and grammar (<i>try and keeping and Being that</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

In life humans will try things, and a lot of times when they try they fail at what they're doing. "~~...it is human~~" "... It is the human lot to try and fail...", I agree with this quote. There are many pieces of literature that show this. One ~~piece~~ ^{work} is To Kill a Mockingbird by Harper Lee. Another book that shows this is ~~the~~ The Crucible by Arthur Miller.

Harper Lee uses Atticus Finch as the character to try and fail. Atticus is a lawyer, that has two children. He was put on a court case that said a black man, Tom Robinson, raped a white girl, ~~at~~ Mayella Ewell. This was heard for Atticus to do because he lived down south where ~~the~~ blacks were barely ~~considered~~ considered people, and he had to defend one. As Atticus got to know Tom Robinson and learned about the case, He really did believe Tom was innocent. When the case finally went to court Atticus had shown everyone that Tom had to be innocent because of where the bruises were on the young girl, Mayella's face. It couldn't have been Tom that did this because the side of her face that was bruised was the ~~side to~~ arm Tom ~~was~~ would have needed to use, but that arm was disabled. Even after this evidence ~~to~~ Tom was ~~a~~ ruled guilty by the jury. This shows that Atticus Finch tried to prove Tom innocent but failed to do so.

One literary device used in this novel was ~~symbolism~~ symbolism. Symbolism was used with the title of the story and throughout the story To Kill a Mockingbird. This is saying killing a mockingbird is a bad

Anchor Paper – Part B—Level 4 – B

thing to do because they have never done anything to bother us. All they do is sing. Sending Tom Robinson to court was in a way like killing a mockingbird. He did nothing wrong. Another literary device ~~was~~ used to convey ~~that message~~ ~~to~~ what ~~was~~ the meaning was, is ~~the~~ ^{setting} ~~theme~~, because of the time period and the place, of course Tom was going to go to jail. It was the 1930's and in the south, everyone figured he was going to jail.

Another story that says humans try but fail is The Crucible by Arthur Miller. In The Crucible John Proctor is a good man who has done some bad things. Some of his bad actions lead to good ones. John Proctor slept with a young girl, Abigail Williams, who became attached to him. John Proctor was married to a woman, Elizabeth Proctor. Abigail Williams was very jealous of Elizabeth because she had John Proctor. Abigail and a bunch of her friends were caught in the woods dancing, which is something they shouldn't be doing. The girls decided to say that they saw the devil would help them in this situation. The girls were asked who they saw with the devil, and they all just made up a list of people they wanted gone. Elizabeth told John that everything was made up. John decided to tell the court that Abigail said this to him. The court questioned the girls but the girls denied it. John Proctor had tried to tell everyone the truth but failed because the girls continued to lie.

In this play there were some literary devices used. On this was imagery. This was used when Arthur ~~an~~ Miller

Anchor Paper – Part B—Level 4 – B

was describing the girls dancing around. They seemed free and had no worries, until some one found them there dancing.

In both pieces the authors conveyed ~~that~~ the quote, "... it is the human lot to try and fail." Both Harper Lee and Arthur Miller had characters that tried something and failed. In The Crucible John proctor was the character to fail, and in To Kill A Mockingbird Atticus finch was the character that failed. Both ~~works~~ works conveyed trying and failing.

Anchor Level 4 – B

Quality	Commentary
Meaning	The response: Provides a reasonable interpretation of the critical lens, stating <i>in life humans will try things and ... when they try they fail at what they're doing</i> . The response makes implicit connections between the criteria and <i>To Kill a Mockingbird</i> (Atticus Finch as the character to try and fail) and <i>The Crucible</i> (humans try but fail).
Development	Develops some ideas more fully than others. The response uses specific and relevant evidence from <i>To Kill a Mockingbird</i> to describe the 1930's setting <i>in the south (where blacks were barley considered people)</i> and details the trials in each novel (<i>the side of her face that was bruised and made up a list of people they wanted gone</i>), but is less specific in discussing setting in <i>The Crucible</i> (<i>in the woods dancing</i>). The response also alludes to symbolism (<i>killing a mockingbird is a bad thing to do ... All they do is sing</i>) and imagery (<i>the girls dancing around</i>).
Organization	Maintains a clear and appropriate focus on <i>characters that tried something and failed</i> . The response exhibits a logical sequence of ideas by first agreeing with the lens (<i>I agree with this quote</i>), then presenting information about each character's failures, and concluding by emphasizing that <i>both works conveyed trying and failing</i> . The response lacks internal consistency, using weak transitions to tie in discussions of literary elements (<i>This is saying ... because they have</i> and <i>This was used when Arthur Miller was describing</i>).
Language Use	Uses appropriate language that is sometimes imprecise (<i>a lot of times</i> and <i>everyone figured</i>) and colloquial (<i>a bunch of her friends</i>), with some awareness of audience and purpose (<i>There are many pieces of literature that show this</i>). The response occasionally makes effective use of sentence structure and length (<i>John Proctor had tried to tell everyone the truth but failed because the girls continued to lie</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>imigery</i> and <i>convied</i>), punctuation (<i>court Atticus; setting, because; of course Tom</i>), capitalization (<i>south</i> and <i>everyone figured</i>), and grammar (<i>There were some literary devices used in this was imigery</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

Anchor Paper – Part B—Level 4 – C

David Mamet once said "....it is the human lot to try and fail....". This can be interpreted to mean Human have the choice of choosing to try things and maybe fail to do so. This quote can be agree by using the two plays from ~~Shakespeare~~ William Shakespear, ~~Julius Caesar~~ "Julius Caesar" and "Macbeth".

In william shakespeare's play "Julius Caesar," he uses Brutus as the character who try and fail. In the play, Brutus is a friend of Caesar and he is a noble person. When the time ~~the~~ Caceus told Brutus that Caesar is ambitious, they started to plan to kill Caesar. After they killed Caesar, ~~the~~ the Brutus starts to realize that the point of killing Caesar is not because of his ambitions, but Caceus wants the power of being the king. When Brutus knows the truth, he decide to kill himself and end the whole ~~the~~ battle. The author uses characterization and conflict ~~in~~ in the play. The author uses characterization to describe Brutus is a noble and kind man, he loves his country more than himself. This is the reason why he ~~kill~~ kill himself after knowing the truth of killing Caesar. The author also uses conflict between ~~Brutus~~ Brutus and himself, when ~~the~~ they were going to kill Caesar, ~~Brutus~~ Brutus has struggled because Caesar is his friend, but his ambitions will make the country bad, so he kill him after all.

In the other play from William Shakespear, "Macbeth," the author uses Macbeth as the person who try and fail. In the play, Macbeth was a really good person that the king loved him so much. When the three witches told him the three things that is going to happen to him: the ~~the~~ Thane of Glamis, Thane of Cowdor, and the king, he ~~starts~~ starts the thought of ~~being~~ being the ~~the~~ king. Lady Macbeth, ~~Macbeth's~~ Macbeth's wife, who wants to be the queen so badly, she persuade Macbeth to kill king Duncan. Even though Macbeth was struggle ~~at~~ at the beginning because king Duncan is a kind king that everyone loves him, ~~Macbeth~~ Macbeth killed him after all. After

Anchor Paper – Part B—Level 4 – C

Macbeth killed Duncan, Macbeth was scared at first, but when he gets over the fear, he became strong and evil. Macbeth starts to kill all the people around him that will take away his power. Macbeth ~~is~~ wants more and more power, so after all he got killed. The author uses ~~the~~ literary elements, characterization and conflict to describe Macbeth. The author uses characterization to describe Macbeth as a noble and kind man at the beginning, but become strong and evil after killing king Duncan. The author also uses conflict between Macbeth and himself, at the beginning, he was thinking between kill Duncan or not, because Duncan is a good king that everyone loves and he is the guess of Macbeth, if he kill Duncan, everyone will think bad of him, but he decided to kill Duncan after Lady Macbeth said if he's not killing Duncan then he is not a man.

Most people will try to get power of doing things, ^{or be a good person} but they ~~will~~ sometimes failed. In the play ~~is~~ "Julius Caesar," the author shows that ~~is~~ Brutus is a good person, but did the ~~is~~ wrong thing because someone told the lie to him, so Brutus end up to kill himself and end the battle. In the play "Macbeth," the author uses Macbeth, who wants to be the king so bad and end up ~~is~~ killing Duncan and all the people around him that will take away his power. ~~is~~ Macbeth thought no one can stop him, but he got killed after all. People should always try things, but do ~~is~~ not do it for ~~is~~ purpose and make sure the they are doing the right thing, or they may fail badly after all.

Anchor Level 4 – C

Quality	Commentary
Meaning	<p>The response: Provides a reasonable interpretation of the critical lens that establishes the criteria for analysis (<i>Human have the choice of choosing to try things and maybe fail to do so</i>). The response makes implicit connections between the criteria and two plays by Shakespeare, <i>The Tragedy of Julius Caesar</i> (<i>Brutus is a good person, but did the wrong thing ... so Brutus end up to kill himself</i>) and <i>Macbeth</i> (<i>Macbeth thought no one can stop him, but he got killed after all</i>).</p>
Development	<p>Develops some ideas more fully than others, with reference to specific and relevant evidence from both plays to discuss the <i>wrong thing</i> characters did (<i>they started to plan to kill Caesar and Lady Macbeth ... wants to be the queen so badly</i>). The response refers to the literary element of characterization (<i>Brutus is a noble and kind man and Macbeth ... a noble and kind man</i>), but the discussion of conflict is repetitive and less specific (<i>so he kill him after all and he decided to kill Duncan</i>).</p>
Organization	<p>Maintains an appropriate focus on <i>choice</i> established in the introduction (<i>People should always try things, but ... make sure ... they are doing the right thing</i>). The response exhibits a logical sequence of ideas, first introducing the critical lens, following with separate paragraphs for each work that trace characters’ decisions and resultant effects, and concluding with a reiteration of the lens as interpreted. Internal consistency is weakened through abrupt switches to discussions of literary elements (<i>The author uses characterization and conflict in the play and The author uses literary elements</i>).</p>
Language Use	<p>Relies on basic vocabulary that is sometimes imprecise (<i>This quote can be agree, When the time Caceus told Brutus, he is the guess of Macbeth</i>). The response exhibits some attempt to vary sentence structure for effect, but with uneven success (<i>if he kill Duncan ... then he is not a man</i>).</p>
Conventions	<p>Demonstrates emerging control, exhibiting occasional errors in spelling (<i>Shakespear, Juleus, Caceus</i>), punctuation (<i>man, he loves and Shakespear., “Macbeth,”</i>), and agreement (<i>character who try, he decide to, he kill himself</i>) that hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in language use and conventions.</p>	

Failure is something every person goes through in their life. "It is the human lot to try and fail..." This quote, said by David Mamet, proves that every human being will try and fail at something, sometime in their life. Whether it be a huge disappointment or a small bump in the road, everyone fails at something. There are many pieces of literature in which failure is a main theme.

The Great Gatsby by F. Scott Fitzgerald and The Catcher in the Rye are both good examples of failure.

One of the main characters in The Great Gatsby is Jay Gatsby. He goes through many experiences where he fails. One of the major themes in this novel is failure. Jay Gatsby tries hard to win back his lifetime love, Daisy. He has to try at this because Daisy is married. Gatsby wants

Daisy to leave her husband and return to him. Trying to succeed at this task is extremely difficult because it is breaking up a married couple. Unfortunately Gatsby fails at this task and many others he has tried on.

Another piece of literature that shows failure is ~~then~~ The Catcher in The Rye. In this novel, the main character, Holden, tries to keep his innocence along with other people's innocence. Maturing is one thing Holden fears so he tries to stop everyone from growing up, including himself. Obviously this is impossible because everyone must grow up sometime in life. Holden fails to secure innocence and eventually learns to grow up.

Every human ~~is~~ tries ~~something~~ something in life and fails. This is proven in The Great Gatsby

Anchor Paper – Part B—Level 3 – A

And The Catcher in the Rye.
Both main characters show failure through experience.

Anchor Level 3 – A

Quality	Commentary
Meaning	The response: Provides a simple interpretation of the critical lens (<i>every human being will try and fail at something, sometime in their life</i>) that suggests some criteria for analysis. The response makes superficial connections between the criteria and <i>The Great Gatsby</i> (<i>He goes through many experiences where he fails</i>) and <i>The Catcher in the Rye</i> (<i>Maturing is one thing Holden fears</i>).
Development	Develops ideas briefly, using some evidence from both texts, mentioning Gatsby's attempt to <i>win back his lifetime love</i> and Holden Caulfield's <i>failure to secure innocence</i> . The response relies on a brief plot summary of <i>The Great Gatsby</i> (<i>Gatsby wants Daisy to leave her husband and return to him</i>) and of <i>The Catcher in the Rye</i> (<i>he tries to stop everyone from growing up</i>).
Organization	Maintains a clear and appropriate focus (<i>Every human tries something in life and fails</i>). The response exhibits a logical sequence of ideas, discussing each book in separate paragraphs. Internal consistency is weakened by a lack of transitions.
Language Use	Relies on basic vocabulary (<i>because it is breaking up a married couple and tries to keep his innocence along with other people's innocence</i>). The response exhibits some attempt to vary sentence structure for effect, but with uneven success (<i>This quote, said by David Mamet, proves and Gatsby fails at this task and many others he has tried on</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>dissapointment</i> and <i>suceed</i>), punctuation (<i>him. trying; Unfortunately Gatsby; Holden tries</i>), and capitalization (<i>him. trying and in this novel</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.	

The quote "It is human lot to try and fail" from David Mamet is trying to say that in life you have a lot of trials and you will fall down sometimes. I agree with this quote because it is the truth. To try and fail is how humans have created so many different things.

In the story The Great Gatsby by F. Scott Fitzgerald, this is shown a lot. In Gatsby attempts to talk to Daisy and be with her. He ~~tries~~ throws hundreds of parties and spends so much ~~money~~ money on different things just to get her attention, but she never notices. And he just keeps going on trying to buy her love no matter how many times he fails. He ~~is~~ always thinks that he can ~~get~~ get her.

In the play ~~is~~ "Romeo and Juliet" by William Shakespeare. It shows man's trial and error. And how he fails so many times to convince his family and run away with Juliet that he never gives up. It shows how we make mistakes but learn from them. In the story Romeo and Juliet run out of ideas and their last plan is to run away. But

Anchor Paper – Part B—Level 3 – B

their plan ~~leads~~ leads to their death.
This shows the parents the error in their
ways by trying to split the people
up. But it was a lesson learned to late.

These two stories show
how "It is the human lot to try and fail."
It shows how humans ~~will~~ ~~will~~
will learn from their mistakes and
be able to fix what they have done.

Anchor Level 3 – B

Quality	Commentary
	The response:
Meaning	Provides a simple interpretation of the critical lens (<i>in life you have a lot of trials and you will fall down sometimes</i>) that suggests some criteria for analysis. The response makes superficial connections between the criteria and Fitzgerald's <i>The Great Gatsby</i> (<i>this is shown alot</i>) and Shakespeare's <i>Romeo and Juliet</i> (<i>It shows mans trial and error</i>).
Development	Develops ideas briefly, using some evidence from both texts (<i>He Throws hundreds of parties and spends so much money and But their plan leads to their death</i>). The response relies primarily on plot summary.
Organization	Establishes, but fails to maintain, an appropriate focus (<i>humans will learn from their mistakes and be able to fix what they have done</i>). The response exhibits a rudimentary structure consisting of an introduction, two body paragraphs, and a conclusion.
Language Use	Uses language that is imprecise for the audience and purpose (<i>"It is human lot, To try and fail is how humans have created so many different things, He always thinks that he can get her, to people, to late</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>In Gatsby attempst to talk to daisy and how he fails so many times to convince his family and run away with Juliet that he never gives up</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>quate, becuase, tring</i>) and punctuation (<i>The quote "It ... fail" from; Shakespeare. It; mans trial; Ideas and their</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in language use.	

Anchor Paper – Part B—Level 3 – C

David Mamet once said, "It is the human nature to try and fail, I believe this statement to be true I think its only human nature to fail and learn from your mistakes so they dont happen again.

We can see many mistakes and failure in the story ~~of Othello~~ ^{Othello} written by William Shakespeare. ~~Othello~~ ^{Othello} has a new LT, which drives Iago to jealousy, he'd do just about anything for Cassio to lose the job. He goes as far as lies and manipulation, he gets Cassio drunk when he's suppose to be on guard, so that he'll start a fight with someone, he tells ~~Othello~~ ^{Othello} that ~~Desdemona~~ ^{Desdemona} has been sleeping with Cassio, just the thought of that drives Othello insane, he wants Cassio killed but Iago has also been promising his friend Rodrigo the hand of Desdemona if he helps.

Othello and Iago set up a plan to kill Cassio and Desdemona.

Othello ~~is~~ suffocates Desdemona, not even knowing the truth behind Iago's lies.

Iago kills Rodrigo, because he knows too much and he doesn't want him talking.

Othello kills himself when he finds out the real truth. Cassio is left to torture Iago for the rest of his life, Iago ~~is~~ was tortured by Cassio for the rest of his life, so

he should just learned from his mistakes
earlier. We can also see people learning
from their mistakes in the story The
Crucible. Abigail Williams a teenage girl
and her friends were all dancing around
a fire with her house keeper when her
father caught them, they said that their
house keeper had put witch craft on them.
Many innocent people were put under blame
because the girls were too afraid to
admit they lied.

These stories just kept going on
as more innocent people were hung. The girls
were finally caught and were killed for all
these false accusations.

I believe the statement to be true and
I think these two stories show it also.

Many people make mistakes everyday. Some
little some big, some so big that their mistakes
take over their life.

Anchor Level 3 – C

Quality	Commentary
Meaning	<p>The response: Provides a simple interpretation of the critical lens (<i>its only human nature to fail and learn from your mistakes</i>). The response makes superficial connections between the criteria and Shakespeare’s <i>Othello</i> (<i>so he shouldve just learned from he mistakes earier</i>). The connection between the criteria and <i>The Crucible</i> is based on a misinterpretation of the text (<i>The girls were finally caught and were killed for all there false acusations</i>).</p>
Development	<p>Develops ideas briefly, using some evidence from both texts (<i>Othello and Iago set up a plan to kill Cassio and Desdemona and a teenage girl and her friends were all dancing around a fire with her house keeper when her father caught them</i>). The response relies primarily on plot summaries of each work.</p>
Organization	<p>Establishes an appropriate focus on learning from the mistakes <i>people make ... everyday</i>. The response exhibits a rudimentary structure but is inconsistent, shifting from a discussion of Iago’s plan to a one-sentence paragraph that introduces Othello and Iago’s plan <i>to kill Cassio and Desdemona</i>, then shifts to a listing of concluding events.</p>
Language Use	<p>Relies on basic vocabulary (<i>in the story Othello and Many innocent people were put under blame</i>). The response exhibits some attempt to vary sentence length for effect, but with uneven success (<i>Some little Some big, Some so big</i>).</p>
Conventions	<p>Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>Abigaile, earier, house keeper</i>), punctuation (<i>“it ... fail, I; true I think; its ... human nature; story Othello written by; manipulation, he; Cassio killed but Iago</i>), capitalization (<i>he’d do and he wants</i>), and grammar (<i>suppose to and there life</i>) that make comprehension difficult.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in conventions.</p>	

David Mamet once said "it is the human lot to try and fail." This means that it is a natural thing for a human being to fail at something. I agree with this quote. Two works of literature that support this are The Crucible by Arthur Miller and OF Mice and Men by John Steinbeck.

In The Crucible The father John tried to convince that the devils were not real. Throughout the whole book his characterization of being determined made him keep trying to tell the town the devils were fake.

In OF Mice and Men Lenny and Georges characterization are to do everything asked of them and not to screw it up. But Lenny would always fail at what he did and that is what got them into trouble.

This quote was proven by OF Mice and Men and The Crucible "It is the human lot to try and fail" David Mamet.

Anchor Level 2 – A

Quality	Commentary
Meaning	<p>The response: Provides a simple interpretation of the critical lens that suggests some criteria for analysis (<i>it is a natural thing for a human being to fail</i>). The response makes superficial connections between the criteria and <i>Of Mice and Men</i> (<i>But Lenny would always fail at what he did</i>). The criteria is not used to analyze <i>The Crucible</i>.</p>
Development	<p>Is incomplete and largely undeveloped, hinting at ideas, but references to the texts are vague (<i>that is what got them into trouble</i>) and unjustified, stating that <i>the father John tried ... to tell the town the devils were fake</i>.</p>
Organization	<p>Establishes, but fails to maintain, an appropriate focus on the idea of failing <i>at something</i>. The response exhibits a rudimentary four paragraph structure, but the paragraph about <i>The Crucible</i> is irrelevant to the criteria.</p>
Language Use	<p>Uses language that is imprecise and unsuitable for the audience and purpose (<i>his <u>characterization</u> of being determined, characterization ... to do everything asked of them, screw it up</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>In <u>The Crucible</u> ... John tried ... to convince that the devils were not real</i>).</p>
Conventions	<p>Demonstrates a lack of control, exhibiting frequent errors in punctuation (<i>said "it, Crucible The, Men Lenny, Georges characterization, he did and, fail" David</i>) and occasional errors in spelling (<i>convience</i> and <i>Thought</i>), capitalization (<i>OF</i> and <i>Crucible The</i>), and grammar (<i>Lenny and Georges characterization are</i>) that make comprehension difficult.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in meaning and organization.</p>	

David Mamet once said David Mamet ~~mean~~ it is the human lot to try and fail. I think this means that many humans try to do things with their lives but sometimes people does not go for.

Two works of literature ~~was~~ ~~have~~ read from the particular perspective of the statement that is provided for you in the critical Lens.

Tuesdays with Morrie there was a person that interviewed Morrie and his name was Mitch. Morrie was the kind of person that never gave up. He went through ~~painful~~ painful nights just so he can explain his life to Mitch.

Another work of literature is the handicaps people that was pretty had to wear mask so people can be equal.

So many people can live life with out failing because some people have important things they have to do before they die.

Anchor Level 2 – B

Quality	Commentary
Meaning	The response: Provides an incomplete interpretation of the critical lens (<i>many humans try to do things with there lifes But sometimes people does not go far</i>). The response alludes to the critical lens in the introduction but does not use it to analyze the chosen texts, <i>Tuesdays with Morrie</i> and an unidentified novel.
Development	Is largely undeveloped, hinting at ideas, but references to the texts are vague (<i>Another work of literture is the handicaps ... had to wear mask so people can be equal</i>) and irrelevant (<i>He went through painful nights just so he can explain his life to mitch</i>).
Organization	Establishes, but fails to maintain, an appropriate focus on the critical lens, concluding with the idea that <i>many people can live life with out failing</i> . The response suggests an organization through the use of paragraphs.
Language Use	Uses language that is imprecise (<i>humans ... do things with there lifes and tuesdays with morrie there was</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>David Mamet once said David Mamet it is</i>).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in punctuation (<i>lifes But and morrie and</i>), capitalization (<i>Lens, tuesdays, morrie, mitch, Never, many</i>), and agreement (<i>this mean that, people does not, went through ... so he can, people that was</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in organization.	

"It is the human lot to try and fail," by David Mamet. This means that it is humans who don't try and do their best and when they do they fail and get mad at the situation. I agree with it because it is true because we do act like that sometimes. I works of literature are mice and men and I know why the caged bird sings because in I know why the caged bird sings is when the little girl named maya got raped she did not want to tell anybody and she was so mad and she did not even tell her family. In mice and men it relates to the story is when Lennie gets mad at the girl and George killed him to protect him from the people because he was very crazy. One work of literature that really go with it is Mice & Men because he had sacrificed himself being in jail or getting killed all because he had hung out with Lennie.

Anchor Level 2 – C

Quality	Commentary
Meaning	The response: Provides a confused interpretation of the critical lens (<i>it is humans who don't try and do their best and when they do they fail and get mad at the situation</i>). The response alludes to the critical lens but does not use it to analyze the chosen texts, <i>I Know Why the Caged Bird Sings</i> and <i>Of Mice and Men</i> .
Development	Is incomplete and largely undeveloped. The response makes references to the texts that are irrelevant (<i>she was so mad and she did not even tell her family and because he had sacrificed heselef being in jail ... all because he had hung out with lennie</i>).
Organization	Lacks an appropriate focus but suggests some organization. The response introduces the critical lens and refers briefly to two texts, but lacks a conclusion.
Language Use	Uses language that is imprecise (<i>In mice and men It relates to the story is when lennie gets mad</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>I agree with it because it is true because we do act like that</i>).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>liturature</i> and <i>heselef</i>), punctuation (<i>fail." by; anybody and; girl and</i>), capitalization (<i>mice and men, bird, Little, george</i>), and grammar (<i>try and do, because ... is when, One work ... that really go</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.	

Anchor Paper – Part B—Level 1 – A

Every since first man has walked this earth, he was destined to try and fail. Eventually succeding and become triumphant in his quest of higher understanding. But in ardes to find this higher understanding, man must fail and learn from these mistakes as not to make them again.

Anchor Level 1 – A

Quality	Commentary
Meaning	The response: Provides a simple interpretation of the critical lens (<i>man ... was destined to try and fail</i>). The response does not use any texts to analyze the critical lens.
Development	Is incomplete and largely undeveloped. The response hints at ideas (<i>man must fail and learn from these mistakes</i>), but makes no reference to any texts.
Organization	Suggests a focus on the idea that man is <i>destined to try and fail</i> but lacks organization.
Language Use	Uses language that is imprecise (<i>Every since first man has walked this earth</i>), for the audience or purpose. The response reveals little awareness of how to use sentences to achieve an effect (<i>But in order to find this higher understanding, man must fail and learn from these mistakes or not to make them again</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>succeding</i>) and a fragmented sentence that do not hinder comprehension.
Conclusion: Although the response fits the criteria for Levels 2, 3, and 4, it remains at Level 1 because the response makes no reference to any texts.	

Anchor Paper – Part B—Level 1 – B

The critical lens I was given was "... It is the human lot to try and fail..." meaning that it is human nature to try and fail, cause you must fail to rise once again.

Anchor Level 1 – B

Quality	Commentary
Meaning	The response: Provides a confused interpretation of the critical lens (<i>it is human nature to try and fail, cause you must fail to rise once again</i>), but does not use it to analyze any texts.
Development	Is minimal, with no evidence of development.
Organization	Suggests a focus by restating the critical lens and interpreting it, but is too brief to demonstrate organization.
Language Use	Is minimal.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response fits the criteria for Level 1, although it is somewhat stronger in meaning and organization.	

Everyone tries and fails at some point in his life, it is human nature. During your life you are guaranteed to fail many times; babies fall down before they can walk. Babe Ruth struck out hundreds of times before he set the homerun record, and famous authors get their books rejected by publishers before they ~~create~~ write an bestseller. It is human nature to fail and two novels, empha The Great Gatsby and One Flew Over the Cuckoo's Nest emphasize this point.

In the novel The Great Gatsby, as told by the main character, Nick Callaway's point of view, it is apparent that people are likely to fail. In this story with a setting in two wealthy New York City neighborhoods, East and West Egg, Gatsby tries and tries to win his lover's heart. Gatsby is characterized as a ~~man~~ who extremely rich man who is used by his so called "friends." All's Gatsby is concerned with is trying to impress Daisy, who he was been infatuated with for five years. However, Daisy is already married to Tom Buchanan, and she is characterized as a glamorous woman who only cares about status. The theme in this novel is ~~about~~ the desperation of people to get what they don't have. Gatsby tries and tries to win Daisy's heart, but in the end she will not leave Tom. This symbolizes ~~the~~ the fact that even though a man may be the richest man in the world, he too can still fail.

In the novel One Flew Over the Cuckoo's Nest, it is also demonstrated that humans are likely to fail. In this novel, set up in a mechanical mental ward and told by a patient's point of view, a man, R.P. McMurphy, tries to rise up against corruption. McMurphy, a patient in the hospital, realizes that the leader of the ward, Nurse Ratched, is corrupt and he tries to revolt against her. The theme in this novel is the emasculation of men by corrupt officials, and that is exactly what Nurse Ratched does. She controls every aspect of each patient's life and makes them feel worthless and powerless.

McMurphy tries to lead a revolt against her and gets the other "inmates" to defy her power. This is very difficult for if someone doesn't listen to Nurse, then she lobotomizes him. ~~After try~~ In the end, after trying and trying to rise up against the unjust leadership, McMurphy eventually fails. She is too powerful and she eventually lobotomizes him, making him brain dead. This symbolizes the fact that even though people try to stand up for what is right they can still fail.

It is human nature to fail as evidenced by the novels The Great Gatsby and One Flew Over the Cuckoo's Nest. It doesn't matter how rich, or how powerful you are, you can still fail. It doesn't matter

that you're trying to fight against corruption,
you can still fail. The point is, that you
must learn to accept failure and use it to
your benefit to succeed.

"...it is the human lot to try and fail..."

These profound words spoken by David Mamet essentially mean, in the simplest terms, "it is the way of human character to try at something ~~and~~ and not succeed. To his statement, I fully agree. Two pieces of literature that greatly reflect this idea are "Of Mice and Men" by John Steinbeck and "Macbeth" by William Shakespeare. Each novel portrays Mamet's theory in ~~different lights~~ a different light, but proves him accurate in his thinking all the same.

Steinbeck's classic novel "Of Mice and Men" tells the tale of two men, George and Lennie, whose dream of owning their own place to call home one day is tragically shattered by the realism of life's cruelty to the innocent. Lennie's sweet, but ~~unpredictable~~ unpredictable behavior was a major contributor to their downfall. A man who doesn't know his own potentially fatal strength w/ the ~~mental~~ mental capacity of a 4 yr. old is bound to not succeed in a world where he's always made fun of and always getting in trouble for things he can't control such as the urge to touch soft things. The problem w/ Lennie was that his accidental killings @ grew

~~was~~ progressively worse until one day his unknown strength killed a living young woman. No matter how hard George tried to keep things under control until they were free to live on their own, their magnificent dream could never become a reality. It is a tragic, unfair part of life, but still a part of life nonetheless.

On a completely different scale, Shakespeare's novel Macbeth also proves Mamet's statement, but in a ~~slightly~~ more twisted sense. Macbeth ~~was~~ is a hard main character to interpret. He's not crazy, yet listens to witches and kills more people than can be counted in his quest to obtain the King's throne. It may not be admitted that he was mentally unstable, merely that he'd killed so many already and was so close to reaching his bloody goal that he thought it pointless and too late to turn back. In the end however, ~~Macbeth and his wife~~ both Macbeth and his utterly insane wife both suffer death by suicide and beheading. This is an interesting way to portray Mamet's quote, but ~~it~~ still, it fits. Macbeth tried at the idea of becoming King ~~and~~ and failed miserably. The idea of attempting and failing as a giant

part of human life is still proven without argument.

Whether the case may be good people trying at something true and failing simply because of the cruel aspects of life, or a bad man (once good) driven by the thirst for complete power and failing because of life's distaste for his immoral character, the idea that trying and failing is a major part of everyday human life is a proven, unavoidable, but sometimes unfortunate theory.

^{The quote} "It is the human lot to try ~~and~~ fail" written by David Mamet can be interpreted as a human fails ^{because} he is basically setting him/herself up to fail.

In the novel A Separate Peace, the two boys Gene and Finny set themselves up to fail by climbing up the tree when they were not suppose to. Also in the novel the boy Gene sets himself up because he didn't like Finny and he tried to kill him.

In the novel one flew over the cuckoo nest one of the patients McMurphy set himself up to fail by going up against big nurse. he try to make her give in to him but she ran the institution so there was only a very little chance of succeeding.

~~I~~ ^I ^a ^{piece} ^{that} people set themselves up for failure. In life people do things that they no they have little chance of succeeding but they do it anyway. I think that people should take less risks so then they will succeed instead. life is all about taking risk but so risk you take can lead you to failure. Some of the times you fail you should really try to learn from them so next time when you try something like that you wont make the same mistake twice.

According to David Mamet, "... it is the human lot to try and fail..." This means that ~~to~~ it is human nature to try and fail. This statement is true. Two works of literature that prove this are The Great Gatsby by F. Scott Fitzgerald and A Streetcar Named Desire by Tennessee Williams.

~~Some~~ Sometimes, no matter how hard people try to reach a goal, they will fail. Gatsby, in The Great Gatsby, does everything he can to win Daisy's heart back. She wanted more than love, she wanted money. Gatsby's lack of riches is the main reason Daisy

~~left~~ left him. Instead of marrying Gatsby she married Tom Buchanan.

Tom had the money she wanted.

For five years Gatsby required a great wealth ~~to~~ to win her back.

After they meet again Daisy realizes that she could have had money and ~~and~~ love. Gatsby had tried and succeeded in winning her back. However, Daisy left him yet again after she found out Gatsby got all his money ~~but~~ by bootlegging. Yet again, Gatsby had failed to keep Daisy. Right after his failure he is

shot and killed Gatsby, had shortly succeeded, only to end up failing and losing his life.

Blanche DuBois, in a streetcar named Desire, constantly tries to get others to see her world of illusion. When she moves in with her sister Stella, and brother-in-law Stanley, she is living in her world of illusion more than ever before. Blanche tries to keep her world of illusion

despite Stanley constantly trying to tear it down. Blanche even had Mitch, a man she starts to date, ~~believing~~ believing in her imaginary world. A paper lamp shade Blanche puts on a lightbulb is a symbol for illusion. She puts it on to hide what is really there. Mitch even puts it on for her. After some time has passed people are starting to see through Blanche and her illusions.

Mitch is the one to get ~~the~~ ^{her} illusionary world to come crashing down when he removes the paper lantern. She tried to keep her world of illusion alive after ~~the~~ her real world falls apart. She failed horribly to keep it alive after Mitch + Stanley turn it down.

Gatsby in The Great Gatsby by
F. Scott Fitzgerald and Blanche in A
~~Streetcar~~ ~~Named~~ ~~Desire~~ by Tennessee

Williams both prove David Mamet's
quote "... it is the human lot to try and
fail..." In life, everyone will try to
reach a goal, however, it is most likely
they will fail.

David Mamet once ~~said~~^{quoted} "... it is the human lot to try and fail." ~~to quote the end~~ This means most people ~~will~~ will try and not be successful their first time doing something. I Agree with this statement because humans make a lot of mistakes and there isn't anyone who is perfect. Two works ~~of~~ of literature we have read supporting this statement include *Cyrano De Bergerac* and *Lord of the Flies*.

In the novel *Cyrano De Bergerac*, Christian asks Cyrano to write to her so that she is attracted to him however, Roxanne realizes it was not him all along. In the end of the novel Roxanne figures out that she is not attracted to ~~Christian~~ Christian, but she is attracted to Cyrano, even though Cyrano is not attractive at all. Christian is not successful in getting Roxanne to fall in love with him.

In *Lord of the Flies*, Ralph tries to get all the boys to help build a fire so that eventually they will be rescued from the island they are stranded on. The first few times they build a fire, nobody saw the plane and they eventually gave up. At the end of the novel the whole island went to James and a nearby ship spotted them and they were rescued. They failed the first few times but eventually they were rescued.

These two novels both exemplify a situation when somebody failed in doing something the first time but in the end, was successful. In most instances people will fail before they get something right and that is what David Mamet means ~~are~~ by the statement he made.

Practice Paper A–Score Level 4

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

Practice Paper B–Score Level 5

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

Practice Paper C–Score Level 2

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

Practice Paper D–Score Level 4

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

Practice Paper E–Score Level 3

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

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

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

The Chart for Determining the Final Examination Score for the June 2008 Regents Examination in Comprehensive English will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> on Thursday, June 19, 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.