

QUESTION 28 – SCORING RUBRIC – CRITICAL LENS

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

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

Cicero once said, "the greater the difficulty, the greater the glory." In other words, the harder it is to achieve a certain goal, the more satisfaction comes when it is fulfilled. Life is hard when presented with obstacles and set-backs. Some people give up. But it is with these difficulties, that the traits of strength and courage are realized, and when they are realized and used to achieve a goal, the victory is that much sweeter. Two works of literature that demonstrate this theme are One Flew Over the Cuckoo's Nest by Ken Kesey and The Crucible by Arthur Miller. Each of these stories conveys the idea that life's difficulties fuel the accomplishment of a greater glory.

The use of characterization and symbolism in Ken Kesey's novel One Flew Over the Cuckoo's Nest emphasizes how this "glory" was accomplished by the story's main character, Randle McMurphy. The story begins with McMurphy being sent to a psychiatric hospital where he quickly finds himself facing the difficulty of becoming a role model for the other patients. The character serves as a foil for everything the other patients were not. McMurphy's strength and courage stand out as he takes on the tyrannical Nurse Ratched and becomes an inspirational force to the others in the ward. Among ~~the~~ those who admire him most are the narrator of the story, Chief Bromden and the youngest patient, Billy. Through their character development, Kesey shows how McMurphy was able to take on their insecurities and achieve the

glory of becoming their role model. As he teaches them to find their voices and to stand up for themselves, he is fueled ~~to~~^{by} becoming their protector against the cruel-crushing Nurse Ratched. He becomes symbolic of everything the patients needed to feel ~~to~~ normal. Although McMurphy dies in the end, his death represents the ultimate glorification from those he was fueled to help. When Billy is driven to suicide by Nurse Ratched's threats, McMurphy attacks her, knowing the consequence could result with a lobotomy. It is at this point that his self-sacrifice is evident to the other patients, and though he is unaware of their response in the end, McMurphy is glorified when Bromden kills him in an act of mercy and defiance. In this final act, Bromden has destroyed the symbol Ratched had intended by punishing McMurphy with the lobotomy, showing the others she could break any man. Instead, Bromden brought glory to McMurphy's effort and sacrifice by destroying her symbol.

The characterization of John Proctor in Arthur Miller's *The Crucible* also demonstrates how great challenges fuel greater glory. As the story unfolds amidst a series of witchcraft accusations in Salem, Massachusetts, the secret affair between the main character, John Proctor, and Abigail Williams is revealed to the reader. Having been caught dancing in the woods among a larger group of girls, Abigail and the others claim they were bewitched and the questioning ensues. John's wife, Elizabeth, begs Proctor to stay away from Abigail and the case, but

He soon finds himself caught in the mess when Elizabeth is arrested for practicing witchcraft. As Proctor pleads with the court and his parent, Mary, to admit the falseness of the accusations, he too is suddenly called into question for witchcraft as well. Proctor's struggle to defend his wife and his innocence brings about a greater glory when he is sentenced to the gallows. Realizing that ~~the~~ the only defense for his wife is to prove Abigail was falsely accused, her out of jealousy, Proctor decides to admit to the affair publicly. When he is sentenced to death, his glory comes from knowing he has done all he could to save his wife and can die with a clean ~~conscience~~^{conscience}. His strength and courage to face his misdeed and take responsibility for it saves the one he truly cares for in the end as well as his honor.

It is true that the greater difficulties fuel the greater glory because when we struggle, we grow. No matter how one is glorified in the end, it is that growth along the way that makes the journey sweet.

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, stating that <i>it is with these difficulties that the traits of strength and courage are realized, and when they are realized and used to achieve a goal, the victory is that much sweeter</i>. The response uses the criteria to make insightful analysis of <i>One Flew Over The Cuckoo’s Nest</i> (<i>Bromden brought glory to McMurphy’s efforts and sacrifice</i>) and <i>The Crucible</i> (<i>When he is sentenced to death, his glory comes from knowing he has done all he could to save his wife and can die with a clean conscience</i>).</p>
Development	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific evidence from <i>One Flew Over The Cuckoo’s Nest</i> (<i>When Billy is driven to suicide by Nurse Ratched’s threats, McMurphy attacks her, knowing the consequence could result with a lobotomy</i>) and <i>The Crucible</i> (<i>Proctor’s struggle to defend his wife and his innocence brings about a greater glory when he is sentenced to the gallows</i>). The response incorporates appropriate literary elements, discussing the impact of characterization in both texts and symbolism in <i>One Flew Over The Cuckoo’s Nest</i> (<i>The use of characterization and symbolism ... emphasizes how this “glory” was accomplished by the story’s main character, Randel McMurphy and The characterization of John Proctor ... demonstrates how great challenges fuel greater glory</i>).</p>
Organization	<p>Maintains the focus established by the critical lens on the idea that <i>the greater difficulties fuel the greater glory</i>. The response exhibits a logical and coherent structure, first interpreting and agreeing with the lens, then discussing McMurphy and his struggles in a psychiatric ward and Proctor and his challenges in facing the Salem Witch Trials, and concluding with a unifying affirmation of the validity of the critical lens. The response makes skillful use of appropriate devices and transitions (<i>It is at this point, In the final act, As the story unfolds</i>).</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice (<i>His character serves as a foil and his death represents the ultimate glorification</i>) and awareness of audience and purpose (<i>when we struggle, we grow</i>). The response varies structure and length of sentences to enhance meaning (<i>McMurphy’s strength and courage stand out as he takes on the tyrannical Nurse Ratched and becomes an inspirational force to the others in the ward</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>	

Cicero once stated, "... the greater the difficulty, the greater the glory." In a world where status is everything, people crave recognition; they have a desire for glory. Cicero's statement essentially means that the harder one works for something, the better their reward will be. While this seems logical, some rewards do come with their share of consequences, negating their associated glory. Both the epic poem "Beowulf" by an unknown author and the play Macbeth by William Shakespeare revolve around men who strive for glory, only for this same glory to lead to their demise.

The poem "Beowulf" centers around its main character, the man, Beowulf. A powerful warrior, Beowulf desires glory above all else. Characterized by his pride, Beowulf arrives at Heorot and appears before Hrothgar, where he verbalizes his "resume." He recounts all of the battles he has fought with numerous vicious enemies, and is eager for the chance to purge the demon, Grendel, from Heorot single-handedly. Beowulf easily defeats the Satanic monster and rips off his arm as a symbol of his victory. This is not where Beowulf's walk to glory ends, however. He engages in another battle against Grendel's mother which proves to be more difficult, but does not stop him from seizing victory and taking the dead Grendel's head as the ultimate trophy.

Showers with glory and gifts, Beowulf returns to his homeland. In the following fifty years, he ascends to the throne. It seemed as if Beowulf had attained all that he could; however, in yet another quest for honor,

Beowulf fights the horrid dragon. The problem here is that Beowulf has aged. He can't defeat the dragon and his men, who were supposedly loyal to him, retreat in fear for their own lives. Beowulf fought valiantly for his glory and honor and greatly reaped the benefits. However, this desire for glory led to his ultimate death at the hands of the dragon. Though Beowulf proved throughout his life to be a brave and fierce warrior, he could not defeat time, the most difficult battle of all and therefore did not achieve this final glory.

In the play Macbeth by William Shakespeare, Macbeth has a similar regard for glory, though less honorable than Beowulf's. Macbeth is greatly characterized by his vaulting ambition. He seems to be the perfect warrior, killing Macdonwald in the name of Scotland. When the witches greeted Macbeth as the Thane of Cawdor and King Hereafter, he was immediately curious. The Thane of Cawdor, to his knowledge, was alive and well. Being named Thane of Cawdor shortly after this encounter sealed it for Macbeth; he knew he would be crowned king. Macbeth's ambition leads to his killing of King Duncan, despite his apparent morality.

Macbeth is crowned king after Malcolm and Donalbain flee; there was no one more worthy to succeed Duncan. However, it is clear that guilt overcomes him as well as his overwhelming protection of his title. Killing Banquo leads to Macbeth's hallucination of a ghost at his dinner party, a symbol of his guilt. Eventually, no one respects Macbeth. He is left by his men to die

at Macduff's hands. Glory betrayed him.

Both pieces, "Beowulf" and Macbeth prove that some rewards, whether deserved or not, can come with consequences and that no matter what difficulties one overcomes, it does not necessarily ensure a greater glory. The fact is, good intentions or bad, there's always a possibility that things will not work out as planned and the greater glory does not always come as a reward for the challenge of the greatest difficulties.

Anchor Level 6 – B

Quality	Commentary
Meaning	The response: Provides an interpretation of the critical lens that is faithful to the complexity of the statement, disagreeing with it by declaring that contrary to what the quotation might suggest <i>some rewards do come with their share of consequences, negating their associated glory</i> . The response uses the criteria to make insightful analysis of the chosen texts, <i>Beowulf</i> , author unknown, and <i>Macbeth</i> by William Shakespeare (<i>Both ... revolve around men who strive for glory, only for this same glory to lead to their demise</i>).
Development	Develops ideas clearly and fully, making effective use of a wide range of relevant and specific evidence to illustrate negative results (<i>Beowulf ... could not defeat time, the most difficult battle of all and Glory betrayed him</i>). The response uses the literary elements of characterization (<i>A powerful warrior, Beowulf desires glory above all else</i> and <i>Macbeth is greatly characterized by his vaulting ambition</i>) and symbolism (<i>Beowulf ... rips off his arm as a symbol of his victory</i> and <i>Macbeth's hallucination of a ghost at his dinner party, a symbol of his guilt</i>) to develop ideas.
Organization	Maintains the focus established by the critical lens that <i>good intentions or bad, there's always a possibility that things will not work out as planned and the greater glory does not always come as a reward for the challenge of the greatest difficulties</i> . The response exhibits a logical and coherent structure with each paragraph reinforcing the focus as it relates to the text, moving from introduction to textual discussion (<i>for glory led to his ultimate death at the hands of the dragon and Macbeth's ambition leads to his killing of King Duncan</i>) to summation. The response makes skillful use of transitions (<i>While this seems logical; However, this desire; The fact is</i>).
Language Use	Uses language that is fluent and original (<i>people crave recognition, he verbalizes his "resume," Beowulf's walk to glory</i>), with evident awareness of audience and purpose. The response varies structure and length of sentences to control rhythm and pacing (<i>Eventually, no one respects Macbeth</i>).
Conventions	Demonstrates control of the conventions exhibiting occasional errors in punctuation (<i>"Beowulf"; difficult, but; and therefore did not</i>).
Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in language use and conventions.	

"The greater the difficulty, the greater the glory." This statement is one of an absolute truth. If a task is easy, or a goal is close in reach, then anyone could do it, which makes it far less impressive or "glorious." The great achievements in history have not been made with ease and leisure. Literary heroes such as Holden Caulfield in Catcher in the Rye, by J. D. Salinger, or Atticus Finch from To Kill a Mockingbird, by Harper Lee, were victorious, though in different forms, by getting through obstacles that stood to hold them back.

Atticus Finch is arguably one of the most heroic and idolized fictional characters in literary history. Living in a setting suffocated with hatred and racism, he fights alone for justice. Though he was, perhaps, not entirely victorious, due to Tom Robinson's murder while in jail, he had done what no one else had the courage to. Despite the threats and hateful opposition from everyone in his community, he gave a voice to people who had no other means of being heard. Though, in the end, injustice in court and racism prevailed, he portrayed a powerful message to the community and gave an innocent man the fighting chance he normally would never have. This is what makes the characterization of Atticus heroic and such ~~an~~ an idolized figure, because he had every reason not to stand up for a black man in a time of segregation, but he chose to regardless.

~~Holden Caulfield~~ Holden Caulfield ~~could~~ could easily be overlooked as a hero, simply because he doesn't possess any obvious heroic or

courageous characteristics. He poses as a very different type of hero in comparison to Atticus Finch. He ~~is not~~ does not do a service for humanity or for justice, but he is victorious within himself. Throughout Catcher in the Rye, he is constantly being let down, disappointed, and even fails himself. For he is struggling with his impossible need to contain youth and innocence. Disgusted with the corruption and flaws of adolescence and even more so, adulthood, he wants to stop the young, innocent, pure generation from being a part of that corruption. This is most evident every time Holden, himself, teeters on the edge of that corruption. His very ~~innocent~~ innocent and very passionate desire to maintain the purity of the relationship he had with Jane Gallagher continually pulls him back from any wrong-doings and enflames the disgust he has for the vices of the adult world. From the negativity of his various cab drivers to the violence and disgust of those he observed in the Manhattan hotels, Holden comes to the realization that aging and corruption is inevitable and that he would never truly be happy and would eventually drive himself mad. Finally when he has this realization while watching his little sister Phoebe on a carousel, it is such an amazing moment because of all that he has been through up to that moment, the death of his brother Allie, the expulsion and everything else that went wrong in his life.

If every task were easy and incomplex, there would be no fame or glory for that matter. There

Anchor Paper – Question 28 – Level 5 – A

would be no intellectual scholars or idolized athletic figures, because everyone would be able to be amazing. However, amazing wouldn't justly exist without challenge. People and events are notorious because of their far-fetched achievements.

Anchor Level 5 – A

Quality	Commentary
Meaning	The response: Provides a thoughtful interpretation of the critical lens that clearly establishes the criteria for analysis (<i>If a task is easy, or a goal is close in reach, then anyone could do it, which makes it far less impressive or “glorious”</i>). The response uses the criteria to make a clear and reasoned analysis of <i>To Kill a Mockingbird</i> by Harper Lee (<i>Though he was, perhaps, not entirely victorious, ... he had done what no one else had the courage to</i>) and of <i>The Catcher in the Rye</i> by J.D. Salinger (<i>He does not do a service for humanity or for justice, but he is victorious within himself</i>).
Development	Develops ideas clearly and consistently, with reference to relevant and specific evidence from <i>To Kill a Mockingbird</i> (<i>Tom Robinson’s murder while in jail and threats and hateful opposition</i>) and from <i>The Catcher in the Rye</i> (<i>purity of the relationship he had with Jane Gallagher and negativity of his various cab drivers</i>). The response identifies the setting of <i>To Kill a Mockingbird</i> as a community suffocated with hatred and racism and characterizes Atticus Finch as a man who <i> fights alone, for justice</i> . The characterization of Holden Caulfield in <i>The Catcher in the Rye</i> is described as a boy who <i> doesn’t possess any obvious heroic or courageous characteristics</i> and as one who is <i> struggling with his impossible need to contain youth and innocence</i> .
Organization	Maintains the focus established by the critical lens on the role <i> difficulty</i> plays in the achieving of <i> glory</i> (<i>If every task were easy and incomplex, there would be no fame or glory for that matter</i>). The response exhibits a logical sequence of ideas, opening with the interpretation of the lens, then presenting information from <i>To Kill a Mockingbird</i> to show how Atticus Finch <i> gave an innocent man the fighting chance he normally would never have</i> and proceeding to <i>The Catcher in the Rye</i> , contrasting Atticus Finch and Holden Caulfield (<i>He poses as a very different type of hero in comparison to Atticus Finch</i> , and concluding with a return to the idea of the importance of <i> difficulty</i> . The response uses appropriate devices and transitions (<i>though in different forms, is arguably, This is what makes</i>).
Language Use	Uses language that is fluent and original (<i>The great achievements in history have not been made with ease and leisure</i>), with evident awareness of audience and purpose (<i>However, amazing wouldn’t justly exist without challenge</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>Despite the threats and hateful opposition from everyone in his community, he gave a voice to people who had no other means of being heard</i>).
Conventions	Demonstrates control of the conventions with essentially no errors, even with sophisticated language.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat stronger in conventions.	

and her little green plant were not leaving that house. Walter, after losing his plan for business, realized that keeping the house was the right thing to do. ~~At the~~ In the climax of the story, Walter fights for his family's right to keep the house. This house that was a symbol of their dreams was well worth working through the difficulties.

Another work of literature that proves the quote to be true is Harper Lee's To Kill a Mockingbird. Set in the pre-civil rights era, in southern and racist Maycomb County, Atticus Finch and his family face many difficulties. The cause of these difficulties was Atticus accepting the challenge of defending an innocent black man, ^{Tom Robinson,} in court. Characterized as caring and honest, Atticus knew he had to take the case. He worked long and hard to present the best case possible for Tom although he was certain the jury would rule against him. Though many conflicts with other people in the town occurred, Atticus Finch would not give up on the case. ~~At the~~ On the day of court Atticus presented Tom's case in a way that obviously proved him innocent. The accuser Bob Ewell looked foolish and everyone knew he was lying. Unfortunately this wasn't enough and the strong racial bias kept Tom from being free. For Atticus the glory was not about winning the case. He achieved his goal of defending his client to the best of his ability despite the controversy it caused and the conflicts he faced. ~~At the~~ Characters from A Raisin in the Sun and To Kill a Mockingbird prove Cicero's quote, "...the greater the

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difficulty the greater the glory, to be true. The protagonists in both stories worked through many set backs and difficulties to achieve their goals. ~~these~~ In Mama's ~~case~~ case the ~~idea~~^{goal} they reached was having a house and a garden to call their own. For Atticus it was taking on a case that he knew he couldn't win and giving it his best effort anyway. These characters worked harder to achieve more in their own ways.

Anchor Level 5 – B

Quality	Commentary
Meaning	The response: Provides a thoughtful interpretation of the critical lens that clearly establishes the criteria for analysis (<i>This means the more work you put into reaching your goals the more you can accomplish</i>). The response uses the criteria to make a clear and reasoned analysis of <i>A Raisin in the Sun</i> (<i>This house that was a symbol of their dreams was well worth working through the difficulties</i>) and <i>To Kill a Mockingbird</i> (<i>He achieved his goal of defending his client to the best of his ability despite the controversy it caused and the conflicts he faced</i>).
Development	Develops ideas clearly and consistently, with reference to relevant and specific evidence in both <i>A Raisin in the Sun</i> (<i>Walter was about to give up, but Mama and her little green plant were not leaving that house</i>) and <i>To Kill a Mockingbird</i> (<i>He worked long and hard ... although he was certain the jury would rule against him</i>). The response uses appropriate literary elements from each text (<i>Characterized as a strong and caring woman, This house that was a symbol, Set in the pre civil rights era, Though many conflicts</i>).
Organization	Maintains the focus established by the critical lens (<i>The protagonists in both stories worked through many set backs and difficulties to achieve their goals</i>). The response exhibits a logical sequence of ideas, moving from an interpretation of the critical lens to how Walter and his family and Atticus Finch worked hard to achieve their goals (<i>In the climax of the story, Walter fights for his family's right to keep the house and For Atticus the glory was not about winning the case</i>). Appropriate transitions are used (<i>Now that they were, The cause of these, In Mama's case</i>).
Language Use	Uses language that is fluent and original (<i>was financially out of reach and in southern and racist Maycomb</i>), with evident awareness of audience and purpose. The response varies structure and length of sentences to control rhythm and pacing (<i>Characterized as caring and honest, Atticus knew he had to take the case</i>).
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>hower, buisiness, workeded</i>) and punctuation (<i>goals the more, of court Atticus, foolish and everyone</i>).
Conclusion: Overall, the response best fits the criteria for Level 5 in all qualities.	

Cicero once said "... the greater the difficulty, the greater the glory." This means that when one is trying to achieve something and is faced with many difficult tasks and decisions along the way, it makes the journey worth it in the end. This quote is proven to be true by various works of literature such as the novel To Kill A Mockingbird, by Harper Lee and the novel Of Mice and Men, by John Steinbeck. In each novel, the main characters have to make crucial decisions that can ruin their reputations and even their lives. I agree with this quote because when you overcome a challenge, you feel better about going through with it in the end. Sometimes you will receive recognition for going through with tremendously difficult tasks and at other times you can let the goodness of your accomplishments boost your self-worth.

In the novel To Kill A Mockingbird, Atticus Finch's morals are tested when faced with a challenging court case; the accusation of rape against a black man. The setting takes place in a racist Maycomb Alabama where prejudice is still extremely high against African Americans. By agreeing to defend the black man, Tom Robinson, Atticus put himself and his family in danger because of dissenting views. Atticus goes through with this difficult task because he knows that it is the right thing to do. He didn't expect praise and recognition for defending an innocent man,

all he wanted was to save Tom and to feel good about doing everything he could to help him. In the end, Tom dies trying to escape from prison and Atticus was left with an overwhelming feeling of failure and distress, but he knew that what he did was fair and morally right. Atticus's children, Jem and Scout glorified their father for doing the right thing, and they stood the same chance of getting hurt by taking his side in defending a black man. Atticus's actions represent the theme of this book, which is rising above normal expectations and doing what is right despite public opinion. Atticus was characterized as a kind, well-to-do man who knew everyone and was respected for his just ways. Atticus felt pride in the fact that he had gone through with taking the case of defending Tom. His "glory" was achieved by helping an innocent man try to evade harsh accusations and reach justice.

In the novel of Mice and Men, John Steinbeck characterizes George as a smart but ill-tempered little man. George and his best friend, Lennie had to journey from town to town searching for a good paying job. From the start of their friendship, George decided to take the more difficult and frustrating path, which was to always bring Lennie with him and be his protector in a way. Lennie's mental handicapped tendencies led him to hurt animals and people on accident.

These occurrences made it even harder for George to protect Lennie in hard times. After Lennie and George reached Curley's ranch, they decided to stay there in order to make enough money to buy their own land with animals and a garden. This dream became short-lived because in an attempt to pet Curley's wife's soft hair, Lennie managed to snap her neck on accident. This event ~~was~~ led George to make a very hard decision which would affect his and Lennie's lives forever.

George decided to kill his best friend in order to save him from the wrath of Curley and the mob that were after him. By doing this, George lost his best friend ~~and~~ who was like a brother to him, but he realized in the end that life would be better for him without Lennie. He knew that Lennie died thinking about a dream house and animals and that Lennie would be safer and happier in life after death. His life long devotion to his best friend was a hard journey, and the decisions he had to make along the way really define him as a man. This novel took place during the Great Depression when times were already tough enough. From a financial standpoint, and the fact that George and Lennie had been ranchers made their situation even more difficult.

In each novel, the main characters have to make important, character-defining decisions. In the end, the decisions that George and Atticus

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made left them with great pride and a greater sense of self-worth. Cicero's quote; "... the greater the difficulty, the greater the glory.", is embodied by both To Kill A Mockingbird and Of Mice and Men. Each author puts the characters through extremely difficult times but their importance in the end is what matters the most. By going through with difficult tasks, one makes the adventure completely worth it in the end.

Anchor Level 5 – C

Quality	Commentary
Meaning	The response: Provides a thoughtful interpretation of the critical lens that clearly establishes the criteria for analysis (<i>This means that when one is trying to achieve something and is faced with many difficult tasks and decisions along the way, it makes the journey worth it in the end</i>). The response uses the criteria to make a clear and reasoned analysis of Harper Lee's <i>To Kill a Mockingbird</i> (<i>His "glory" was achieved by helping an innocent man try to evade harsh accusations and reach justice</i>) and of John Steinbeck's <i>Of Mice and Men</i> (<i>His life long devotion to his best friend was a hard journey and the decisions he had to make along the way really define him as a man</i>).
Development	Develops ideas clearly and consistently, with reference to relevant and specific evidence in both <i>To Kill a Mockingbird</i> (<i>Atticus Finch's morals are tested when faced with a challenging court case</i>) and <i>Of Mice and Men</i> (<i>From the start of their friendship, George decided to take the more difficulting and Frustrating path, which was to always bring Lennie with him and be his protector in a way</i>). The response includes a discussion of the literary elements of setting (<i>racist Maycomb Alabama</i>), characterization (<i>a kind, well to do man</i>) and theme (<i>rising above normal expectations</i>) in <i>To Kill a Mockingbird</i> , and characterization (<i>a smart but ill-tempered little man</i>) and setting (<i>during the Great Depression</i>) in <i>Of Mice and Men</i> .
Organization	Maintains the focus established by the critical lens on <i>important, character-defining decisions</i> . The response exhibits a logical sequence of ideas by first interpreting the lens and then explaining how each text validates this idea (<i>Atticus was left with an overwhelming feeling of failure and distress, but he knew that what he did was fair and morally right</i> and for George <i>the decisions he had to make along the way really define him as a man</i>). The response uses appropriate transitions (<i>In each novel, These occurrences made, By doing this</i>).
Language Use	Uses appropriate language, with some awareness of audience and purpose (<i>Sometimes you will recieve recognition for going through with tremendously difficult tasks and at other times you can let the goodness of your accomplishments boost your self-worth</i>). The response occasionally makes effective use of sentence structure and length (<i>In each novel, the main characters have to make crucial decisions that can ruin their reputations and even their lives</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>recieve</i> and <i>well to do</i>), punctuation (<i>case; the; Maycomb Alabama where; children, Jem and Scout glorified</i>), and usage (<i>on accident</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in language use and conventions.	

The critical lens "...the greater the difficulty the greater the glory" means that ^{the harder} ~~more~~ someone has to work ~~hard~~ for what they want to achieve, the more rewarding that person will feel when they have accomplished that task. I disagree with this critical lens. Two works of literature that support my opinion are Macbeth by William Shakespeare and Hamlet by ~~William Shakespeare~~. The Great Gatsby by Scott Fitzgerald.

In the work of literature Macbeth, Macbeth has a growing and progressive lust for ~~power~~ power fueled by his wife Lady Macbeth. Macbeth is able to be manipulated by his wife through his submissive and passive characteristics which is his flaw. ~~lady~~ When Lady Macbeth manipulates Macbeth into killing the king, Macbeth then ~~becomes~~ wants more power. Macbeth's cold blooded killing of King Duncan shows ~~the~~ how far he ~~took~~ was willing to go to rise to power. The killing of the king and the suicide of Lady Macbeth shows all the difficulties that Macbeth faced and the ~~ironic aspect~~ ^{ironic aspect} is of all this is that he ~~lost~~ lost his life and ~~to~~ all his power at the end of play. This shows that ~~the~~ ^{it is not always} ~~greater the~~

~~diffi~~ true that the greater the difficulty the greater the glory.

Another work of literature that ~~pro~~ supports my opinion is The Great Gatsby. In The Great Gatsby, the protagonist's obsession with ~~have Daisy~~ having Daisy love him back ~~now~~ escalates to point where it is a flaw of his character~~is~~. Gatsby goes through great obstacles and challenge ~~but~~ and yet he is never able to have what he truly desires. This shows that the greater the difficulty does~~es~~ not always ~~esse~~ necessarily mean greater glory.

In both the works of literature the obsessions that the protagonists have inevitably ~~lead~~ leads to their downfalls. Both characters go through many challenges and in the end ~~never~~ both protagonists never have what they truly want, which is happiness. This shows that the greater the ~~difficulty~~ difficulty doesn't mean greater glory.

Anchor Level 4 – A

Quality	Commentary
Meaning	<p>The response: Provides a reasonable interpretation of the critical lens that establishes the criteria for analysis (<i>the harder someone has to work ... the more rewarded that person will feel when they have accomplished that task</i>) and then disagrees with it. The response makes direct connections between the criteria and <i>Macbeth</i> (<i>the ironic aspect ... is that he loses his life and all his power</i>). The connections to <i>The Great Gatsby</i> are more implicit (<i>he is never able to have what he truly desires</i>).</p>
Development	<p>Develops some ideas more fully than others. The response uses specific and relevant evidence from <i>Macbeth</i> to discuss the difficulties faced by Macbeth (<i>Lady Macbeth manipulates Macbeth into killing the king and the suicide of Lady Macbeth</i>), but the discussion of Jay Gatsby of <i>The Great Gatsby</i> is more general (<i>Gatsby goes through great obstacles and challenge and yet he is never able to have what he truly desires</i>). While the response makes reference to characterization by addressing the character flaws of Macbeth (<i>able to be manipulated by his wife through his submissive and passive characteristic</i>) and the character flaws of Gatsby (<i>obsession with having Daisy love him back</i>), these ideas are not developed.</p>
Organization	<p>Maintains a clear and appropriate focus on the idea that <i>the greater the difficulty doesn't mean greater glory</i>. The response exhibits a logical sequence of ideas, first interpreting and disagreeing with the critical lens, then identifying general character flaws and difficulties in both <i>Macbeth</i> and <i>The Great Gatsby</i>, and concluding with a summation and reiteration of the main idea.</p>
Language Use	<p>Uses language that is fluent and original (<i>In both the works of literature the obsessions that the protagonists have inevitably leads to their downfalls</i>), with evident awareness of audience and purpose (<i>that support my opinion</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>In the work of literature <u>Macbeth</u>, Macbeth has a growing and progressive lust for power fueled by his wife Lady Macbeth</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>cold blooded</i> and <i>losses</i>), punctuation (<i>wife Lady; and, the; and in the end both</i>), and grammar (<i>obstacles and challenge and obsessions ... leads</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in language use.</p>	

"... The greater the difficulty, the greater the glory" - Cicero. Many people can relate to this quote by Cicero. I myself can relate to it, but I gotta disagree with Cicero. The greater the difficulty, the worse the outcome. That's how I see it. "Night" - Elie Wiesel and "Frankenstein" are two perfect examples for why this quote is incorrect.

In Night, Elie lives through the Holocaust in camps and survives. He tells us about his journey; what he saw, where he went, what he did. And he gives the reader a vivid ~~story~~ details. I feel his use of first person narrative helps the reader put himself in Elie's shoes and experience what he went through, and he went through a lot. This is probably the greatest difficulty anyone had to go through, and he survived. But along the way he worked very hard in a harsh environment. He also became ill and lost his father. Once it was over, Elie returned home and looked in the mirror. He no longer saw himself, he saw death. He became very used to death ~~was~~ and was no longer affected by it. When I finished reading the book, I felt what he felt. I felt shame and broken, not glory.

We can also relate this quote to "Frankenstein". In "Frankenstein", Victor becomes very fascinated in anatomy and death. He becomes anti-social and isolated and begins to attempt to

create life and succeeds. But once the creature rises, Victor is struck with fear and flees. All Victor wanted was knowledge, and knowledge is very difficult to obtain. It requires hard work and dedication. In Frankenstein, a theme is knowledge can lead to self destruction. Knowledge is a great difficulty. And ~~etate~~ Cicero said "the greater the difficulty, the greater the glory." Victor tried to obtain knowledge and the outcome was he lost his father, his girlfriend, ~~an~~ a close friend, and had an innocent person die. He ended his life by chasing his mistake (the creature) and eventually died never catching it. Victor's great difficulty led to the death of his loved ones and he wasted his life on the creature. That's not glory.

"Night" and "Frankenstein" are two great pieces of literature. Although they don't have such a happy ending, you can learn a lot from them. For Elie Wiesel and Victor Frankenstein, the greater difficulty, the worse the outcome.

Anchor Level 4 – B

Quality	Commentary
Meaning	<p>The response: Provides a reasonable interpretation of the critical lens that establishes the criteria for analysis by disagreeing with it through the rephrasing of the lens (<i>The greater the difficulty, the worst the outcome</i>). The response makes implicit connections between the criteria and <i>Night</i> (<i>I felt what he felt ... shame and broken, not glory</i>) and <i>Frankenstein</i> (<i>Victors great difficulty led to the death of his loved ones ... Thats not glory</i>).</p>
Development	<p>Develops some ideas more fully than others, with reference to specific and relevant evidence from <i>Night</i> (<i>Elie lives through the Holocaust in camps and Elie returned home and looked in the mirror ... he saw death</i>) and <i>Frankenstein</i> (<i>He becomes anti-social and isolated and he lost his father, his girlfriend, a close friend</i>). The response addresses point of view in <i>Night</i> stating that the <i>use of first person narrative helps the reader ... experience what Elie went through (became ill and lost his father)</i> but the discussion of the theme in <i>Frankenstein</i> (<i>knowledge can lead to self destruction</i>) is less developed.</p>
Organization	<p>Maintains a clear and appropriate focus (<i>for Elie Wisel and Victor Frankenstein, the greater difficulty, the worst the outcome</i>). The response exhibits a logical sequence of ideas by first disagreeing with the critical lens, and then presenting the difficulties faced by Elie Wiesel and Victor Frankenstein, and concluding that <i>they don't have such a happy ending</i> but lacks internal consistency (<i>put himself in Elie's shoes and knowledge is a great difficulty</i>).</p>
Language Use	<p>Uses appropriate language (<i>He became very used to death</i>) that is sometimes inexact (<i>gotta</i> and <i>effected</i> for “affected”), with some awareness of audience and purpose (<i>you can learn</i>). The response occasionally makes effective use of sentence structure and length (<i>Once it was over, Elie returned home and looked in the mirror</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>alot</i> and <i>envirements</i>), punctuation (<i>Thats; "Night"; did. And</i>), and usage (<i>fascinated in anatomy and a innocent</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.</p>	

Many times throughout ~~history~~ ^{the course} of time there have been people or events that have shaped ~~our~~ history as we know it. However, ~~very~~ relatively few have become legends; icons that ~~singlehandedly~~ singlehandedly altered the path of a nation, or history as a whole. These select few all took great risks and faced nearly impossible odds, and thus earned great glory. As Cicero put it, "The greater the difficulty, the greater the glory." This statement, as well as being true ~~is~~ ~~the~~ historically, is also true in literature. The Crucible and The Diary of Anne Frank both prove that through great trials comes greater glory, ~~at least~~ ~~posthumously~~ although posthumous.

John Proctor, the Protagonist in The Crucible is faced with the difficult decision of death, or standing up for what he believes in. In the midst of the Salem witch trials, Proctor is accused and has to choose between death, or lying to save his life, and thus disgracing himself. John Proctor chooses to die in order to preserve ~~this~~ ~~his~~ ~~and~~ honor and, indirectly, to preserve hope for the rest of ~~the~~ Massachusetts. The trials end shortly thereafter all because of John Proctor's will to face the most difficult choice of all.

Anne Frank, author of the autobiographical play *The Diary of Anne Frank*, faced enumerable horrors ~~in~~ under the Nazi regime in World War II. Her ~~the~~ diaries of her time in hiding show her bravery and nearly unflinching courage while ~~facing the Nazi~~ hiding from the German SS. Her bravery in writing the Diary and continuing to survive throughout the Nazis' oppression of the Jewish faith ensured that, even ~~with~~ when she died at the end of the war, she would be remembered forever.

Cicero's famous quote "The greater the difficulty, the greater the glory" has proven itself accurate both in history and literature. Few individuals have had the endurance to ~~persevere~~ persevere through difficult times ~~challenges~~ ~~with~~ such as the Salem Witch Trials and the Holocaust, but the few who did persevere have earned all of the glory, even in death.

Anchor Level 4 – C

Quality	Commentary
Meaning	<p>The response: Provides a reasonable interpretation of the critical lens that establishes the criteria for analysis stating that <i>through great trials comes greater glory, although posthumous</i>. The response makes implicit connections to <i>The Crucible</i> (<i>Proctor chooses to die in order to preserve his honor</i>) and <i>The Diary of Anne Frank</i> (<i>continuing to survive throughout the Nazi's oppression of the Jewish faith ensured that ... she would be remembered forever</i>).</p>
Development	<p>Develops ideas briefly, using some evidence from the text. The response includes general references to both <i>The Crucible</i> (<i>lying to save his life</i>) and <i>The Diary of Anne Frank</i> (<i>her diaries ... show her bravery</i>). While character traits and setting are mentioned for both Proctor (<i>standing up for what he believes</i> and <i>Massachusetts</i>) and Anne Frank (<i>World War II</i> and <i>unfaltering courage</i>), there is no direct discussion of them as literary elements.</p>
Organization	<p>Maintains a clear and appropriate focus on <i>the few who did persevere</i> and <i>have earned all of the glory, even in death</i>. The response exhibits a logical sequence of ideas, first stating and interpreting the lens, then agreeing with it based on the difficulty each character faced and the glory that was achieved as a result (<i>Proctor chooses ... hope for the rest of Massachusetts</i> and <i>Anne Frank would be remembered forever</i>), concluding with a restatement of the lens and a brief summation.</p>
Language Use	<p>Uses appropriate language, with some awareness of audience and purpose (<i>Many times throughout the course of time there have been people or events that have shaped history as we know it</i>). The response occasionally makes effective use of sentence structure and length (<i>This statement, as well as being true historically, is also true in literature</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>ennumerable</i> and <i>perservere</i>), punctuation (<i>death, or</i> and <i>play The</i>), and capitalization (<i>Protagonist</i> and <i>Salem witch trials</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in development.</p>	