New York State Regents Examination in English Language Arts
Part 3 Rubric
Text-Analysis: Exposition

Criteria	4 Responses exhibit	3 Responses exhibit	2 Responses exhibit	1 Responses exhibit
Content and Analysis: the extent to which the response conveys complex ideas by: • establishing a central idea or theme • analyzing the author's writing strategy usage	• thorough central idea or theme • thorough writing strategy analysis	• appropriate central idea or theme • appropriate or sufficient writing strategy analysis	• general or emerging central idea or theme • limited, surface-level writing strategy analysis	• unclear or confused central idea or theme • confused, inaccurate, or no writing strategy analysis
Command of Evidence: the extent to which the response supports analysis by: • incorporating supporting evidence • establishing a link between writing strategy-related evidence and central idea or theme	• thorough support of ideas • clear link between specific and relevant evidence and central idea or theme	• sufficient support of ideas • reasonable link between adequate evidence and central idea or theme	• attempted support of ideas • emerging link between partial, inconsistent, or inaccurate evidence and central idea or theme	• minimal or no support of ideas • little or no evidence
Coherence, Organization, and Style: the extent to which the response addresses the task as a cohesive, unified whole by: • maintaining focus on task • organizing ideas • optimizing language style	• clear and appropriate focus on task • logical organization of ideas • precise language and sound sentence structure	• acceptable focus on task • acceptable organization of ideas • appropriate language and sentence structure	• lack appropriate focus on task, but suggest organization of ideas **- or -** • suggest a focus on task, but lack organization of ideas • basic, inappropriate, or imprecise language	• little or no focus on task • little or no organization of ideas • predominantly incoherent, or copied language **- or -** • minimal original writing, making assessment unreliable
Control of Conventions: the extent to which the response establishes a framework for clear communication by: • displaying control of 9-12 band grammar, usage, capitalization, punctuation, and spelling • maintaining control relative to language characteristics	• considerable control • rare errors that do not hinder comprehension	• partial control • errors that do not hinder comprehension	• emerging control • errors that hinder comprehension	• lack of control • errors that make comprehension difficult **- or -** • minimal original writing, making assessment unreliable

- A response that is predominantly a verbatim copy from the task or text with negligible student writing must be scored a 0.
- A response that is entirely unrelated to the task, indecipherable, incoherent, unrecognizable as English, or blank must be scored a 0.

In "Another April", Jesse Stuart uses imagery to demonstrate the central idea that because time brings many changes to a person's life, they often seek comfort in familiar, unchanging things.

The narrator's grandfather, the primary focus of this excerpt, is described to have undergone significant change in the face of time. According to the narrator's mother, he would, "walk out on the snow and ice barefooted and carry wood in the house... he would cut timber on the coldest days without socks on his feet but with his feet stuck down in cold brogan shoes and he worked stripped above the waist so his arms would have freedom when he swung his double-bitted [redacted] ax" (Stuart lines 19-21). Further, she mentions that, "the sweat in his beard would be [redacted] icicles by the time he got home from work on the cold winter days" (Stuart lines 22-23). By these [redacted] descriptive images of so tough and durable a man, so resilient against the harsh cold, it is hard to believe what he has become with age. He is now so weathered by time that he must be bundled up to such a degree that one might assume, "there was a heavy snow on the ground...", even when, "the sun was shining on the green hills where the wild plums and the wild crabapples were in bloom." (Stuart lines 1-3). Indeed, time has warped the narrator's grandfather into a complete inversion of his former self. Yet, each year, each spring, he steps out of the house and is greeted by the same familiar dogwood blossoms, redbud blooms, and his good old [redacted] friend: the terrapin.

The terrapin is a living embodiment of the comfort he finds outdoors year after year. As the narrator's mother says, "'It's got 1847 cut on its shell'" (Stuart line 60). This image of the turtle's shell proves its ancientness, leading to the idea that it is part of a repeating and unchanging place from which the elderly man derives comfort.

Time is the driving factor in every person's life. Over the course of one lifetime, so much changes, and it is normal for someone to gravitate towards something static like a rock in a roaring ocean. Through the use of descriptive imagery in "Another April", Jesse Stuart illustrates this central idea which encompasses the lives of each and every person on Earth.

Anchor Level 4–A

Holistically, the response meets the criteria for a Level 4.

Note: The response shows a sophistication that rises above the clarity and thoroughness expected by the task, holistically meeting and exceeding criteria for a Level 4.

Content and Analysis	**Response exhibits:** • **thorough central idea or theme:** *…because time brings many changes to a person's life, they often seek comfort in familiar, unchanging things* • **thorough writing strategy analysis:** *By these descriptive images of so tough and durable a man, so resilient against the harsh cold, it is hard to believe what he has become with age*
Command of Evidence	**Response exhibits:** • **thorough support of ideas:** *…he would, "walk out on the snow and ice barefooted and carry wood in the house / one might assume, "…there was a heavy snow on the ground…", even when "the sun was shining on the green hills where the wild plums and the wild crabapples were in bloom…"* • **clear link between specific and relevant evidence and central idea or theme:** *He is now so weathered by time that he must be bundled up / Indeed, time has warped the narrator's grandfather into a complete inversion of his former self / This image of the turtle's shell … is part of a repeating and unchanging place from which the elderly man derives comfort*
Coherence, Organization, and Style	**Response exhibits:** • **clear and appropriate focus on task:** throughout • **logical organization of ideas:** With an introduction establishing the use of imagery to support the central idea followed by a body paragraph that focuses on the grandfather's *significant change in the face of time* with several examples of the use of imagery to highlight the changes, as well as the imagery of the *same familiar dogwood blossoms, red bud blooms, and his good old friend: the terrapin,* concluding with a paragraph that emphasizes the universality of the central idea that *over the course of a lifetime, so much changes, and it is normal for someone to gravitate towards something static like a rock in a roaring ocean* • **precise language and sound sentence structure:** *Indeed, time has warped the narrator's grandfather into a complete inversion of his former self / The terrapin is a living embodiment of the comfort he finds outdoors year after year*
Control of Conventions	**Response exhibits:** • **considerable control:** throughout • **rare errors that do not hinder comprehension**

Jesse Stuart's short story, "Another April" is about a young boy who sees his grandpa go out for the first time since winter and what happens on his journey. His grandfather is an old man who enjoys the brisk spring days and talking to his pet turtle at the end of each winter. The story is about this young boy observing and contemplating this interaction. In "Another April" Jesse Stuart uses anaphora to show the reader the importance of thinking about the past and the stories that lie in it.

In the last paragraph of the story Stuart uses anaphora of the word "if" when they say, "... if the person that cut the date on the terrapin's back was buried at plum grove, if he had farmed these hills where we lived to-day and cut timber like grandpa had, and if he had seen the Aprils pass like grandpa had seen them and if he enjoyed them like grandpa was enjoying this April." The use of anaphora in this section is about the young boy wondering about the past, and the man who had befriended this terrapin prior to his grandpa. The use of anaphora here emphasizes the

importance of the past and the stories that come from it. By this boy wandering he learns about not only his grandpa's life in decades prior but the history of his home and the turtle. this shows how important contemplating the past really is.

In conclusion, in this story the author wishes to show us the stories of the past, and how we should contemplate them, whether it be looking at our world's history or just your grandpa's relationship with a turtle.

Anchor Level 4–B

Holistically, the response meets the criteria for a Level 4.

Note: While this response uses the relatively obscure literary device of anaphora, the score would have been the same had repetition been used in its place. Evaluation should be based solely on rubric criteria descriptions, not on perceived complexity of writing strategy.

Content and Analysis	**Response exhibits:** • **thorough central idea or theme:** *…the importance of thinking about the past and the stories that lie in it* • **appropriate writing strategy analysis:** *In the last paragraph of the story Stuart uses anaphora of the word "if" / The use of anaphora … is about the young boy wondering about the past, and the man who had befriended this terrapin prior to his grandpa*
Command of Evidence	**Response exhibits:** • **thorough support of ideas:** *…"if he had farmed these hills where we lived to-day and cut timber like grandpa had, and if he had seen the aprils pass like grandpa had seen them and if he enjoyed them like grandpa was enjoying this april"* • **reasonable link between adequate evidence and central idea or theme:** *The use of anaphora here emphasizes the importance of the past and the stories that come from it … he learns about not only his grandpa's life in decades prior but the history of his home and the turtle*
Coherence, Organization, and Style	**Response exhibits:** • **clear and appropriate focus on task:** throughout • **logical organization of ideas:** The three-paragraph response opens with a summary of the passage that leads to a writing strategy and a central idea to be discussed, followed by a paragraph that exemplifies and briefly discusses the use of anaphora, and concludes with a reiteration of the central idea • **appropriate language and sentence structure:** *His grandfather is an old man who enjoys the brisk spring days and talking to his pet turtle at the end of each winter / The use of anaphora in this section is about the young boy wondering about the past, and the man who befriended this terrapin prior to his grandpa*
Control of Conventions	**Response exhibits:** • **considerable control:** throughout • **rare errors that do not hinder comprehension**

Part 3 – Anchor Paper – Level 3 – A

In "Another April" the author tells a poynent but typical story of a boy and his grandfather, developing the theme that having a grandparent can be bitter sweet.

On one hand a grandparent is a treasure trove of love and experience But on the other, the are a relative we will not be with long. Jesse Stuart developes this sad reallity through the irony of the situation and the Characterization of the grandfather.

Grandpas first mention of his old age is, despite being spring time, the little boys mom is ironically dressing him up like it is winter – and she even says "he's seen more Aprils than he'll ever see again" this characterization hammers home the theme that having a grandparent is ironically bitter sweet. The way he's dressed and doted upon by the mother characterizes him as someone who has not got too many winters left, which is bitter, but she loves him, so it's sweet.

Anchor Level 3–A

Holistically, the response meets the criteria for a Level 3.

Note: This response relies on common phrases and assumed shared experiences of the reader to develop meaning, rather than explicit analysis.

Content and Analysis	**Response exhibits:** • **appropriate central idea or theme:** *...having a grand parent can be bitter sweet* • **appropriate or sufficient writing strategy analysis:** *Jesse Stuart developes this sad reallity through the irony of the situation and the characterization of the grandfather / Grandpas first mention of his old age is, despite being spring time, the little boys mom is ironically dressing him up like it is winter*
Command of Evidence	**Response exhibits:** • **sufficient support of ideas:** *she even says "he's seen more Aprils than he'll ever see again"* • **reasonable link between adequate evidence and central idea or theme:** *The way he's dressed and doted upon by the mother characterizes him as someone who has not got too many winters left, which is bitter, but she loves him, so it's sweet*
Coherence, Organization, and Style	**Response exhibits:** • **acceptable focus on task:** throughout • **logical organization of ideas:** The opening paragraph introduces both the basis of the story and its theme, which is explained using figurative language, followed by a body paragraph that explains how the figurative expression relates to the story, introducing the author's use of irony and characterization, and then shifts to the specifics in a third paragraph that explains how the characterization and irony *hammers home the theme* in a summarizing statement • **appropriate language and sentence structure:** *In "Another April" the author tells a poynent but typical story of a boy and his grandfather, developing the theme that having a grand parent can be bitter sweet*
Control of Conventions	**Response exhibits:** • **partial control:** throughout • **errors that do not hinder comprehension**

"Another April" by Jesse Stuart is about a young boy who sees and analyzes his grandfather going on his Spring walks over times. The central idea of "Another April" by Jesse Stuart is how time affects people over time. In the text it states "when I could first remember Grandpa going on his walks he used to go out of sight ... Now Grandpa wasn't getting out of sight." This evidence shows how grandpa's first walk, he was able to go further and see everything beyond the hog pen but now over the years, grandpa can barely go near the hog pen. This shows how grandpa's physical capabilities to go on long walks has decrease through the years as she is growing older. Another piece of evidence is "when she was a girl he'd walk out on the snow and ice barefooted and carry wood in the house ... Now Mom wouldn't let him get out of the house for she wanted him to live a long time." These pieces of evidence show how younger, grandpa was a strong willed and capable man since he was able to go out in the winter without proper attire and work with an axe to chop wood for his family. But as time passed on and grandpa became physically weaker, he has to bundle up even during the Spring to avoid getting sick and being at risk of passing away. Grandpa is not allow to go out during the freezing winters and to go out during Spring, not bundle up like its winter, showing of over time, grandpa and his needs/actions have been affected.

The writing strategy used by Jesse Stuart in "Another April" to develop the central idea is setting. The author used the setting to connect back to Grandpa's walks and how he described the walk setting but also used the setting to help us realize grandpa's walks are getting shorter. In the text, it states "He'd go all over the farm. And he'd come to the house and take me on his knee and tell me about all that he had seen." This describes the setting

of a farm grandpa takes his spring walks through and how in the beginning, he was capable to walk all across it. But over time Grandpa lost his physical capability and walks less. The text states "he didn't go down to the lower end of the hog pen as he had done last year." This shows how overtime the grandpa couldn't go past the hog pen in the setting like he used to be able to show, this describing how time can affect him over the years. The setting and distance is used to show grandpa's willing capabilities as time past. The author uses the writing strategy of setting to develop the central idea of how time affects people over time.

Anchor Level 3–B

Holistically, the response meets the criteria for a Level 3.

Note: This response indicates a knowledge of the task, but takes liberties in the analysis of setting, which is unconventional, using the "place" of the farm and the "time" as grandpa's lifespan.

Content and Analysis	**Response exhibits:** • **appropriate central idea or theme:** *The central idea of "Another April" by Jesse Stuart is how time affects people over time* • **sufficient writing strategy analysis:** *This shows how grandpa's physical capabilities to go on long walks has decrease through the years* / *This describes the setting of a farm grandpa takes his spring walks through and how in the beginning, he was capable to walk all across it. But over time Grandpa lost his physical capability and walks less*
Command of Evidence	**Response exhibits:** • **sufficient support of ideas:** *In the text it states "when I could first remember Grandpa going on his walks he used to go out of sight ... Now Grandpa wasn't getting out of sight."* / *"when she was a girl he'd walk out on the snow and ice barefooted and carry wood in the house ... Now Mom wouldn't let him get out of the house for she wanted him to live a long time."* • **reasonable link between adequate evidence and central idea or theme:** *The author used the setting to connect back to Grandpa's walks and how he described the walk setting but also used the setting to help us realize grandpa's walks are getting shorter* / *The setting and distance is used to show grandpa's wilting capabilities as time past*
Coherence, Organization, and Style	**Response exhibits:** • **acceptable focus on task:** throughout • **acceptable organization of ideas:** Beginning with a paragraph that states the central idea of *how time affects people over time* and continues with a discussion of how this applies to grandpa that exemplifies how he once was *strong willed and capable* but has now become *physically weaker.* A second paragraph attempts to discuss how *Jesse Stuart* used the writing strategy of setting and concludes with a restatement of the initial central idea • **basic and imprecise language and sentence structure:** *"Another April" by Jesse Stuart is about a young boy who sees and analyzes his grandfather going on his spring walks over time* / *Grandpa is not allow to go out during the freezing winters and to go out during spring, not bundle up like its winter, showing of overtime, grandpa and his needs/actions have been affected*
Control of Conventions	**Response exhibits:** • **partial control:** throughout • **errors that do not hinder comprehension**

A central idea in this text is staying present through out your life. This text focusses on the character "Grandpa" and developes the central idea using characterizing and point of view.

The text uses characterizing by first giving us a discription of Grandpa in his current state; frail and old. However, in paragraph 3 we get a discription from the Moms point of view as a child of Grandpa as a younger man. He is charachterized as tuff, cold and a hard worker. "He'd walk out on the snow and ice bare-footed and carry wood in the house and put it on the fire... he would cut timber on the coldest days with out socks on his feet,". This quote gives us a better understanding of Grandpa when he was younger. He stayed present in the moment while working. And also stayed present while enjoying the fruits of his labor as an old man. "There wasn't any thing his dim blue eyes missed,". This quote gives us an idea of how Grandpa spends his time outside now.

The text is narrated from the point of view of his young grandson, who is learning from his Grandpa's walks to stay present in the moment.

Anchor Level 3–C

Holistically, the response meets the criteria for a Level 3.

Note: This response is stronger in character analysis and consideration of point-of-view, but presents a largely undefined central idea.

Content and Analysis	**Response exhibits:** • **appropriate central idea or theme:** *A central idea in this text is staying present through out your life* • **appropriate or sufficient writing strategy analysis:** *This text focusses on the character "Grandpa" and developes the central idea using characterizing and point of view ... by first giving us a discription of Grandpa in his current state; frail and old. However ... we get a discription from the moms point of view ... of Grandpa as a younger man ... characterized as tuff, cold and a hard worker / The text is narrated from the point of view of his young grandson, who is learning from his Grandpa's walks to stay present in the moment*
Command of Evidence	**Response exhibits:** • **attempted support of ideas:** *He'd walk out on the snow and ice barefooted and carry wood in the house and put it on the fire / "There wasn't any thing his dim blue eyes missed…"* • **emerging link between partial evidence and central idea or theme:** *He would cut timber on the coldest days with out socks on his feet,". This quote gives us a better understanding of Grandpa… He stayed present in the moment while working. And also stayed present while enjoying the fruits of his labor as an old man*
Coherence, Organization, and Style	**Response exhibits:** • **acceptable focus on task:** throughout • **acceptable organization of ideas:** The introductory paragraph presents a central idea of *staying present* along with two writing strategies, followed by a body paragraph that develops the Grandpa's character with direct quotes from the text and analysis that attempts to connect the Grandfather's hard work to being able to enjoy *the fruits of his labor as an old man*. A third paragraph connects point of view to the narrator's observations of Grandpa and appreciating *Grandpa's walks* as a concluding statement of summation • **basic language and sentence structure:** *in paragraph 3 we get a discription from the Moms point of view as a child of Grandpa as a younger man / This quote gives us an idea of how Grandpa spends his time outside now*
Control of Conventions	**Response exhibits:** • **partial control:** throughout • **errors that do not hinder comprehension**

The central idea of "Another April" is there is always a potential for new beginnings. The author uses one or more writing strategies because it supports the central idea. I feel like the author uses simile, simile is using the words like or as, the opposite of that is metaphor which you dont use like or as. Evidence that shows in the text that there is a simile is in the text, The author says "mom let him out of the house just like she used to let me out in the spring;" This says alot in this quote because in the text, The author basicallH snow because he also says "enough to make you think there were big snowdrifts sprinkled over green hills;" so the author wants snow but got sun. Also the author says "I wanted if he would get away from the house ~~first~~ and pull off his shoes and go barefoot and wade the creeks like I used to do when mom let me out."

Anchor Level 2–A

Holistically, the response meets the criteria for a Level 2.

Note: This response introduces the writing strategy simile, uses examples that show a misunderstanding of the term, and provides limited analysis that is inaccurate. There is a disconnect between the evidence provided and the chosen central idea and writing strategy.

Content and Analysis	**Response exhibits:** • **appropriate central idea or theme:** *The central idea of "Another April" is there is always a potential for new beginnings* • **limited, surface-level writing strategy analysis:** *Evidence that shows in the text that there is a simile ... says alot*
Command of Evidence	**Response exhibits:** • **attempted support of ideas:** *"Mom let him out of the house Just like she used to let me out in the spring"* / *The author basically show because he also says "enough to make you think there were big snowdrifts sprinkled over green hills"* • **emerging link between partial, inconsistent, or inaccurate evidence and central idea or theme:** *...so the author wanted snow but got sun.* None of the evidence provided is representative of the use of a simile. While the first example might be deemed to support the central idea, the remaining two are completely unrelated to it
Coherence, Organization, and Style	**Response exhibits:** • **lacks appropriate focus on task, but suggests organization of ideas:** The one-paragraph response first states the central idea and then states and defines the writing strategy of simile. At this point, focus is lost as it moves on to define metaphor and then proceeds to provide three quotes from the text that have no identifiable connection to the central idea or writing strategy, despite the first mistakenly being identified as a simile and an inaccurate attempt at analysis with the second • **basic, inappropriate, or imprecise language:** *…the opposite of that is metaphor which you dont use like or as* / *Evidence that shows in the text that there is a simile is in the text* / *The author basically show because he also says*
Control of Conventions	**Response exhibits:** • **partial control:** throughout • **errors that do not hinder comprehension**

Part 3 – Anchor Paper – Level 2 – B

The Central idea of this text is a Young boy Contemplates his grandfather - going outside for his first Spring walk. The reason why I Choose this Central idea is because in lines 31 through 34 States "Poor Pap mom Said, hes Seen alot of Aprils Come and go. He's Seen more Aprils than he will ever see again. Then I Knew that this was the first time mom had let grandpa out of the house all Winter."

A Writting Strategie to Support the Central-idea is Characterization. The reason why I Choose Characterization is because the text Shows how each Character emotions and thoughts. An example of this this Can be See in lines 14 through 15 States "mom Stood there Watching Grandpa too. I think She was afraid that he would fall.

Anchor Level 2–B

Holistically, the response meets the criteria for a Level 2.

Note: This response's central idea is paraphrased from the passage's introduction, and the writing strategy is defined rather than analyzed. However, the evidence chosen implicitly supports the ideas presented.

Content and Analysis	**Response exhibits:** • **general central idea or theme:** *The central idea of this text is a yong boy contemplates his grandfather — going outside for his first spring walk*, although this idea is almost directly copied from the text • **limited, surface-level writing strategy analysis:** *The reason why I choose characterization is because the text shows how each character emotions and thoughts*
Command of Evidence	**Response exhibits:** • **attempted support of ideas:** *An example of this this can be see in lines 14 through 15 states "mom stood there watching Grandpa too. I think she was afraid that he would fall* • **emerging link between partial, inconsistent, or inaccurate evidence and central idea or theme:** link is implied, without a direct statement in the response
Coherence, Organization, and Style	**Response exhibits:** • **suggest a focus on task, but lack organization of ideas:** The response states a general central idea in the first paragraph followed by a quote with no explanation. A second paragraph defines the writing strategy of characterization followed by a text example with no explanation of how this represents characterization or how it relates to the central idea presented • **basic and imprecise language:** *The reason why I choose this central idea is because / because the text shows how each character emotions and thoughts. An example of this this can be see*
Control of Conventions	**Response exhibits:** • **emerging control:** throughout • **errors that hinder comprehension**

The central idea is that the Mom wouldnt let April outta the house and the Mom would always be ontop of April and Grandpa. In the Story Mom was, Very over protected and really doesnt let the boy have fun. And with Grandpa he was alway out. for example in the in quote (34) it said Mom had let out of the house all winter. This shows that all winter grandpa was out and about. The challges with April was he would see his Grandpa out working or going to his friend house but he wouldnt go out. The highlight of this story was the bond that April and Grandpa had. In conclusion this Story is about how the mother does not give freedom.

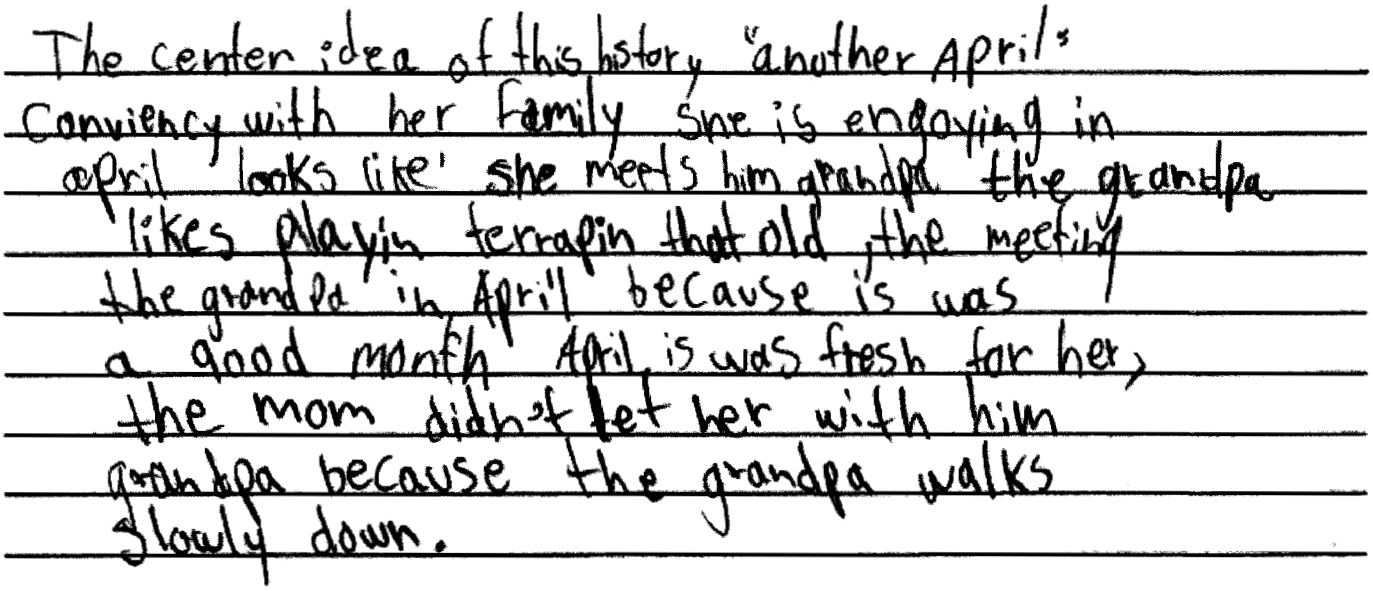
Anchor Level 2–C

Holistically, the response meets the criteria for a Level 2.

Note: While this response misinterprets the text in several ways, some aspects of the assigned task are attempted.

Content and Analysis	**Response exhibits:** • **an unclear or confused central idea or theme:** *The central idea is that the Mom wouldnt let April outta the house and the Mom would always be ontop of april and Gandpa* • **no writing strategy analysis:** With a plot description that could be interpreted as pertaining to multiple literary devices: *The challges with April was he would see his Grandpa out walking or going to his friend house but he couldn't go out*
Command of Evidence	**Response exhibits:** • **attempted support of ideas:** *And with Gandpa he was always out. For example in the in quote (34) it said Mom had let out of the house all winter* • **emerging link between partial, inconsistent, or inaccurate evidence and the central idea or theme:** *In the story mom is very over protected and really doesnt let the boy have fun*
Coherence, Organization, and Style	**Response exhibits:** • **suggests a focus on task, but lacks organization of ideas:** While there is a suggestion of a focus on the mother not giving freedom to the narrator, the response shows a lack of organization, with only one paragraph that includes a central idea, a paraphrase from the text, and statements that show a misreading of the text, with no transitions between thoughts or mention of a writing strategy • **basic, inappropriate, or imprecise language:** *would always be ontop of april / mom is very over protected / grandpa was out and about*
Control of Conventions	**Response exhibits:** • **emerging control:** throughout • **errors that hinder comprehension**

Part 3 – Anchor Paper – Level 1 – A


The center idea of this history "another April's Conviency with her family She is engoying in April looks like' she meets him grandpa the grandpa likes playin terrapin that old, the meeting the grandpa in April because is was a good month April is was fresh for her, the mom didn't let her with him grandpa because the grandpa walks slowly down.

Anchor Level 1–A

Holistically, the response meets the criteria for a Level 1.

Note: Although this response makes reference to the task and text, it is a confused and inaccurate read with some incoherent language.

Content and Analysis	**Response exhibits:** • **unclear or confused central idea or theme:** *The center idea of this history "another April" conviency with her family* • **no writing strategy analysis**
Command of Evidence	**Response exhibits:** • **attempted support of ideas:** *...the grandpa likes playin terrapin that old / meeting the grandpa in April because is was a good month* • **emerging link between partial, inconsistent, or inaccurate evidence and central idea or theme:** *...the mom didn't let her with him grandpa because the grandpa walks slowly down*
Coherence, Organization, and Style	**Response exhibits:** • **little or no focus on task:** throughout • **little or no organization of ideas:** The response begins with an indeterminate central idea, followed by several statements that have a slight but confused connection to the text, with no discussion relating to a writing strategy or central idea • **predominately incoherent language:** *She is engoying in april looks like she meets him grandpa / April is was fresh for her*
Control of Conventions	**Response exhibits:** • **lack of control:** throughout • **errors that hinder comprehension**

The theme of this Passage is about the spring weather and family.

Anchor Level 1–B

Holistically, the response meets the criteria for a Level 1.

Note: The response is minimal.

Content and Analysis	**Response exhibits:** • **general or emerging central idea or theme:** *The theme of this Passage is about the spring weather and family* • **no writing strategy analysis**
Command of Evidence	**Response exhibits:** • **no support of ideas** • **no evidence**
Coherence, Organization, and Style	**Response exhibits:** • **minimal writing, making assessment unreliable**
Control of Conventions	**Response exhibits:** • **minimal writing, making assessment unreliable**

In the Short Story the Grand father is a big part and his daughter is also revealy that she now wathes him on his walks considering that he dosnt go as far they have him all dressed up for Summer to be safe but they also use it as Becuse He is getting older and is wary more clothers is much harder for him to visit the area He wants to every day it is just shorter and shorter untill they also express imady in this Story using tiny details about the trees grass side walk around him the main central idea is no matter the circumstance you will always make it for somthy you truly care about and at that elderd age is impressive and him still wanty to go out and honur what He gets to even thow He dosnt go as far as the last times He did.

IN JESSE STUART'S "ANOTHER APRIL", THE AUTHOR USES MOOD TO IMPLY A CENTRAL IDEA THAT LIFE IS SHORT, AND THAT IT SHOULD BE LIVED TO IT'S FULLEST.

WHEN YOU FIRST READ "ANOTHER APRIL", YOU MAY MISS THE IMPLICATIONS THAT THE NARRATOR'S GRANDPA, WE'LL CALL HIM PAP, IS DYING. THIS IS REPRESENTED THROUGH HIS YEARLY SPRING WALK. THE NARRATOR SAYS THAT "... WHEN [THEY] COULD FIRST REMEMBER, GRANDPA GOING ON HIS WALKS HE USED TO GO OUT OF SIGHT." (40-41) "NOW GRANDPA WASN'T GETTING OUT OF SIGHT. [THEY] COULD SEE HIM FROM THE WINDOW ALONG ALL OF HIS WALK." (42-43) THE DWINDLING TIME PAP HAS LEFT IS REPRESENTED THROUGH THE DECREASING LENGTH OF HIS WALKS.

HOWEVER, DESPITE THE SADDENING TOPIC OF DEATH AND THE LOSS OF LOVED ONES, "ANOTHER APRIL" IS NOT A SAD STORY, BUT RATHER THE OPPOSITE. THE AUTHOR CREATES A SOFT, CALMING MOOD THAT MAKES THE STORY HAPPY. DURING HIS WALK, PAP IS PLEASED BY THE "SUNSHINE AND THE FRESH APRIL AIR" (34), AND APPRECIATES "THE BUMBLEBEES, THE HOGS, THE PINE CONES, AND PINE NEEDLES" (35-36).

THIS CHEERY, APPRECIATIVE MOOD FROM PAP DESPITE HIS SITUATION BUILDS THE CENTRAL IDEA THAT EVEN THOUGH LIFE IS SHORT, YOU SHOULD APPRECIATE AND LIVE IT TO IT'S FULLEST.

Spring is a beautiful time of year. It is a time when those who can take advantage of the weather do, but we often forget about those who are unable to enjoy the beauty of spring. The grandfather mentioned in the passage may soon become one of those who are restricted in their enjoyment of nature due to his age. The author writes in a descriptive style in order to highlight the restrictive effects of old age.

The passage begins by the narrator's description of the April weather, detailing "the green hills where the wild plums and the wild crab apples were in bloom enough to make you think there were big snowdrifts sprinkled over the green hills." However, this sentence immediately follows a description of the way the narrator's grandfather was dressed, in heavy winter clothes. The descriptive language amplifies the fact that the grandfather is old and cannot enjoy nature the way he used to. This, in addition to the juxtaposition between the phrases of the two grandfather consecutive sentences, opens the readers eyes to the restrictions the^forces us we nears the end of his life. Although he can still go outside and enjoy the spring weather, the circumstances under which he could have changed. Furthermore, the description of the grandfather's younger days in the winter propels the author's message that old age may take a lot away from a person. The narrator recalls his mother telling him about how his grandfather "would cut timber on the coldest days without socks on his feet" exemplifies the descriptive diction used when the grandfather is discussed. This description of the grandfather's daring activities when he was younger explains to the reader how much is lost in old age. Later on in the passage, the narrator describes how his grandfather does not venture out as far as he used to. He describes how he could still see him from the window at the furthest point in his walk. This can also be juxtaposed with the previous idea mentioned in the passage about his grandfather's resilience in his youth. By placing the two ideas consecutive the author highlights the grandfathers loss of resilience and stamina due to his old age.

The story shows the different things about the month actril. The author [illegible] shows how the spring season is fun for everyone. The central idea is about the spring season in april.

Jesse Staurt uses the theme of "the beauty of growing" through symbolism in the text. The symbol of growing old is the terrapin turtle. While the young boy observes his grandpa outside "" he is confused why his grandpa has the turtle the boys mom says "That terrapin has spent the winters under that smokehouse for fifteen years" "pap has been aquanted with him for eleven years. Staurt used the turtule to show that when every Spring comes along the granpa was there to. Both the turtle and granpa comeback to eachother every Spring even in old age, Staurt uses words like "aquainted" to show familiarity and the Joy of knowing somthing for a long time.

Again where the turtle is seen as a symbol of Aging is when

the young boy was still looking at his grandpa. ~~[illegible]~~ The mom says " The terrapin dosent mind if Grandpa Strokes his head with his hand" The mom acts like this is normal because the grandpa has been doing this for ages. That there is familarity in the head being Stroked. This is a beautiful moment that happens every year. Proving this text Shows the beauty in aging through symbolism.

Practice Paper A **Score: 2**	Holistically, this is a Level 2 response because although the central idea is appropriate, it has limited, surface-level writing strategy analysis and an attempted support of ideas, with errors in conventions that hinder comprehension.
Practice Paper B **Score: 3**	Holistically, this is a Level 3 response because while the response is written entirely in capital letters, which is one error in conventions, it otherwise shows considerable control with rare errors that do not hinder the comprehension of an appropriate analysis of how the mood contributes to the central idea.
Practice Paper C **Score: 4**	Holistically, this is a Level 4 response because the response thoroughly discusses two writing strategies as they link to the central idea and meets the criteria for a Level 4 throughout.
Practice Paper D **Score: 1**	Holistically, this is a Level 1 response because there is a confused central idea, no writing strategy, minimal support of ideas, and little focus on the task.
Practice Paper E **Score: 3**	Holistically, this is a Level 3 response because there is a reasonable link created between an appropriate central idea and the analysis of symbolism while maintaining an acceptable focus on the task, using appropriate language that exhibits partial control, with errors that do not hinder comprehension.

Map to the Learning Standards
Regents Examination in English Language Arts
August 2026

Question	Type	Credit	Weight	Standard
1	MC	1	1	R.4 (11-12)
2	MC	1	1	R.3 (11-12)
3	MC	1	1	R.5 (11-12)
4	MC	1	1	R.4 (11-12)
5	MC	1	1	L.4 (11-12)
6	MC	1	1	R.2 (11-12)
7	MC	1	1	R.3 (11-12)
8	MC	1	1	R.3 (11-12)
9	MC	1	1	R.2 (11-12)
10	MC	1	1	R.3 (11-12)
11	MC	1	1	R.3 (11-12)
12	MC	1	1	L.4 (11-12)
13	MC	1	1	R.5 (11-12)
14	MC	1	1	R.4 (11-12)
15	MC	1	1	R.2 (11-12)
16	MC	1	1	R.4 (11-12)
17	MC	1	1	R.5 (11-12)
18	MC	1	1	R.4 (11-12)
19	MC	1	1	R.3 (11-12)
20	MC	1	1	L.5 (11-12)
21	MC	1	1	R.3 (11-12)
22	MC	1	1	R.4 (11-12)
23	MC	1	1	R.2 (11-12)
24	MC	1	1	R.5 (11-12)
Part 2 Argument Essay	Essay	6	4	R.1–8 (11–12) W.1, 2, 5&7 (11–12) L.1–6 (11–12)
Part 3 Expository Response	Response	4	2	R.1–6 (11–12) W.2&5 (11–12) L.1–6 (11–12)

The *Chart for Determining the Final Examination Score for the August 2026 Regents Examination in English Language Arts* will be posted on the Department's website at: https://www.nysed.gov/state-assessment/high-school-regents-examinations no later than on the day of the examination. Conversion charts provided for the previous administrations of any Regents Examinations in English Language Arts must NOT be used to determine students' final scores for this administration.

Online Submission of 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 https://www.nysed.gov/state-assessment/teacher-feedback-state-assessments.
2. Click Regents Examinations.
3. Complete the required demographic fields.
4. Select the test title from the Regents Examination dropdown list.
5. Complete each evaluation question and provide comments in the space provided.
6. Click the SUBMIT button at the bottom of the page to submit the completed form.