



**THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234**

**New York State Regents Examination in English Language Arts (Common Core)**  
**Part 3 Rubric**  
**Text Analysis: Exposition**

Criteria	Responses at this Level:	Responses at this Level:	Responses at this Level:	Responses at this Level:	Responses at this Level:	Responses at this Level:	Responses at this Level:	Responses at this Level:	Responses at this Level:	Responses at this Level:	Responses at this Level:	Responses at this Level:	Responses at this Level:	Responses at this Level:	Responses at this Level:
<b>Content and Analysis:</b> the extent to which the response conveys complex ideas and information clearly and accurately in order to respond to the task and support an analysis of the text	<ul style="list-style-type: none"> <li>-introduce a well-reasoned central idea and a writing strategy that clearly establish the criteria for analysis</li> <li>-demonstrate a thoughtful analysis of the author's use of the writing strategy to develop the central idea</li> </ul>	<ul style="list-style-type: none"> <li>-introduce a clear central idea and a writing strategy that establish the criteria for analysis</li> <li>-demonstrate an appropriate analysis of the author's use of the writing strategy to develop the central idea</li> </ul>	<ul style="list-style-type: none"> <li>-introduce a central idea and/or a writing strategy</li> </ul>	<ul style="list-style-type: none"> <li>-demonstrate a superficial analysis of the author's use of the writing strategy to develop the central idea</li> </ul>	<ul style="list-style-type: none"> <li>-introduce a confused or incomplete central idea or writing strategy and/or</li> </ul>	<ul style="list-style-type: none"> <li>-demonstrate a minimal analysis of the author's use of the writing strategy to develop the central idea</li> </ul>	<ul style="list-style-type: none"> <li>-present little or no evidence from the text</li> </ul>	<ul style="list-style-type: none"> <li>-present ideas inconsistently, inadequately, and/or inaccurately in an attempt to support analysis, making use of some evidence that may be irrelevant</li> </ul>	<ul style="list-style-type: none"> <li>-present ideas sufficiently, making adequate use of relevant evidence to support analysis</li> </ul>	<ul style="list-style-type: none"> <li>-exhibit little organization of ideas and information</li> </ul>	<ul style="list-style-type: none"> <li>-exhibit inconsistent organization of ideas and information, failing to create a coherent response</li> </ul>	<ul style="list-style-type: none"> <li>-use language that is predominantly incoherent, inappropriate, or copied directly from the task or text</li> </ul>	<ul style="list-style-type: none"> <li>-are minimal, making assessment unreliable</li> </ul>	<ul style="list-style-type: none"> <li>-demonstrate a lack of control of conventions with frequent errors that make comprehension difficult</li> </ul>	<ul style="list-style-type: none"> <li>-are minimal, making assessment of conventions unreliable</li> </ul>
<b>Command of Evidence:</b> the extent to which the response presents evidence from the provided text to support analysis	<ul style="list-style-type: none"> <li>-present ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis</li> </ul>	<ul style="list-style-type: none"> <li>-present ideas sufficiently, making adequate use of relevant evidence to support analysis</li> </ul>	<ul style="list-style-type: none"> <li>-exhibit acceptable organization of ideas and information to create a coherent response</li> </ul>	<ul style="list-style-type: none"> <li>-establish and maintain a formal style, using appropriate language and structure</li> </ul>	<ul style="list-style-type: none"> <li>-exhibit logical organization of ideas and information to create a cohesive and coherent response</li> </ul>	<ul style="list-style-type: none"> <li>-establish and maintain a formal style, using precise language and sound structure</li> </ul>	<ul style="list-style-type: none"> <li>-lack a formal style, using language that is basic, inappropriate, or imprecise</li> </ul>	<ul style="list-style-type: none"> <li>-are minimal, making assessment unreliable</li> </ul>	<ul style="list-style-type: none"> <li>-demonstrate emerging control of conventions with some errors that hinder comprehension</li> </ul>	<ul style="list-style-type: none"> <li>-demonstrate partial control of conventions with occasional errors that do not hinder comprehension</li> </ul>	<ul style="list-style-type: none"> <li>-demonstrate control of the conventions with infrequent errors</li> </ul>	<ul style="list-style-type: none"> <li>-demonstrate control of the conventions with infrequent errors</li> </ul>	<ul style="list-style-type: none"> <li>-demonstrate control of the conventions with infrequent errors</li> </ul>	<ul style="list-style-type: none"> <li>-demonstrate control of the conventions with infrequent errors</li> </ul>	<ul style="list-style-type: none"> <li>-demonstrate control of the conventions with infrequent errors</li> </ul>
<b>Coherence, Organization, and Style:</b> the extent to which the response logically organizes complex ideas, concepts, and information using formal style and precise language	<ul style="list-style-type: none"> <li>-organizes complex ideas, concepts, and information using formal style and precise language</li> </ul>	<ul style="list-style-type: none"> <li>-organizes complex ideas, concepts, and information using formal style and precise language</li> </ul>	<ul style="list-style-type: none"> <li>-exhibit logical organization of ideas and information to create a cohesive and coherent response</li> </ul>	<ul style="list-style-type: none"> <li>-establish and maintain a formal style, using precise language and sound structure</li> </ul>	<ul style="list-style-type: none"> <li>-exhibit logical organization of ideas and information to create a cohesive and coherent response</li> </ul>	<ul style="list-style-type: none"> <li>-establish and maintain a formal style, using precise language and sound structure</li> </ul>	<ul style="list-style-type: none"> <li>-lack a formal style, using language that is basic, inappropriate, or imprecise</li> </ul>	<ul style="list-style-type: none"> <li>-are minimal, making assessment unreliable</li> </ul>	<ul style="list-style-type: none"> <li>-demonstrate a lack of control of conventions with frequent errors that make comprehension difficult</li> </ul>	<ul style="list-style-type: none"> <li>-are minimal, making assessment of conventions unreliable</li> </ul>	<ul style="list-style-type: none"> <li>-demonstrate control of the conventions with infrequent errors</li> </ul>	<ul style="list-style-type: none"> <li>-demonstrate control of the conventions with infrequent errors</li> </ul>	<ul style="list-style-type: none"> <li>-demonstrate control of the conventions with infrequent errors</li> </ul>	<ul style="list-style-type: none"> <li>-demonstrate control of the conventions with infrequent errors</li> </ul>	<ul style="list-style-type: none"> <li>-demonstrate control of the conventions with infrequent errors</li> </ul>
<b>Control of Conventions:</b> the extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling	<ul style="list-style-type: none"> <li>-demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling</li> </ul>	<ul style="list-style-type: none"> <li>-demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling</li> </ul>	<ul style="list-style-type: none"> <li>-demonstrates control of the conventions with infrequent errors</li> </ul>	<ul style="list-style-type: none"> <li>-demonstrates control of the conventions with infrequent errors</li> </ul>	<ul style="list-style-type: none"> <li>-demonstrates control of the conventions with infrequent errors</li> </ul>	<ul style="list-style-type: none"> <li>-demonstrates control of the conventions with infrequent errors</li> </ul>	<ul style="list-style-type: none"> <li>-demonstrates control of the conventions with infrequent errors</li> </ul>	<ul style="list-style-type: none"> <li>-demonstrates control of the conventions with infrequent errors</li> </ul>	<ul style="list-style-type: none"> <li>-demonstrates control of the conventions with infrequent errors</li> </ul>	<ul style="list-style-type: none"> <li>-demonstrates control of the conventions with infrequent errors</li> </ul>	<ul style="list-style-type: none"> <li>-demonstrates control of the conventions with infrequent errors</li> </ul>	<ul style="list-style-type: none"> <li>-demonstrates control of the conventions with infrequent errors</li> </ul>	<ul style="list-style-type: none"> <li>-demonstrates control of the conventions with infrequent errors</li> </ul>	<ul style="list-style-type: none"> <li>-demonstrates control of the conventions with infrequent errors</li> </ul>	<ul style="list-style-type: none"> <li>-demonstrates control of the conventions with infrequent errors</li> </ul>

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

They say that words can have a huge effect on an individual when they are chosen correctly. In the text given, the author's diction allows for him to express strong emotions related to the struggles of the main character, Joseph. Through his choice of words, the author demonstrates Joseph's paralyzed physical state and the obstacles and frustrations that accompany his efforts to communicate through typing.

The essay excerpt begins by revealing the "battle" that is present "between a crippled, sane boy and a hostile, sane, secretly savage ... world." The use of the word "savage" makes it seem as though the world is naturally unaccepting, violent, and largely cruel. This young boy, who is mentally sound but physically limited, is plagued by his inability to communicate with this world, and therefore is forced to "battle" with a world that strictly ignores "normal." The young boy describes how his "handicap curtains [his] smile, collective conscience, obliterates [his] voice, vections inside of [his] smile and damns. [his] chances of being accepted as normal." The verbs used in this sentence enhance the deeply negative and isolated state the boy finds himself trapped in. He cannot control his movements. His body just invites ~~laugh~~ laughter and inhibits connection with other people. It is as if "fate it was that had frozen his freedom." The way the author personifies fate reveals Joseph's confinement and his feeling that he cannot escape his situation. Will he ever be able to communicate?

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## Anchor Paper – Part 3 – Level 4 – A

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The emotions and descriptions expressed by the author's diction are used to reflect the initial inability of the boy to properly express himself at all. By choosing such words as "battle," "obliterate" and "frozen," the author evokes the isolation, frustration and despair that the boy experiences. In the end, Joseph actually achieves some measure of success. He finds himself feeling "encouragement" and "enlightenment," although the fact that he is "desparately, delightfully wrong" in his self-doubt shows how some of the former negative emotions have not quite left him. There is "sweetness" in his success, but his smile is feeble. The author's diction leads the reader through the boy's struggle and breakthrough; but his word choice also defines the harshness of the "socially constructed barriers" that the boy had to climb and the exhaustion that lingers beyond his first triumph.

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### Anchor Level 4–A

The response introduces a well-reasoned central idea (*Through his choice of words, the author demonstrates Joseph's paralyzed physical state and the obstacles and frustrations that accompany his efforts to communicate through typing*) and a writing strategy (*the author's diction allows for him to express strong emotions related to the struggles of the main character*) that clearly establish the criteria for analysis. The response demonstrates a thoughtful analysis of the author's use of diction to develop the central idea (*The emotions and descriptions expressed by the author's diction are used to reflect the initial inability of the boy to properly express himself at all*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*The use of the word "savage" makes it seem as though the world is naturally unaccepting, violent, and largely cruel and He finds himself feeling "encouragement" and "enlightenment," although the fact that he is "desparately, delightfully wrong" in his self-doubt shows how some of the former negative emotions have not quite left him*). The response exhibits logical organization of ideas and information by first introducing both the central idea and writing strategy, then discussing specific examples of the author's use of diction throughout the text, and concluding with a sophisticated summation of the central idea (*The author's diction leads the reader through the boy's struggle and breakthrough, but his word choice also defines the harshness of the "socially constructed barriers" that the boy had to climb and the exhaustion that lingers beyond his first triumph*) to create a cohesive and coherent response. The response establishes and maintains a formal style, using precise language and sound structure (*The verbs used in this sentence enhance the deeply negative and isolated state the boy finds himself trapped in*). The response demonstrates control of the conventions with infrequent errors (*therefore* and *desparately*).

The author chronicles Joseph's struggles with his everlasting paralysis and overwhelming muscle spasms. The passage recounts the initial difficulties while culminating in Joseph's triumph over his ailments by beginning to type. In order to emphasize the true importance of Joseph's accomplishment the author must describe in depth the ~~extreme~~ ~~extremest~~ failings of his body. ~~for this~~ ~~is~~ ~~the~~ work to have importance the reader must be able to comprehend to extent or ~~of~~ ~~the~~ the damage done to Joseph's body.

The author is able to describe the condition that Joseph is in through extensive use of imagery. A picture is created of a boy with incurable ailments attempting to make sense of life. A sense of the frustration Joseph feels is imparted to the reader by a description of his great legs that "collapse like a house of cards under me." The author is able to elicit a sense of pity for Joseph by ~~while~~ describing how when he reaches to the keyboard "great spasms ~~seize~~ gripped him rigid and sent his simple nod into a farcical effort which ran to each and every one of his limbs." A clear understanding of the willpower it takes to even attempt to type is easy to grasp from the description of his efforts. Without a thorough picture ~~of~~ the ~~current~~ state of Joseph's body the story would lack the depth that it possesses. The use of imagery throughout is essential to developing the narrative and giving a true feel of the monumental accomplishment typing a few letters on the keyboard really is.

**Anchor Level 4–B**

The response introduces a well-reasoned central idea (*The author chronicles Joseph's struggles with his everlasting paralysis and overwhelming muscle spasms*) and a writing strategy (*The author is able to describe the condition that Joseph is in through extensive use of imagery*) that clearly establish the criteria for analysis. The response demonstrates a thoughtful analysis of the author's use of imagery to develop the central idea (*The use of imagery throughout is essential to developing the narrative and giving a true feel of the monumental accomplishment typing a few letters on the keyboard really is*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*A sense of the frustration Joseph feels is imparted to the reader by a description of his great legs that "collapse like a house of cards under me" and when he nods to the keyboard "great spasms gripped him rigid and sent his simple nod into a farcical effort which ran to each and every one of his limbs"*). The response exhibits logical organization of ideas and information by first discussing the central idea and how the author uses description to *emphasize the true importance of Joseph's accomplishment*, then devoting the second paragraph to the author's use of imagery, and concluding with a summation of the analysis to create a cohesive and coherent response. The response establishes and maintains a formal style, using precise language and sound structure (*The passage recounts the initial difficulties while culminating in Joseph's triumph and The author is able to elicit a sense of pity for Joseph*). The response demonstrates control of the conventions with infrequent errors (*accomplishment the author, importance the reader, body the story*).

### Anchor Paper – Part 3 – Level 3 – A

The use of literary elements are used by authors to achieve a certain tone in their writings. In this piece of text, The author was trying to really get across the fact that the boy is really struggling with his body. He obviously has very little control over what his body does. Not only does he struggle, but his mother struggles to accept the fact that her son is not "normal" and never will be.

To achieve this sense of struggle, the author of this text uses personification. In line 17 the author talks about fate. "But fate was 'listening and fate it was that had frozen his freedom.'" Fate is an inanimate idea or concept. The author makes it "come to life" by saying it listened and did the exact opposite of what he had wanted. He couldn't speak ~~to~~ and explain himself so he blamed it on fate. Basically saying, it listened to what he couldn't say and kept ~~it~~ for itself. Fate also denied him the power to nod and hit the keys "(lines 22 and 23). His muscle spasms didn't allow him complete "freedom" to his body - he wanted to nod but instead he was kept from doing so. In the end it says "Glee was gambolling" (line 63). The story says he was started on medicine and it was helping him keep more control over his body movements. Gambolling in this case means skipping. I think the author was trying to say that the boy was happy he had more control "but he had to be sure" (line 63). The medicine is working now but what about the future? This line is ~~just~~ telling the reader that he is getting better but his struggle is still far from over. He still has a long way to go.

### **Anchor Level 3–A**

The response introduces a clear central idea (*The author was trying to really get across the fact that the boy is really struggling with his body*) and a writing strategy (*To achieve this sense of struggle, the author of this text uses personification*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of personification to develop the central idea (*Fate is an inanimate idea or concept. The author makes it “come to life” and He couldn't speak and explain himself so he blamed it on fate*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis [*“But fate was listening and fate it was that had frozen his freedom,” and Fate also “denied him the power to nod and hit the keys” (lines 22 and 23). His muscle spasms didn't allow him complete “freedom” to his body*]. The response exhibits acceptable organization of ideas and information to create a coherent response by stating the central idea and discussing how personification supports that idea (*it [fate] listened and did the exact opposite of what he had wanted and He wanted to nod but instead he was kept from doing so*). The response establishes and maintains a formal style, using appropriate language and structure (*Not only does he struggle, but his mother struggles to accept the fact that her son is not “normal” and never will be*). The response demonstrates control of the conventions with infrequent errors (*use ... used and text, The*).

This passage describes the struggles of a crippled boy who cannot speak. He attempts to communicate with others by means of writing but continuously fails. Through this conflict of paralyzation, the author impacts his readers in making them realize everything has its' way of success, so do not give up until you reach it.

In the story the boy is paralyzed and although not quite. Instead of not being able to move at all, his body acts the opposite and can't stop moving. Therefore it is hard for him to communicate by other means like sign language or writing seeing as he can not talk as well. The author uses this conflict (literary element) to impact the reader. After struggling time and time again the boy perseveres. The author says "Together they would struggle, the boy blowing like a whale from the huge effort of trying to discipline his bedamned body." (lines 36 - 37) describing the boy's hardship to control his body and type. After many tries the young boy "could type. He could freely hit the keys..." (lines 67-68). This success due to the boy refusing to give up, impacts the reader by showing that if you endure your obstacles you can and will overcome them. This is how the

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## Anchor Paper – Part 3 – Level 3 – B

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author used the end outcome of the conflict to effect the reader.

In the end, the author used the success and conflict of the boy to disclose a message of perseverance to his readers. ~~He~~ He taught them that all obstacles ~~can~~ can be over come if you just don't give up. This advice impacts the reader and their decisions for conflicts ~~of~~ of today and all the following to come.

### Anchor Level 3-B

The response introduces a clear central idea (*everything has its' way of success, so do not give up until you reach it*) and a writing strategy (*Through this conflict of paralyzation, the author impacts his readers*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of conflict to develop the central idea [*his body acts the opposite and can't stop moving. Therefore it is hard for him to communicate by other means like sign language and The author uses this conflict (literary element) to impact the reader*]. The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*This passage describes the struggles of a crippled boy who cannot speak and After many tries the young boy ... "could type. He could freely hit the keys..."*). The response exhibits acceptable organization of ideas and information to create a coherent response by first introducing the writing strategy and the central idea, followed by a discussion of the conflict, and concluding with a paragraph that summarizes how the writing strategy supports the central idea (*In the end, the author used the success and conflict of the boy to disclose a message of perserverance to his readers*). The response establishes and maintains a formal style, using appropriate language and structure (*He attempts to communicate with others by means of writing but continuously fails*), although there is some language use that is imprecise (*endure your obstacles and effect for "affect"*). The response demonstrates partial control of conventions with occasional errors (*its'*; *Therefore it; perserveres; says "Together; success due*) that do not hinder comprehension.

In this text, a paralyzed brain-damaged boy tries to overcome his disability; and learn how to use a typewriter. The author often uses' imagery to describe how truly difficult it is for this boy to live with the hardships' of being severely brain-damaged.

Throughout the text, the author thoroughly describes' how violent this boy can be. When trying to perform a simple task, like typing on a typewriter. The author uses' imagery by putting himself in the crippled boy's shoes' and using the five senses' to explain the violent outbursts' that occur often and are uncontrollable. ~~The author does this in order to show how~~ The author also uses' this literary element to explain how hard it was for the boy's typing-teacher to calm him down. When he had one of his spasms'. Although it was very difficult for both teacher and student; and the mother had apparently given up on her crippled son; the teacher still worked very hard so the boy would be able to type. He so desperately wanted to get out of his head. And ~~to control~~ since he was unable to speak or hold a pencil without throwing it across the room; the only hope he had was typing. Through all his hard work and somewhat overcoming his disability. He was finally typing.

The author of this text uses' imagery throughout in order to thoroughly describe how truly

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## **Anchor Paper – Part 3 – Level 3 – C**

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difficult it was for this crippled boy to perform  
very simple tasks. He <sup>also</sup> used imagery to  
show how much the boy's teacher believed in him.  
and how hard she was willing to work in order  
for him to accomplish something.

### **Anchor Level 3-C**

The response introduces a clear central idea (*how truly difficult it is for this boy to live with the hardships' of being severely brain-damaged*) and a writing strategy (*The author often uses' imagery*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of imagery to develop the central idea (*The author uses' imagery by putting himself in the crippled boy's shoes' and using the five senses' to explain the violent outbursts' that occur often and are uncontrollable*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*The author also uses' this literary element to explain how hard it was for the boy's typing-teacher to calm him down. When he had one of his spasms' and He so desperately wanted to get out of his head, and since he was unable to speak or hold a pencil without throwing it across the room*). The response exhibits acceptable organization of ideas and information to create a coherent response by introducing the central idea and writing strategy in the introductory paragraph, followed by a paragraph that illustrates the use of imagery, and ending with a reiteration of the central idea (*how truly difficult it was for this crippled boy to perform very simple tasks*). The response establishes and maintains a formal style, using appropriate language and structure (*In this text, a paralyzed brain-damaged boy tries to overcome his disability and Throughout the text, the author thoroughly describes' how violent this boy can be*). The response demonstrates emerging control of conventions with some errors (*disability; and; hardships'; describes'; be. When; student; and; room; the; disability. He*) that hinder comprehension.

In the text a disabled boy wants to learn how to type but he had ~~some~~ trouble doing that because he was paralyzed. I think the author wants to show the reader that no matter how hard it is to achieve; no matter what gets in the way, you should never give up at achieving the goal you are so passionate for. Joseph (paralyzed boy) wanted so hard to be able to use a typewriter but had a hard time doing it because his body would not allow him to. In the end he is able to use the typewriter and he finally achieves his goal.

In the text the author uses Joseph's point of view to show us how hard and difficult it was for him to use his typewriter. "How do I conquer my body," mused the ~~poor~~ paralyzed boy. "Paralyzed, I am fable!" (Text line 9). Joseph ~~is~~ wants to be able to move so he can achieve his goal but he also wants to feel normal too. He says he fables as "Paralyzed" and all he wants is to be like everyone else. But in the end he realizes that he doesn't need to be normal to achieve his goal and the author ~~wants~~ wants to make the reader know that.

## **Anchor Level 2–A**

The response introduces a central idea (*you should never give up at achieving the goal you are so pashonate for*) and a writing strategy (*the author uses Joseph's point of view to show us how hard and difficult it was for him to use his type writer*). The response demonstrates a superficial analysis of the author's use of point of view to develop the central idea (*Joseph wants to be able to move so he can achieve his goal but he also wants to feel normal too*). The response presents ideas inadequately in an attempt to support analysis [*Joseph (paralyzed boy) wanted so hard to be able to use a type writer ... his body would not allow him to*]. The response exhibits inconsistent organization of ideas and information, stating the central idea in the first paragraph, briefly developing the author's use of point of view in the second paragraph, and concluding with an alternate interpretation, stating that *Joseph doesn't need to be normal to achieve his goal and the author wants to make the reader know that*, failing to create a coherent response. The response lacks a formal style, using language that is basic (*In the text a disabled boy wants to learn ... but he had trouble doing that because he was paralyzed*). The response demonstrates partial control of conventions with occasional errors (*paralized, pashonate, conquer, hes, relizes*) that do not hinder comprehension.

The text shows how [REDACTED] a young boy who is struggling through life because of uncontrollable situations <sup>and how</sup> it is [REDACTED] affecting his everyday life but overcomes it. The young boy goes through stuff that everyone else doesn't. His body rarely stops moving his arms wage <sup>constant battle</sup> making him looking like a fool and his smile <sup>written</sup> freezes up. This is just a few of what he experiences on a <sup>every</sup>day basis. Of all, what he suffers from doesn't stop him from continuing to live his life. The author intended me ~~the~~ and other readers to see that whatever [REDACTED] obstacle there may be, keep pushing and don't let it <sup>derail</sup> you from doing what you ~~can~~ can do best.

The author developed their work through imagery to depict exactly how the young boy struggled. The young boy failed by writing so attempting to succeed by using a typewriter. Fate denied him to power to nod and hit the keys with his head - mauled pointer. ~~Eva~~ his mentor trying to help him best his body she guided him to keep pushing and not to give up. Through encouragement he tested himself and typed. He could finally hit the keys.

## **Anchor Level 2–B**

The response introduces a central idea (*a young boy who is struggling through life because of uncontrollable situations and how it is affecting his everyday life but overcomes it*). The response demonstrates a superficial analysis of the author's use of imagery to develop the central idea (*The author developed their work through imagery to depict exactly how the young boy struggled and to nod and hit the keys with his head-mounted pointer*). The response presents ideas inadequately in an attempt to support analysis (*The young boy failed by writing so attempted to succeed by using a typewriter and Through encouragement he tested himself and typed*). The response exhibits inconsistent organization of ideas and information, providing a central idea in the opening paragraph and attempting to support it through general statements in the second paragraph, mentioning imagery but not supporting it, then concluding by stating *she guided him to keep pushing and not to give up*, failing to create a coherent response. The response lacks a formal style, using language that is inappropriate and imprecise (*The young boy goes through stuff; Of all, what he suffers; don't let it interfere you*). The response demonstrates emerging control of conventions with some errors (*making him looking like, this is just a few, author ... their work, succeed, to power, Eva ... his body she*) that hinder comprehension.

In this story Joseph was climbing a Mountain when suddenly he had an accident and he was paralyzed. After that accident he was never the same. He was full of hate and he was really mad at himself. But it was non's fault. Later on Eva Fitzpatrick tried to help him by telling him about brain damage & its effects. Together Eva & Joseph would struggle to get Joseph to his normal life.

Joseph's mother give up on him and decided that the typewriters would not help at all. That's why Eva Fitzpatrick volunteered to help Joseph. In the story it says "Now he struggled from his ~~certainty~~ certainty that he was going to succeed and with that certainty came a feeling of encouragement". At first he didn't believe in himself but after those words his belief now came from himself and he ~~would~~ wondered how this came about.

~~He~~ Joseph didn't believe in himself at first but then he wanted to succeed and the responsibility of getting well soon ~~was~~ was on him.

After an he ~~too~~ could breath a little easier and now he could move his hands.

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### **Anchor Paper – Part 3 – Level 2 – C**

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He even could move a little and smile. The theme is that he had to struggle alot in order to succeed. Don't give up, try hard and you will get what you want.

#### **Anchor Level 2-C**

The response introduces a confused central idea (*Together Eva & Joseph would struggle to get Joseph to his normal life*) and an incomplete writing strategy that is not introduced until the conclusion (*The theme is that he had to struggle alot in order to succeed. Don't give up, try hard and you will get what you want*). The response demonstrates a minimal analysis of the author's use of theme through a brief reference to the idea of succeeding (*After all he could breath a little easier and now he could move his hands. He even could move a little and smile*). The response repeats the idea of the struggle but does not sufficiently analyze it. The response presents ideas inadequately and inaccurately in an attempt to support the analysis (*Joseph was climbing a Mountain when suddenly he had an accident and he was paralyzed and now he could move his hands*). The response exhibits inconsistent organization of ideas and information, beginning with a factually incoherent opening statement, followed by a second paragraph that refers to Joseph's struggle, and concluding with a suggestion (*Don't give up, try hard and you will get what you want*), failing to create a coherent response. The response lacks a formal style, using language that is basic and imprecise (*damage & its effects; he was really mad at himself. But it was non's fault; the responsability of getting well soon was on him*). The response demonstrates emerging control of conventions with some errors (*non's Fault, mother give up, that ss, responsibility*) that hinder comprehension.

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## **Anchor Paper – Part 3 – Level 1 – A**

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The author's message is a simple and delicate message. He is trying to portray the need to help the needy. Eva represents this through a literary device of the theme where she is ~~being~~ comforting the crippled boy throughout the poem.

### **Anchor Level 1–A**

The response introduces a central idea (*He is trying to portray the need to help the needy*) and a writing strategy (*theme*). The response demonstrates a superficial analysis of the author's use of theme to develop the central idea (*Eva represents this through a literary device of the theme where she is comforting the crippled boy throughout*) and includes a misidentification of the genre (*the poem*). The response is minimal, making assessment of coherence, organization, and style unreliable. The response is minimal, making assessment of conventions unreliable.

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### **Anchor Paper – Part 3 – Level 1 – B**

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You may know of someone that has had a handicap friend or family member. It's horrible that someone people have to live their lives that way. Some people are born with a handicap ~~are~~ disability. Then others are injured but then some elderly are handicapped. This is terrible that this happens to people.

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The passage given really uses the literary element of point of view. There are lots of ways that you could view this. Yes, being handicap is horrible but some probably don't care. For me I try to be nice to everyone. There's no time to be rude and mean to people.

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#### **Anchor Level 1-B**

The response does not introduce a central idea and only mentions a writing strategy. The response demonstrates a minimal analysis of the author's use of point of view to develop a central idea, only stating that the passage *really uses the literary element of point of view*. The response presents no evidence from the text. The response exhibits inconsistent organization of ideas and information, first lamenting the condition of handicapped individuals and then providing a personal reaction to those who are handicapped, failing to create a coherent response based on the task and text. The response lacks a formal style, using language that is basic and imprecise (*It's horrible that someone people, a handicap disability, Their's*). The response demonstrates partial control of conventions with occasional errors (*a handicap friend, being handicap, horrible but*) that do not hinder comprehension. The response is a personal response, making little reference to the task and text, and therefore, can be scored no higher than a 1.

The story starts off by portraying a struggle within the disabled boy, Joseph. The structure of this piece sets the stage for the author to show his growth and development from the beginning to the end of the inspiring story. Starting off with the images of the "crippled, sane boy" and his battle against "the hostile, sane, secretly savage though sometimes merciful world," the author is portraying an underdeveloped and aspiring boy. Moving on through his piece, the author shows the struggles that Joseph must face, and illustrates the somewhat unsuccessful attempts at trying to typewrite, while being paralyzed. However, due to the specific structure of the tale, change begins taking place.

As Joseph continues on with his new medication, he never gives up on his new and difficult goal. Working with Eva, his assistant, he begins to develop a sense of confidence. The structural makeup of this piece allows the growth to be explicitly seen, and also creates a sense of accomplishment.

At the end of this story, the triumphant success of a disabled boy is reached and the growing process is complete. The concluding lines allow for the reader to take home the lesson of determination, and create an amazing story of a boy performing miracles.

The author uses a lot of imagery. What is imagery the use of words to create a picture. When the author said, can't climb these man made barriers. I thought of the social class and how we're based off of how much money we make where we live and how we look.

### Part 3 – Practice Paper – C

Throughout the passage, frustration is an intrinsic part of Joseph's struggle to learn how to type. Through the use of verbal irony, the author intends to invoke a feeling of frustration in the reader so that the reader can better understand this element of Joseph's challenge. The text provides examples to support that verbal irony is used to invoke this feeling. The author is attempting to make the reader feel what Joseph feels in the story. When the author uses verbal irony, he says one thing while he means something else. He says about Joseph, "Writing by hand failed. Typing festered hope." The word fester has a negative connotation. One might say that an untreated wound festers, meaning it gets worse and brings about pain and suffering. The positive context of the quotation is not appropriate for a word such as "fester." A word, that would be more cohesive to the meaning might be "garnered" or "brought about." The author apparently meant to use such words, but intentionally invoked frustration in the reader by creating a disparity between the word "festered" and its positive context about finding hope in typewriting.

A similar example of verbal irony is used when the author says, "The encouragement was absolute, just as though someone was egging him on." To egg someone on does not mean to encourage someone in a positive manner as ~~heavily~~ <sup>in which hope is being found</sup> the context of this quotation suggests. It has a more similar meaning to the word "harass." Evidence of Joseph's approaching success would not have "harassed" him, but would perhaps have "cheered him on" or "rooted for him." The author understood the positive context of the quotation and inserted a word with the opposite connotation to frustrate the reader.

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### Part 3 – Practice Paper – D

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How to conquer the body that muse the  
poor paralyzed boy but it can paralytic move  
it could rarely stops the smile which can be  
The biggest most natural, thereby times freezes  
making it seems sad and uninterested. The two  
great leg it may have, but put on my body weight  
on them and they collapse under just like  
a horse. I can convey to the folks that  
the strength on my legs it can be normal as  
a strongest man

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IN the passage Text the author uses characterization very well and shows how the boy in the wheel chair struggles with being crippled, he name is Joseph Meehan. Joseph struggles with not able to move his body at all because he is crippled. In the beginning of the passage Joseph's acts insane, hostile, and secretly savage. In the beginning he falls about or actually asks himself a series of questions like 'Can I climb man-made Mountains?'. So he is really down on himself at the beginning and also his mother is ~~going~~ given up on him too so that affects Joseph by making him feel more of a failure. So his mom hires a tutor to help him get his hands working by using a typewriter. Her name is Eva Fitzpatrick and she has taught him all about how his brain is damage and won't work right but he can practice typing and might type and be able to move his hands. Eva is a very nice lady, she has a kind heart and care's with Joseph by holding his chin while he types. Finally after the two have worked very hard to get Joseph to type to relax and lets his fingers move on top and he is so excited and smiling with look of joy in his eyes.

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**Part 3 – Practice Paper – E**

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Then he looks back into her  
face he tried to get her response but  
turning his wheel chair she gracefully  
glided back along the corridor to his  
class room.

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**Practice Paper A – Score Level 3**

Holistically, the response best fits the criteria for Level 3.

**Practice Paper B – Score Level 1**

Holistically, the response best fits the criteria for Level 1.

**Practice Paper C – Score Level 4**

Holistically, the response best fits the criteria for Level 4.

**Practice Paper D – Score Level 0**

Holistically, the response best fits the criteria for Level 0.

**Practice Paper E – Score Level 2**

Holistically, the response best fits the criteria for Level 2.

**Map to the Common Core Learning Standards  
Regents Examination in English Language Arts (Common Core)  
June 2015**

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

**The Chart for Determining the Final Examination Score for the June 2015 Regents Examination in English Language Arts (Common Core) will be posted on the Department's web site at <http://www.p12.nysed.gov/assessment/> by Thursday, June 25, 2015.**

### **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 <http://www.forms2.nysed.gov/emsc/osa/exameval/reexameval.cfm>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.