



New York State Regents Examination in English Language Arts

Part 3 Rubric

Text Analysis: Exposition

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

- 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 a 0.

The idea that personal or professional success equates to fulfillment or happiness is one that is in constant debate in the modern world. While the popular maxim "money does not buy happiness" is preached by many, there are also those who chase an ever-growing bar of accomplishment to try and achieve what they see as happiness. In the excerpt from the essay "Goalie" by Rudy Thauberger, this conflict serves as a central idea. It is primarily explained through the narrator's son, a teenage hockey prodigy who, despite his skill, struggles with resentment and pain over the game he once loved. Thauberger utilizes the rhetorical device juxtaposition to convey this message more impactfully to the reader and impart to them, the understanding that success does not necessarily make someone happy.

Thauberger employs many uses of juxtaposition in his writing to convey the sense that while his son may be a skilled and dedicated hockey player, the game paradoxically brings him suffering. In paragraph 15, when describing his son's return from a winning game, he describes him as both "victorious" and "angry" in the same sentence. This defies the reader's expectations and makes them question the worth and meaning of victory. If success is something always positive, how could the son feel anger? Additionally, the choice of words like "dragging" adds to this grave, angered mood. Earlier in the passage, in paragraph 1, Thauberger states that "Without the game, he's miserable" (Thauberger, line 7). This would make it seem that hockey is so beloved by the son that he can not enjoy life without it; yet, in the paragraph before, the son's hockey gear is described as a "ritual of hatred" full of pain. The contradiction of

These two descriptions serve to further the notion that success and happiness are two unrelated concepts, and that the relationship between these two concepts is a complicated one.

Through his use of juxtaposition,

Thauberger strengthens his argument and makes it more relatable to his audience. He shows the merits of his position, that success does not necessarily bring someone happiness by contrasting the victory of the son with the vivid pain, hatred and resentment that it brings him.

Anchor Level 4–A

CONTENT AND ANALYSIS:

- The response introduces a well-reasoned central idea (*success does not necessarily make someone happy*) and a writing strategy (*Thauberger utilizes the rhetorical device, juxtaposition to convey this message*) to clearly establish the criteria for analysis.
- The response demonstrates a thoughtful analysis of the author’s use of juxtaposition to develop the central idea (*This defies the reader’s expectations and makes them question the worth and meaning of victory. If success is something always positive, how could the son feel anger?; This would make it seem that hockey is so beloved by the son that he cannot enjoy life without it; The contradiction of these two descriptions serves to further the notion that success and happiness are two unrelated concepts, and that the relationship between these two concepts is a complicated one.*).

COMMAND OF EVIDENCE:

- The response presents ideas clearly and consistently making effective use of specific and relevant evidence to support analysis (*he describes him as both “victorious” and “angry” in the same sentence; Earlier in the passage, in paragraph 2, Thauberger states that, “Without the game, he’s miserable”; the son’s hockey gear is described as a “ritual of hatred” full of pain*).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits logical organization of ideas and information to create a cohesive and coherent response, with an opening paragraph that introduces the central idea about those who *chase an ever-growing bar of accomplishment to try and achieve what they see as happiness* and the strategy of *juxtaposition* to convey this idea, followed by a paragraph that explains and exemplifies the connection between the two which is summed up in a concluded paragraph (*Through his use of juxtaposition ... He shows the merits of his position ... by contrasting the victory of the son with the vivid pain, hatred and resentment that it brings him*).
- The response establishes and maintains a formal style, using precise language and sound structure (*Thauberger employs many uses of juxtaposition ... to convey the sense that while his son may be a skilled and dedicated hockey player, the game paradoxically brings him suffering and Additionally, the choice of words like “dragging” adds to this grave, angered mood*).

CONTROL OF CONVENTIONS:

- The response demonstrates control of the conventions with infrequent errors (*reader’s them and happiness by contrasting*).

Every child must grow up and when they grow up not only do they change physically but also mentally and emotionally. This excerpt is from the point of view of a father speaking about his son. The author can't understand how he has changed but he can't understand why. The author, Rudy Thawberger portrays the central idea of experiencing change in "Goalie" by using the literary device mood, through the fathers point of view, the readers are told about his memories of his son from childhood to when he is a young man, the mood of the memories change when the father realizes his son is changing.

Both the father and son share a passion for hockey. When the father is looking back to when his son was a child, he starts to realize how much the game has changed for him. "He falls down everytime you shout, ignoring the ball, trying to laugh like the Grizzlies TV... He's too busy play-acting. He smiles, laughs, shouts.". The mood of this quote is happy. A father and son playing hockey but not competitively. The son enjoys the game even if he loses. "He humiliates them, stopping everything. They shout and curse. He comes in frozen, tired and sprawl bound. 'Did you see?' he says." The father and son both come to realize he has some great potential but nonetheless the son still enjoys the game. He still loves hockey.

As the son starts to grow up and play hockey more competitively the mood changes. Once happy and light hearted the game becomes miserable. "He begins to lose. Game after game. Fast reflexes are no longer enough. He is suddenly alone, separate from you, miserable.". Playing games aren't really fun unless you win. And as the son grows older he realizes that raw talent isn't going to do it anymore, the game is serious now. The father realizes that his son has changed, and the mood of the excerpt changes along with it. The readers get this sullen and confused feeling when reading because this is how the father is feeling, "You fool yourself, going to his games, cheering, believing you're being supportive, refusing to ~~break~~ understand that here, in the rink, you're irrelevant.". The father doesn't understand why his son's love and passion for hockey that they shared has changed into this miserable

Anchor Paper – Part 3 – Level 4 – B

feeling that his son is pushing him away. But he begins to think about his son's point of view of the game and finally he understands, "You imagine him, looking at you and saying quietly, 'What choice do I have? What else have I ever wanted to do?'" The father realizes the son's view of hopscotch now is that it is like a chore. Something he is forced to do.

The mood of the excerpt changes to show the readers how the son is changing. The fun, lighthearted game of hopscotch is now miserable and like a chore to him. The author, Rudy Thau Berger, uses the literary device mood to portray the central idea of experiencing change.

Anchor Level 4–B

CONTENT AND ANALYSIS:

- The response introduces a well-reasoned central idea and a writing strategy (*The author, Rudy Thauberger portrays the central idea of experiencing change in “Goalie” by using the literary device mood ... the mood of the memories change when the father realizes his son is changing*) that clearly establish the criteria for analysis.
- The response demonstrates a thoughtful analysis of the author’s use of mood to develop the central idea (*The mood of this quote is happy. A father and son playing hockey but not competitivley. The son enjoys the game even if he loses and The father realizes that his son has changed, and the mood of the exerpt changes along with it. The readers get this sullen and confused feeling when reading because this is how the father is feeling*).

COMMAND OF EVIDENCE:

- The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (“*He falls down everytime you shoot, ignoring the ball, trying to look like the goalies on TV ... He’s too busy play-acting. He smiles, laughs, shouts*” and “*He begins to lose. Game after game. Fast reflexes are no longer enough. He is suddenly alone, seperate from you, miserable*”).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits logical organization of ideas and information to create a cohesive and coherent response, by first introducing the central idea and writing strategy in the opening paragraph, followed by a second paragraph focusing on the son’s feelings toward hockey when he was young to convey the mood of happiness (*the son still enjoys the game. He still loves hockey*), and a third focusing on a change in mood as the son grows older (*Once happy and lighthearted the game becomes miserable*), concluding with a reiteration of the central idea and writing strategy.
- The response establishes and maintains a formal style, using precise language and sound structure (*Every child must grow up and when they grow up not only do they change physically but also mentally and emotionally and as the son grows older he realizes that raw talent isn’t going to do it anymore, the game is serious now*).

CONTROL OF CONVENTIONS:

- The response demonstrates partial control of conventions with occasional errors (*up not; excerpt in; mood, through; fathers point; young man, the; competitivley; humiliates; but nonetheless the; suddenly; seperate; playing games aren’t; sons love*) that do not hinder comprehension.

In Rudy Thaubergers "Goalie" they convey a theme or central idea of uncertainty when it comes to the inner workings of someone else's mind. To emphasize on this idea, Thauberger uses imagery. In lines 58 and 59, the boy's father in the excerpt tries to relate to his son and try and feel what he is feeling while on the ice. He says uses this line to try and evaluate these feelings, "soft now, then sharp, then rough, biting, shocking, burning, dull, cold". (line 59) By using these adjectives the father is mentally putting himself in his son's shoes by describing what he is feeling by just watching him on the ice. He is trying to picture the current state of the goalie (his son). After the game his father goes on to describe the physical state of his son before questioning why he continues to play hockey. He utilizes phrases such as "angry, limping up the driveway" (line 65), "stiff, swollen hands" (line 68), and "every movement in agony" (line 69) to help himself and the reader visualize how the sport is taking a toll on his boy. This specific visual helps to develop the theme of not being able to understand someone because despite the seeming agony the boy is in, he continues to play the sport, leaving his dad questioning why.

Anchor Paper – Part 3 – Level 3 – A

His questioning of his son aids in developing the idea that you can ~~try~~ never fully understand someone's reasons for doing something.

Anchor Level 3-A

CONTENT AND ANALYSIS:

- The response introduces a well-reasoned central idea (*they convey a theme or central idea of uncertainty when it comes to the inner workings of someone else's mind*) and a writing strategy (*To emphasize on this idea, Thauberger uses imagery*) that clearly establish the criteria for analysis.
- The response demonstrates an thoughtful analysis of the author's use of imagery to develop the central idea (*By using these adjectives the father is mentally putting himself in his son's shoes by describing what he is feeling by just watching him on the ice and He utilizes phrases ... to help himself and the reader visualize how the sport is taking a toll on his boy*).

COMMAND OF EVIDENCE:

- The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*In lines 58 and 59, the boy's father ... uses this line to try and evaluate these feelings, "soft now, then sharp, then rough, biting, shocking, burning, dull, cold" and He utilizes phrases such as "angry, limping up the driveway" (line 65), "stiff, swollen hands" (line 68), and "every movement in agony"*).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits acceptable organization of ideas and information to create a coherent response of one paragraph with introductory sentences that establish the central idea and the use of *imagery* as a writing strategy, followed by examples of imagery that support the central idea (*This specific visual helps to develop the theme of not being able to understand someone*), and a concluding sentence that reiterates the central idea (*His questioning of his son aids in developing the idea that you can never fully understand someone's reasons for doing something*).
- The response establishes and maintains a formal style, using appropriate language and structure (*After the game his father goes on to describe the physical state of his son before questioning why he continues to play hockey and despite the seeming agony the boy is in, he continues to play the sport, leaving his dad questioning why*).

CONTROL OF CONVENTIONS:

- The response demonstrates partial control of conventions with occasional errors (*someone else's mind; and try and feel; cold*). (*line 59*) *By; these adjectives the; After the game his; visualize; because despite*) that do not hinder comprehension.

The central idea is about a father supporting his son no matter what. The author uses point of view to show that.

The author uses ~~the~~ the father's point of view instead of the son's to show how he's supporting. "Nothing you say reassures him. You're his father. Your praise is empty, invalid." (Para 5, lines 23-24). His father feels stuck but all he wants to do is be there for his son.

The father just wants his son to be happy and is trying his best to understand. "When you see his stiff, swollen hands, when he walks slowly into the kitchen in the mornings, every movement agony, you want to ask him why... But you don't ask. Because you think you know the answer." (Para 15-16, lines 68-71) The father knows how much ~~the~~ the game means to his son and just wants to keep him happy.

The father point of view seeing how hard his son works makes him happy, but he can't help but worry about him watching him, his son be in pain. The father feels like he can't do nothing but support his son.

Anchor Level 3–B

CONTENT AND ANALYSIS:

- The response introduces a clear central idea (*The central idea is about a father supporting his son no matter what*) and a writing strategy (*The author uses the fathers point of view instead of the sons to show how he's supporting*).
- The response demonstrates a superficial analysis of the author’s use of point of view to develop the central idea (*His father feels stuck but all he wants to do is be there for his son* and *The father point of view seeing how hard his son works makes him happy, but he can't help but worry*).

COMMAND OF EVIDENCE:

- The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (“*Nothing you say reassures him. You're his father. Your praise is empty, invalid*” and “*When you see his stiff, swollen hands, when he walks slowly into the kitchen in the mornings, every movement agony, you want to ask him why.....But you don't ask. Because you think you know the answer*”).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits acceptable organization of ideas and information to create a coherent response, with an opening paragraph that introduces the central idea and point of view as the writing strategy, followed by two paragraphs that focus on how the father’s point of view supports the central idea (*The father just wants his son to be happy and is trying his best to understand*), and a concluding paragraph summarizing how point of view helps develop the central idea (*The father feels like he can't do nothing but support his son*).
- The response lacks a formal style, using language that is basic and sometimes imprecise (*The Author uses point of view to show that* and *Seeing how hard his son works makes him happy, but he can't help but worry about him watching him, his son be in pain*).

CONTROL OF CONVENTIONS:

- The response demonstrates partial control of conventions with occasional errors (*fathers point; invalid.*” (*Para. 5, lines 23–24).*; *stuck but; father point of view seeing; about him watching him; son be; can't do nothing; support*) that do not hinder comprehension.

The author of this passage used tone to emphasize the helplessness of the parents as this kid grow up and start to not like what he used to like. The author explains how there son likes a sport - HOCKEY!!! - but ~~still~~ at the same time can't seem to enjoy it ~~as much~~ like they used to do. "The funniest stories are about failure... There is always a moral. The same moral every time. 'You try your best and you're.' (Thangdegar 15-17). These lines of the passage shows how the kid has lost his high for the game. But they still play trying to get it back even if they know they will lose. The parent know the stories about losses means the kid don't like the game. This shows the tone of helplessness because they know he will lose but he keeps playing to show them and make them feel good about it.

Anchor Level 2–A

CONTENT AND ANALYSIS:

- The response introduces a central idea and a writing strategy (*The author of this passage used tone to emphasize the helplessness of the Parents as this kid grow up and start to not like what he used to like*).
- The response demonstrates a superficial analysis of the author’s use of tone to develop the central idea (*These lines of the passage shows how the kid has lost his high for the game and The parent know the stories about losses means the kid dont like the game. This shows the tone of helplessness because they know he will lose*).

COMMAND OF EVIDENCE:

- The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*The auther explanes how there son likes ... HOCKY ... but at the same time cant seem to enjoy it like they used to do. “The funniest stories are about failure ... There is always a moral. The same moral every time. ‘You try your best and you lose’*).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits an inconsistent organization of ideas and information within a single paragraph, which fails to create a coherent response by introducing tone as the author’s means of emphasizing the *helplessness of the Parents* of a son who *cant seem to enjoy* hockey any longer, which is then presented through a piece of textual support, followed by several statements that connect the evidence to this feeling of helplessness, but then concludes that the son *keeps playin to show them and make them feel good about it*.
- The response lacks a formal style, using language that is basic, inappropriate, and imprecise (*this kid grow up and start to not like what he used to like; there for “their”; has lost his high for the game*), including multiple issues with unclear pronoun use of *they* and *it*.

CONTROL OF CONVENTIONS:

- The response demonstrates emerging control of conventions with some errors (*auther; enfisize; helplessness; kid grow up; explanes; sport—HOCKY!!!—but; cant; lose.’ (Thaugdberger 15–17).; These lines ... shows; play trying; playin*) that hinder comprehension.

Anchor Paper – Part 3 – Level 2 – B

Goalie shows a very good vission of How to over come obstacles. From beggining they're conflict for the protagonist such as his "hate" for his hockey equipment but in the end that don't matter because he still find the sport completely Fasinating and the feeling of adrenalyn that the sport give in him showing how an obstacles he will pass it don't matter if his sport is first.

Anchor Level 2-B

CONTENT AND ANALYSIS:

- The response introduces a central idea (*Goalie shows a very good vission of How to over come obstacles*) and a writing strategy (*they're conflict for the protagonist*).
- The response demonstrates a superficial analysis of the author's use of the writing strategy to develop the central idea (*but in the end that don't matter because he still find the sport completely Fasinating*).

COMMAND OF EVIDENCE:

- The response presents little evidence from the text, alluding only to *his "hate" for his hockey equipment*.

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, consisting of a single paragraph that introduces a central idea and a writing strategy, a one-word quote from the text and a follow up personalized unfounded comment (*he still find the sport completely Fasinating and the feeling of adrenalyn that the sport give in him*), ending with a confused attempt to return to the central idea.
- The response lacks a formal style, using language that is basic (*shows a very good vission*) and imprecise (*the feeling of adrenalyn that the sport give in him showing how an obstacles he will pass it don't matter if his sport is first*).

CONTROL OF CONVENTIONS:

- The response demonstrates emerging control of conventions with some errors (*Goalie; vission; of How; over come obstacles; beggining; they're conflict; protagonist; equipment but; completely Fasinating; adrenalyn*) that hinder comprehension.

Anchor Paper – Part 3 – Level 1 – A

The beginning of the Goalie was mainly about when you playing it becomes into compotation with other feeling anger and miserable with others and even loved ones about winning is one of the best to think of since everyone wants it like him practicing Daily and being moody could be a doctor but people thinks you are careless and look very deserte.

Anchor Level 1-A

CONTENT AND ANALYSIS:

- The response introduces a confused central idea (*when you playing it becomes into compotation with other feeling anger and miserable with others and even loved ones*) with no writing strategy.
- The response demonstrates no analysis of the author's use of a writing strategy, since no writing strategy is introduced.

COMMAND OF EVIDENCE:

- The response presents little evidence from the text, referencing the title (*the Goalie*) and brief phrases that have no meaningful connection to the task (*feeling anger and miserable* and *practicing Daily and being moody*).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits little organization of ideas and information with a single paragraph that discusses competition in general (*winning is one of the best ... since everyone wants it*), followed by an implied reference to the character in the text (*like him practicing Daily*), and concludes with a personal observation (*but people thinks you are careless and look very deserte*).
- The response lacks a formal style, using language that is basic (*The begining of the Goalie was mainly about*) and imprecise (*when you playing it becomes into compotation* and *about winning is one of the best*).

CONTROL OF CONVENTIONS:

- The response demonstrates emerging control of conventions with some errors (*begining; Goalie; playing it; compotation with other; miserable; wants it like him; it but; people thinks you; deserte*) that hinder comprehension.

Anchor Paper – Part 3 – Level 1 – B

There is this little boy called Gladiator that loves hockey. He is a very energetic boy tossing apples, tennis ball, and coins. He also plays golf and tennis as well as hockey!

Anchor Level 1-B

CONTENT AND ANALYSIS:

- The response introduces a confused and incomplete central idea (*There is this little boy called Gladiator that loves hockey*) with no writing strategy.
- The response demonstrates no analysis of a writing strategy.

COMMAND OF EVIDENCE:

- The response presents little evidence from the text with just the mention of *tossing apples, tennis balls, and coins* and that the boy *plays golf and tennis*, neither of which has any bearing on the task.

COHERENCE, ORGANIZATION, AND STYLE:

- The response is minimal, consisting of three sentences, making assessment of organization unreliable.
- The response is minimal, making assessment of language unreliable.

CONTROL OF CONVENTIONS:

- The response is minimal, making assessment of conventions unreliable.

Part 3 – Practice Paper – A

In the story ~~"Goalie"~~ "Goalie" by Rudy Thayberger it is talking about a kid that plays Hockey but he is all was ~~sad~~ Sade.

In the story "Goalie" it says that the kid is all was Sade when he is not playing because he hates the equipment.

In the story it stats that "When he isn't playing he hates the equipment." Another is that "It's heavy and awkward and bulky. It smells."

The kid is good at hockey because he used to play it when he was six and watched it on the TV. In the story it stats that "The back yard, six years old standing in a ragged net wearing a parka and a baseball glove holding an ordinary hockey stick snared off at the top!" He is good at hockey because ~~he~~ Scotts was talking about him and people. In the story it says that "You hear whispers about Scotts, rumours. Everyone adores him adores his skill."

That shows how the kid is good at hockey but is Sade all the time.

Part 3 – Practice Paper – B

The writer of Goalie use's structure in there writing to emphasize their writing. They also write certain ways so it does stuff to the reader. When they use short sentences back to back or use one long sentence it makes the reader feel a certain way to make them feel the book. It makes the reader engage more and it's more powerful when you can feel it.

Part 3 – Practice Paper – C

In this story the boy is struggling due to the sport he has spent his whole life working for ~~has caused~~ causing him extreme pain. The central idea of this text is that a passion for something can promote determination to continue, despite pain or hardship. This central idea can be supported by the literary device characterization.

The main character in this story works for his entire childhood to become ^{exceptionally} good at ~~the~~ hockey. As he ages, he begins to feel isolated, ~~and~~ along with getting injured, which pushes him to resent the sport. Despite this, the passion he ~~ever~~ has for the game keeps him involved in it.

This is supported when the main character describes his love for the sport ~~the man~~ says, "He tells you stories. This one. That goal. Funny stories. He laughs." This quote characterizes the son as passionate for ~~the~~ hockey & ~~despite~~ regardless of his resentment during the season he keeps doing it; ~~and~~ ultimately enjoys it and looks back fondly. This characterization proves, even with hardship, passion and love for ~~a~~ something ^{the narrator} ~~can't~~ people to pursue it. Another example of characterization in this story is when the father realizes how his son may feel at the end. This is shown when the text states, "What choice do I have? What else have I ever wanted to do?" (line 72)

The boy spent his entire childhood and adolescence devoted to his passion for hockey; due to that he missed other opportunities and likely had few other hobbies. Though less positive, this perspective still characterizes the boy as passionate and hardworking. The boy spent so much time and work on hockey that now he must be devoted to it or ^{feels like} he will have ~~a~~ nothing else to do in life. This shows another way passion can ~~bring~~ create dedication ~~to~~ regardless of the pain someone goes through.

In this story the boy experienced severe pain and loss due to the sport he was passionate about; regardless of that he persevered and kept playing hockey. This supports the central

Part 3 – Practice Paper – C

Idea that passion promotes determination and ~~encourages~~ people to persevere and continue doing what they're passionate about. Characterization was a literary device that developed the boy's personality and love for hockey. Without this device, ~~the reader would not understand~~ though the reader would not understand why he kept playing even ~~if~~ he was hurt. The literary device supports the central idea by showing how the boy feels even if he doesn't say it ^{verbally}.

Part 3 – Practice Paper – D

The article Symbolic by Rudy Thauberger uses ethos to support the central idea, sometimes we do things we do not want to.

One reason supporting this claim is "That gathering the equipment is a ritual of hunting, that every piece of equipment, to him a particular variety of bush (Thauberger). This is proven by him hating the sport, the pain, the equipment, but he still persists through it all.

Sometimes we will have to do things we don't want to such as school, work doctor's appointment's but we will still need to persist through it.

In the excerpted “Goalie” by Rudy Thawberger, the author uses conflict to show how parents and their teens see a game from two different perspectives. Parents always tend to think that everything is good because their kid atleast tried, while the teen sees it from a more negative prospective because they know they can do better. Parents see how their teens mentally change over the years and they start to understand.

In the excerpted “Goalie” by Rudy Thawberger, the author uses conflict ~~to~~ to show how parents and their teens see a game from two different prospective “He comes home overwhelmed by despair. His Skill is an illusion, a lie, a magic trick. Nothing you can say reassures him.” (line 22-23). This piece of evidence shows how this parent is struggling to motivate their son to see what they see because he just wants to be perfect. “He begins to realize he is alone. You can’t help him” (line 43). This shows how this parent cant help their son anymore because the parent doesn’t understand why their ~~teen~~ is thinking like this and they don’t know what to say or do to help. “you try to see the game through his eyes, aware of everything, constantly alert. It’s not enough to follow the puck” (line 48-49). this shows that as much as the parent is trying to understand everything from their ~~the~~ teen’s eyes it still isn’t enough for them. Over all these 3 text pieces have shown how parents try so hard to see their teens prospective but they won’t understand everything.

In conclusion parents will never really understand the whole image. In the excerpt ~~to~~ “Goalie” by Rudy Thawberger the author uses Conflict to show how

Part 3 – Practice Paper – E

Parents and their teens see games from different perspectives. As shown above parents try positive reinforcement but the teen shuts it out because they know what they should've done. The parent tries to see ~~the game~~ from their son's point-of-view and quickly says why he was overwhelmed before.

Practice Paper A – Score Level 2

Holistically, this response best fits the criteria for Level 2 because the response introduces a central idea. The response presents ideas inconsistently and inadequately in an attempt to support analysis and exhibits inconsistent organization of ideas and information, failing to create a coherent response. The response lacks a formal style, using language that is basic and imprecise while demonstrating emerging control of conventions with some errors that hinder comprehension.

Practice Paper B – Score Level 1

Holistically, this response best fits the criteria for Level 1 because the response introduces a confused and incomplete writing strategy with minimal analysis of the use of structure to develop the central idea, as no central idea is presented. The response presents no evidence from the text, other than identifying the title, exhibiting little organization of ideas other than an explanation of how structure is used in writing, and language that is basic. The response demonstrates emerging control of conventions with some errors that hinder comprehension.

Practice Paper C – Score Level 4

Holistically, this response best fits the criteria for Level 4 because the response introduces a well-reasoned central idea and a writing strategy that clearly establish the criteria for analysis while demonstrating a thoughtful analysis of the author’s use of characterization to develop the central idea. The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis, exhibiting logical organization of ideas and information to create a cohesive and coherent response and establishes and maintains a formal style, using precise language and sound structure. The response demonstrates control of conventions with infrequent errors.

Practice Paper D – Score Level 2

Holistically, this response best fits the criteria for Level 2 because the response introduces a central idea and a writing strategy, demonstrating a superficial analysis of the central idea that is not connected to the writing strategy of ethos. The response presents ideas inadequately in an attempt to support analysis and exhibits inconsistent organization of ideas and information, failing to create a coherent response. The response lacks a formal style, using language that is basic and imprecise and demonstrates emerging control of conventions with some errors that hinder comprehension.

Practice Paper E – Score Level 3

Holistically, this response best fits the criteria for Level 3 because the response introduces a clear central idea and a writing strategy that establish the criteria for analysis, demonstrating an appropriate analysis of the author’s use of conflict to develop the central idea. The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis. While exhibiting acceptable organization of ideas and information to create a coherent response that establishes and maintains a formal style, using appropriate language and structure, and demonstrates partial control of conventions with occasional errors that do not hinder comprehension.

Map to the Learning Standards
Regents Examination in English Language Arts
June 2025

Question	Type	Credit	Weight	Standard
1	MC	1	1	RL.2 (11-12)
2	MC	1	1	RL.6 (11-12)
3	MC	1	1	RL.4 (11-12)
4	MC	1	1	RL.3 (11-12)
5	MC	1	1	RL.2 (11-12)
6	MC	1	1	RL.6 (11-12)
7	MC	1	1	RL.5 (11-12)
8	MC	1	1	L.5 (11-12)
9	MC	1	1	RL.3 (11-12)
10	MC	1	1	L.5 (11-12)
11	MC	1	1	RL.4 (11-12)
12	MC	1	1	RL.6 (11-12)
13	MC	1	1	RL.3 (11-12)
14	MC	1	1	L.5 (11-12)
15	MC	1	1	L.4 (11-12)
16	MC	1	1	RI.4 (11-12)
17	MC	1	1	RI.2 (11-12)
18	MC	1	1	RI.3 (11-12)
19	MC	1	1	RI.3 (11-12)
20	MC	1	1	L.4 (11-12)
21	MC	1	1	RI.2 (11-12)
22	MC	1	1	RI.2 (11-12)
23	MC	1	1	RI.2 (11-12)
24	MC	1	1	RI.5 (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	RL.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 2025 Regents Examination in English Language Arts* will be posted on the Department's web site at: <https://www.nysesd.gov/state-assessment/high-school-regents-examinations> on Tuesday, June 17, 2025. Conversion charts provided for previous administrations of the Regents Examination 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.nysesd.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