



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.

Anchor Paper – Part 3 – Level 4 – A

Beryl Markham's short story, "Why Do We Fly?", follows a pilot as he flies around the night-filled African landscape in order to rescue his friend, Woody. The pilot faced many challenges along the way, from limited vision due to the dark skies to just a lack of hope in finding his friend in such a vast ~~desse~~ desert. But despite these challenges, he persevered, finally finding and saving Woody. Though not explicitly stated, a central idea becomes clear: Even when we are ~~kid~~ forced to face many ~~and~~ difficult challenges, we must face them head on because it will surely lead to success.

In developing this central idea, Markham's use of ~~ditions~~ vivid diction helps to portray both the challenges the pilot faces and how he successfully conquers them. In the third paragraph, the pilot explains the negatives of having to fly ~~in~~ during the night, even if you're a trained professional. ~~to~~ Words and phrases such as "severe and humourless" silence," "gone," "shrink," "perfidy," ~~and vanish~~ ~~is the~~ "vanish," and "darkness" helped portray this idea. All these words have negative connotations, expressing the isolation and hopelessness the pilot must've felt while ~~to~~ trying to find Woody at night. Similarly, he goes on to explain how Woody should've already made survival efforts at a time like that, such as making a fire. Here ~~were~~ the words "light" and "fire" portrays feelings of hope but are shut down by the phrases "low," "no emergency rations," and "no sleep" which continue to portray the sense of hopelessness also portrayed in the third paragraph. On the contrary, in paragraph three, the pilot

Anchor Paper – Part 3 – Level 4 – A

explains how he ~~had~~ successfully dealt with these feelings of being isolated ~~and~~ and without hope. Words such as "home," "hot bath," "food," "hope," and "nurse" have positive connotations. Unlike before, these words ~~feel~~ portray feelings of ~~comfort~~, ~~hope~~, comfort and hope which inspire the pilot to persevere through the challenges of the night sky. It's because of this small bit of hope that he's able to successfully find Woody at the end.

Anchor Level 4–A

CONTENT AND ANALYSIS:

- The response introduces a well-reasoned central idea (*Even when we are forced to face many difficult challenges, we must face them head on because it will surely lead to success*) and a writing strategy (*Markham's use of vivid diction helps to portray both the challenges the pilot faces and how he successfully conquers them*) 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 (*All these words have negative connotations, expressing the isolation and hopelessness the pilot must've felt and Unlike before, these words portray feelings of comfort and hope which inspire the pilot to persevere*).

COMMAND OF EVIDENCE:

- The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*Here the words "light" and "fire" portrays feelings of hope but are shut down by the phrases "low," "no emergency rations," and "no sleep" and Words such as "home," "hot bath," "food," "hope," and "nurse" have positive connotations*).

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 a central idea developed by the pilot's *difficult challenges he persevered* through, followed by a second paragraph that introduces the writing strategy and focuses on how the author's diction highlights *the negatives of having to fly during the night* as well as the word choices that have *positive connotations*, concluding with a statement that reaffirms the central idea (*It's because of this small bit of hope that he's able to successfully find Woody at the end*).
- The response establishes and maintains a formal style, using precise language and sound structure (*The pilot faced many challenges along the way, from limited vision due to the dark skies to just a lack of hope in finding his friend in such a vast desert and On the contrary ... the pilot explains how he successfully dealt with these feelings of being isolated and without hope*).

CONTROL OF CONVENTIONS:

- The response demonstrates control of conventions with infrequent errors (*flys; the words ... portrays*).

Anchor Paper – Part 3 – Level 4 – B

In the excerpt "why Do We Fly?" by Beryl Markham, the central idea of hope is developed through the writing strategy of point - of - view. Point - of - view is the way a character views a certain situation, and in this excerpt the narrator is giving his point - of - view while searching for his friend Woody who has gone missing. The central idea of hope is developed through point of view starting with the loss of hope, to the reemergence of hope, and finally to the fulfillment of hope.

In the beginning of the excerpt the narrator has been scanning the Serengeti all day for his friend and night is coming and he begins to lose hope. The narrator states, "it seemed futile to nurse any longer the expectation of finding Woody with so much of the afternoon already gone. If he were not dead, he would of course light fires by night." (lines 15-17). In this quote the narrator shares his point of view that he believes his friend Woody is dead and this contributes to the idea that the narrator is beginning to lose hope because he is about to go home since he believes Woody wouldn't have survived the whole day and if he was alive he would make a fire during the night. In the middle of the passage the central idea of hope develops from the loss of it to the reemergence of it. The narrator thinks back to a pool of water he had seen earlier in the day and thinks, "Nothing in the world, I

Anchor Paper – Part 3 – Level 4 – B

thought, could have looked so much like reflecting water as the wings of Woody's plane." (lines 26-27). This quote shows the reemergence of hope in the narrator because he now believes he might know where his friend Woody is. The writing strategy of point-of-view helps develop this idea because the narrator is sharing his point-of-view of how before he believed the plane to be a small pool of water and now he knows it was actually his friend's plane. Finally at the end of the excerpt the narrator shares how he has found his friend and states, "and then abruptly Woody was sitting upright on the ground, his face skinny beneath a dirty beard, his lips cinder-dry and split, his eyes red-rimmed and sunk in his cheeks. He was a sick man and he was grinning." (lines 65-67). This final quote proves the development of hope because the narrator has fulfilled his hope in finding his friend. This is shown through point-of-view because the narrator shares with the reader what it was like to find his friend and described him after being abandoned in the desert.

In the excerpt "Why Do We Fly?" the central idea of hope is developed through the writing strategy of point-of-view. It starts with loss of hope, to reemergence of hope, and finally to the fulfillment of hope.

Anchor Level 4–B

CONTENT AND ANALYSIS:

- The response introduces a well-reasoned central idea (*The central idea of Hope is developed ... starting with the loss of Hope, to the reemergence of Hope, and finally to the fulfillment of hope*) and a writing strategy (*Point-of-view is the way a character views a certain situation ... the narrator is giving his point-of-view while searching for his friend*) that clearly establish the criteria for analysis.
- The response demonstrates an appropriate analysis of the author’s use of point-of-view to develop the central idea (*In this quote the narrator shares his point of view that he believes his friend Woody is dead and ... the narrator is beginning to lose hope and This quote shows the reemergence of hope in the narrator because he now believes he might know where his friend Woody is*).

COMMAND OF EVIDENCE:

- The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*The narrator states, “it seemed futile to nurse any longer the expectation of finding Woody with so much of the afternoon already gone” and “and then abruptly Woody was sitting upright on the ground, his face skinny ... his eyes red-rimmed and sunk in his cheeks. He was a sick man and he was grinning”*).

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 and the writing strategy, followed by a paragraph that focuses on the narrator’s point of view and how it reflects the feelings of hopelessness transitioning into hope (*he is about to go home since he believes Woody wouldn’t have survived the whole day and the narrator shares with the reader what it was like to find his friend ... abandoned in the desert*), concluding with a reiteration of the central idea (*It starts with loss of hope, to reemergence of hope, and finally to the fulfillment of hope*).
- The response establishes and maintains a formal style, using precise language and sound structure (*the narrator has been scanning the Serengeti all day for his friend and night is coming and he begins to lose hope and The narrator thinks back to a pool of water he had seen earlier in the day and thinks, “Nothing in the world, I thought, could have looked so much like ... the wings of Woody’s plane”*).

CONTROL OF CONVENTIONS:

- The essay demonstrates partial control of conventions with occasional errors (*view; fulfillment; excerpt the narrator; night.*” (lines 15-17).; *believes; was alive he; showes; sharring; shares ... described*) that do not hinder comprehension

Anchor Paper – Part 3 – Level 3 – A

In his work, "Why Do We Fly?", Beryl Markham writes of a pilot flying in search of his fellow pilot, Woody. He doesn't give up, and at the last second he finds him. The author uses setting to bring out the central idea of his work, that even if it seems impossible, a person should never give up. Sometimes circumstances can make a situation seem hard, but if we don't give up we'll be able to accomplish our goal.

On lines 7, and 8, the author uses setting to bring out his theme - "There is no twilight in East Africa. Night tramps on the heels of day with little gallantry and takes the place she lately held..." From this quote we can see how the circumstances could have caused the pilot to give up, but he didn't, which brings out the central idea of the author. An additional example is on lines 13 and 14 the author writes, "I watched small shadows creep from the rocks and saw birds in black flocks homeward bound..." We can see from this quote how the sun was setting, which can cause many people to give up hope, but he persisted. Later, the author writes how the pilot was racing with the shadows, "...a friendly trial between the sun and me." This quote further shows us how pressured for time the pilot was, yet he didn't give up hope. These examples shows us the central idea of the story, that no matter the circumstances that we're in, we should never give up hope.

Beryl Markham uses setting to bring out his central idea. By describing the late hour, and extenuating circumstances, he clearly shows us that no matter what, we should never give up.

Anchor Level 3–A

CONTENT AND ANALYSIS:

- The response introduces a clear central idea and a writing strategy that establish the criteria for analysis (*The author uses setting to bring out the central idea of his work, that even if it seems impossible, a person should never give up*).
- The response demonstrates an appropriate analysis of the author’s use of setting to develop the central idea (*from this quote we can see how the circumstances could have caused the pilot to give up, but he didn’t, which brings out the central idea of the author and We can see from this quote how the sun was setting, which can cause many people to give up hope, but he persisted*).

COMMAND OF EVIDENCE:

- The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (“*There is no twilight in East Africa. Night tramps on the heels of Day with little gallantry and takes the place she lately held, ...*” and “*I watched small shadows creep from the rocks and saw birds in black flocks homeward bound ...*”).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits acceptable organization of ideas and information to create a coherent response with an introductory paragraph that presents the central idea and the writing strategy, followed by a second paragraph that focuses on elements of setting and their effect on the pilot (*This quote further shows us how pressured for time the pilot was, yet he didn’t give up*) and a final paragraph that reiterates the central idea (*By describing the late hour ... he clearly shows us ... we should never give up*).
- The response establishes and maintains a formal style, using appropriate language and structure (*He doesn’t give up, and at the last second he finds him and Later, the author writes how the pilot was racing with the shadows, “... a friendly trial between the sun and me”*).

CONTROL OF CONVENTIONS:

- The response demonstrates control of conventions with infrequent errors (*On lines 7, and 8; 13 and 14 the author; pressured; examples shows; extenuating*).

Anchor Paper – Part 3 – Level 3 – B

"Why Do We Fly" has an underlying meaning of perseverance and to not give up when things are rough. The author of this story, Beryl Markham, portrays this idea through the use of conflict. The main premise of the story is that a pilot ~~by themselves~~ which ~~is~~ is not named, is looking for their friend Woody, who is lost after his plane crash landed. The author uses this conflict to portray the central idea.

The story "Why Do We Fly" has a central idea of not giving up. In the story the pilot has everything against them ~~by~~ having "no emergency rations, - and no sleep" (lines 17-18), ~~and~~ and "fuel was low" (line 17). ~~Despite~~ Despite all of this they kept pushing onward in order to find their friend. Another example of perseverance is that when they found Woody, he asks "why do we fly?" ~~to~~ (line 68), but the protagonist responds by saying, "We could give up flying tomorrow. You could any how. You could walk away from your plane and never put your feet on a rubber bar again.... You might be a very happy man, so why don't you?" (lines 70-75). After Woody responds by saying "I couldn't bear it" and "I would all be so dull." Despite crash landing and having the possibility of dying he wants to push on and keep at it because he loves it.

All in all the story "Why Do We Fly" by Beryl Markham has a central idea of not giving up and persisting onward.

Anchor Level 3–B

CONTENT AND ANALYSIS:

- The response introduces a clear central idea (“*Why Do We Fly*” has an underlying meaning of perseverance and to not give up when things are rough) and a writing strategy (*The author of this story, Beryl Markham, portrays this idea through the use of conflict*), that establish the criteria for analysis.
- The response demonstrates a superficial analysis of the author’s use of conflict to develop the central idea (*The main premise of the story is that a pilot which is not named, is looking for their friend Woody, who is lost after his plane crashed landed. The author uses this conflict to portray the central idea and Despite crash landing and having the possibility of dying he wants to push on and keep at it because he loves it*). The use of conflict to develop perseverance is only implied.

COMMAND OF EVIDENCE:

- The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*In the story the pilot has everything against them having “no emergency rations – and no sleep” (lines 17-18) and “fuel was low” (line 17); the protagonist responds by saying, “We could give up flying tomorrow. You could anyhow. You could walk away from your plane and never put your feet on a rubber bar again You might be a very happy man, so why don’t you?” and “I couldn’t bear it” and “I would all be so dull”*) although some evidence is misquoted.

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 names a writing strategy, followed by a second paragraph that focuses on perseverance (*Another example of perserverance*) and on the characters’ approach to the question (“*Why do we fly?*”), concluding with a one sentence reiteration of the central idea (*the story ... has a central idea of not giving up and persisting onward*).
- The response establishes and maintains a formal style, using appropriate language and structure (*Despite all of this they kept pushing onward in order to find their friend*) although at times language is inexact (*pilot which, rubber* for “rudder”, *I* for “It”).

CONTROL OF CONVENTIONS:

- The response demonstrates partial control of conventions with occasional errors (*premice, pilot ... them, this they, could anyhow, dont, dyig he*) that do not hinder comprehension.

The main idea of this passage is I rather be happy than doing something I don't like to do the things you love and don't do it for money. ~~most~~ People will always do stuff for money they will risk their whole life for it.

The author is clearly wants people to know is do the things you love and be happy.

In this passage there is a lot of characterization because Woody doesn't like the job he has he wants to stop going on airplanes he almost died and now he is scared he wants to be happy and not risk his life again.

There were people dying of thirst and then he saw ~~as~~ Woody with his face down and with his head in his arms. In line 73 Woody says "You could forget all that and go off somewhere away from Africa and never look at an aerodrome again. You might be a very happy man so why don't you." Woody wants to forget everything that has happened and get a new job and he wants to be happy and not scared that he might die one day flying a plane. This proves that Woody wants to be a happy man and he wants to look after himself before something else happens that can end up worse for him.

Anchor Paper – Part 3 – Level 2 – A

In conclusion people should be happy and safe with the job they have. They shouldn't do a job were they get paid a lot but also they don't like it and they are risking their life for it.

Anchor Level 2-A

CONTENT AND ANALYSIS:

- The response introduces a central idea (*The main idea of this passage is I rather be happy than doing something I don't like to, do the things you love and don't do it for money*) and a writing strategy (*In this passage there is a lot of Characterization*).
- The response demonstrates a superficial analysis of the author's use of characterization to develop the central idea, projecting imaginative conclusions not merited by the text (*This proves that Woody wants to be a happy man and he wants to look after himself before Something else happens*).

COMMAND OF EVIDENCE:

- The response presents ideas inaccurately and inadequately in an attempt to support analysis, misinterpreting much of the passage's content (*he almost died and now he is scared he wants to be happy and not risk his life again. There were people dying of thirst and then he saw Woody with his face down and with his head in his arms*). The one direct quote included misidentifies the speaker.

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits inconsistent organization of ideas and information, failing to create a coherent response. The response opens with a paragraph that focuses on the *main idea* that *people should do the things you love and be happy*, followed by a paragraph that erroneously characterizes Woody as wanting *a new job and he wants to be happy and not scared that he might die one day flying a plane*, followed by a concluding paragraph which presents a central idea that deviates from the central idea initially presented, (*do the things you love and don't do it for money*) to (*They shouldn't do a job were they get paid a lot, but also they don't like it and they are risking their life for it*).
- The response lacks a formal style, using language that is basic (*he wants to stop going on airplanes*) and imprecise (*do stuff, their for "there", were for "where"*).

CONTROL OF CONVENTIONS:

- The response demonstrates partial control of conventions with occasional errors (*I rather be; to, do; always; clearly; people ... you; has he; airplanes he; scared he; their life*) that do not hinder comprehension.

Liking something is easy but pursuing it take interest an a good mentality, to show that you can do anything you're heart tells you too do. In this passage "Why do we Fly" Berly Markham she shows the central idea as If you put the time and hard work into something anything is possible. In this passage it talks about the overshadow as about the jobs, and why they love it so much.

One writing strategy Berly uses is Imagery; she uses imagery by putting these images in peoples heads to get a better understanding. So you can picture what the piglets seeing. The Author is showing that giving up is easy but loving something is better, she is writing all the good image to show that life can be anything you want as long as you love it.

Anchor Level 2–B

CONTENT AND ANALYSIS:

- The response introduces a central idea (*Markham she shows the central idea as If you put the time and hard work into something anything is possible*) and a writing strategy (*One writting stragety Berly uses is Imagery*).
- The response demonstrates a superficial analysis of the author’s use of *Imagery* to develop the central idea (*it talks about the ups and downs about the jobs, and why they love it so much and she uses Imagery by putting these images in peoples heads to get a better understanding*).

COMMAND OF EVIDENCE:

- The response presents little evidence from the text, merely referencing the title and author of the passage and only alluding to its content (*the ups and downs about the jobs and So you can picture what the piolet seeing*).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, with an opening paragraph that randomly moves from needing *intrest an a good mantality, to ... do anything you’re heart tells you too*, to the stated claim, and then to a comment about the *jobs*. A second paragraph introduces the author’s use of imagery but offers no further specific evidence of support and concludes with a comment that moves away from the original claim (*he is writting all the good image to show that life can be anything you want*).
- The response lacks a formal style, using language that is basic (*it talks about and giving up is easy but loving something is better*) and imprecise (*you’re for “your”, too for “to”, Markham she shows, in peoples heads, writting all the good*).

CONTROL OF CONVENTIONS:

- The response demonstrates emerging control of conventions with some errors (*prusuing, it take; intrest; mantality,to; jobs ... it; peoples heads; piolet seeing; Authoer; easy but; writting all the good image*) that hinder comprehension.

fear is something that we remember and choose to forget because it's was something we was scary of and wishing to never feel that same fear again.

In the "Shortstory" of the "Why Do we Fly" written by "Beryl Markham" the story use "tone" because oftentimes we as people hold a fear that we can't let go and causing that fear to grow even stronger. If we choose face that fear head on we can compare it and releases the sense of guilty, pain, and anxiety.

one example you see tone is "an hysterical engine, guilty at last perhaps of what, in spite of woody's jokes and our own, we all had feared."

Anchor Level 1–A

CONTENT AND ANALYSIS:

- The response introduces a confused central idea (*fear is Something that we remeber and choose to forget*) and an incomplete writing strategy. While the concept of *fear* is the focus of the response, its connection to the text is vague and unclear. The writing strategy “*tone*” is simply mentioned twice.
- The response demonstrates no analysis of tone to develop the central idea.

COMMAND OF EVIDENCE:

- The response presents little evidence from the text, providing only one quote that is loosely related to the concept of fear.

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits little organization of ideas and information, relying on frequent repetition of the existence of *fear* and people’s response to *fear* (*it’s was something we was scary of and wishing to never feel that same fear again*). The opening paragraph consists of one sentence conveying the focus on “fear.” A second paragraph offers insight into people’s experiences with “fear.” A one-sentence conclusion incorporates a quote from the text but the connection to the task is vague.
- The response lacks a formal style, using language that is basic and imprecise (*If we choose face that fear head on we can conqare it and releeses the sence of guilty, pain, and anxiety*).

CONTROL OF CONVENTIONS:

- The response demonstrates a lack of control of conventions with frequent errors (*remeber, it's was, scary of, “shortstory,” story use, head on we, conqare, releeses, sence of guilty, anxiety, exmple*) that make comprehension difficult.

The author shows point of view by saying if he gives up flying it would be dull and has showing a few other spots of it to. As the author worded it in lines 2 to 3 here he thought he was flying over a ~~soy~~ body of water but was not. ~~Woolly~~ Woody also kept all his ~~seat~~ stuff close to mettle but the wings.

The over all point of the passage ~~is~~ is. Flying at night ~~can~~ could lead to a bad ~~and~~ ending if not care full or know the area you are in. As the author describes it ~~Wooly landed~~ but all most crashes landing his plane.

Anchor Level 1–B

CONTENT AND ANALYSIS:

- The response introduces a confused central idea (*The over all point of the passeg is. Flying at night could lead to a bad ending*) and writing strategy (*The author shows point of vews by saying if he gives up flying it would be dull and was showing a few other spots of it to*).
- The response demonstrates no analysis of the writing strategy to develop the central idea.

COMMAND OF EVIDENCE:

- The response presents little evidence from the text that is directly connected to the central idea (*saying if he gives up flying it would be dull and he thought he was flying over a boddy of watier but was not*) and evidence that has been misinterpreted (*Woody ... all most crashed*).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits little organization of ideas and information, consisting of two paragraphs of loosely connected ideas, the first opening with the writing strategy, followed by two unrelated sentences, the second paragraph opening with an erroneous central idea, followed by personal commentary and misinformation.
- The response uses language that is predominantly incoherent (*a few other spots of it to, Woody also keep all his stuff close to the mettle but the wings, Woody landed but all most, crashed landing*).

CONTROL OF CONVENTIONS:

- The response demonstrates a lack of control of conventions with frequent errors (*vews; boddy; watier; keep; close; mettle; passeg; is. Flying; care full; it Woody; landed but; all most; playn*) that make comprehension difficult.

Part 3 – Practice Paper – A

The main idea in this text is to show how even though it seems scary and could potentially cause a negative effect, we don't stop doing the things we find joy in or love. In the text, the main character takes Woody's plane to go and find him. The main character explains the dangers they may face and doesn't even know if they will ever find Woody. An example in the text lies in line 55 when it states "I saw two boulders leaning together, and in the cleft they made were a pair of legs clothed in grimy work slacks and, beyond the legs, the rest of Woody, face down with his head in the crook of his arm." This shows that yes, the main character did find Woody in critical condition and yes it was very dangerous for him. In line 75, the text states "Somewhere away from Africa and never look at an aerodrome again. You might be a very happy man, so why don't you? 'I couldn't bear it,' said Woody. It would be so dull..." This connects back to the central idea that people won't give up doing the things they love if it gives them lots of joy.

Markham uses the writing strategy of Imagery to get the central idea across to the reader. Imagery is seen all throughout

Part 3 – Practice Paper – A

the passage and gives the reader a better view on what exactly is happening. For example, in the text on line 62-64, states "I recalled that men dying of thirst are likely to mumble and that what they want is water. I poured a few drops on the back of his neck as it appeared and got, for my pains, a startled grunt. This clearly shows the reader the pain Woody is in and how he is struggling. The text also states as seen in line 65-67, "—and then abruptly Woody was sitting upright on the ground, his face skinny beneath a dirty beard, his lips cinder-dry and splint, his eyes red-rimmed and sunk in his cheeks. He was a sick man and he was grinning..." This also shows the reader that by Woody grinning, it's showing although he knows things like this can happen he continues to do it anyway because like the central idea in the end no matter how crazy or dangerous something might come off as, we will continue to do it if it brings us joy.

The reason why we fly planes because it transports goods in and out countries. Also Another reason for flying is that it can get you to your destination but it depends where your going.

I think flying should still happen because it's important Especially for military troops other countries that physically are in need or they need major help.

Part 3 – Practice Paper – C

The story "Why do we fly?" by Beryl Markham Shows a lot of Figurative languages. There are similes in the story. One example is in the first paragraph "like a barbaric invasion across the plain." We see that Beryl meant that like bad, terrible conditions not good conditions compared to the people how they were, and how they felt. Another example of a simile is "huddled to Earth like a shot bird." Here Beryl is comparing walking or flying like hunting a bird. When a bird gets shot. We see Beryl uses a metaphor again. When animals are shot, they are hurt or injured. So we see he compares us or the main character to a injured bird. The overall theme of "Why do we fly?" by Beryl Markham is about a person on a plane flying and he compares himself or herself to bird being hurt or being in bad ~~conditions~~ places. In conclusion, the author uses similes to help the readers like us to imagine ourselves on a plane.

In the passage, "Why do we fly" by Beryl Markham, the central idea that the main character and Woody couldn't live without flying is developed with the use of Irony.

In the ^{last} few paragraphs there are a lot of examples of Irony. One the main character finds Woody, who is dehydrated. He gives him water. "He was a sick man grinning." Shows how ironic it is for him to be grinning after nearly dying. This further emphasizes the main idea that flying fulfills them and they are so passionate that they would risk their lives to fly.

In the last two paragraphs, the main character goes on about how they could give up flying and not deal with all of the trouble and danger to which Woody ends the excerpt with "I couldn't bear it, It would all be so dull." This displays the irony of the passage that though they risk their lives, there is nothing else they would rather do.

These examples of irony contribute to the main idea and displays the passion for flying that they have.

In this short excerpt of "West With the Night" by Beryl Markham, we see a piolet's quest to find his downed friend in the desert region of Africa. The piolet does find his friend in the end of the excerpt. ~~The central idea of this excerpt~~ ~~the central idea~~ is once we ~~we~~ lose something in life, we can never afford to lose it because life becomes dull and boring without. Markham develops this central idea through the use of repetition.

At the end of this excerpt, the piolet rescues his friend Woody and he poses a question to the piolet about why do they fly. This is where the central idea begins to take shape. Through the repetition of the word "could" in the final lines, the piolet and Woody here are saying to each other "you could walk away..." and "we could give up flying tomorrow." By doing these things but the repetition of the word "could" establishes a sense of doubt in the piolets. They could do these things, but do they really want to. They could go and live a new life, but is that the life they really want. The piolet even says to Woody

Part 3 – Practice Paper – E

"You might be a very happy man, so why don't you?". Woody responds by saying "I couldn't bear it," and "~~It~~ It would all be so dull...". Woody loves flying and no matter what better lives he could have, life would be too dull without flying.

Martham's repetition of the word

"could" in the final lines of this excerpt beautifully develop a central idea of Once we love something in life, we can never afford to live without it because life will become dull and boring, which I believe many can relate to this central idea.

Practice Paper A – 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. The response demonstrates a thoughtful analysis of the author’s use of the writing strategy to develop the central idea. The response presents ideas clearly and consistently, making effective use of specific and relevant evidence and exhibits logical organization of ideas and information to create a cohesive and coherent response. The response establishes and maintains a formal style using precise language and sound structure with infrequent errors in conventions.

Practice Paper B – Score Level 1

Holistically, this response best fits the criteria for Level 1 because the response introduces a confused central idea unrelated to the task with no analysis of the author’s use of a writing strategy. The response presents no evidence from the text and exhibits inconsistent organization of ideas, lacking a formal style, using language that is basic, but demonstrates partial control of conventions. It is a personal response that makes little reference to the task or text and can be scored no higher than a 1.

Practice Paper C – Score Level 2

Holistically, this response best fits the criteria for Level 2 because the response introduces and demonstrates a superficial analysis of the author’s use of the writing strategy to develop a central idea. The response presents ideas inconsistently and inaccurately in an attempt to support analysis. The response exhibits inconsistent organization of ideas, failing to create a coherent response as it lacks a formal style and uses language that is basic and imprecise. The response demonstrates emerging control of conventions with some errors that hinder comprehension.

Practice Paper D – 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. The response demonstrates an appropriate analysis of the author’s use of the writing strategy to develop the central idea, presenting ideas sufficiently with adequate use of relevant evidence to support analysis. The response exhibits acceptable organization and a formal style, using appropriate language and structure to create a coherent response. The response demonstrates partial control of conventions with occasional errors that do not hinder comprehension.

Practice Paper E – 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. The response demonstrates an appropriate analysis of the author’s use of the writing strategy to develop the central idea, presenting ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis. The response exhibits logical organization of ideas and information to create a cohesive and coherent response. The response establishes and maintains a formal style, using precise language and sound structure. The response demonstrates partial control of conventions with occasional errors that do not hinder comprehension.

Map to the Learning Standards
Regents Examination in English Language Arts
January 2024

Question	Type	Credit	Weight	Standard
1	MC	1	1	RL.3 (11-12)
2	MC	1	1	RL.4 (11-12)
3	MC	1	1	RL.4 (11-12)
4	MC	1	1	RL.2 (11-12)
5	MC	1	1	RL.5 (11-12)
6	MC	1	1	L.4 (11-12)
7	MC	1	1	RL.3 (11-12)
8	MC	1	1	RL.4 (11-12)
9	MC	1	1	RL.2 (11-12)
10	MC	1	1	RL.2 (11-12)
11	MC	1	1	RL.3 (11-12)
12	MC	1	1	L.5 (11-12)
13	MC	1	1	RL.5 (11-12)
14	MC	1	1	RL.6 (11-12)
15	MC	1	1	RI.3 (11-12)
16	MC	1	1	RI.3 (11-12)
17	MC	1	1	L.4 (11-12)
18	MC	1	1	RI.4 (11-12)
19	MC	1	1	RI.3 (11-12)
20	MC	1	1	RI.3 (11-12)
21	MC	1	1	L.4 (11-12)
22	MC	1	1	RI.6 (11-12)
23	MC	1	1	RI.2 (11-12)
24	MC	1	1	RI.2 (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 January 2024 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 the day of the examination. 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. 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.