



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:
1	2	3	4	
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 -demonstrate a superficial analysis of the author's use of the writing strategy to develop the central idea 	<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"> -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
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
				<ul style="list-style-type: none"> -are minimal, making assessment unreliable
				<ul style="list-style-type: none"> -are minimal, making assessment unreliable
				<ul style="list-style-type: none"> -demonstrate a lack of control of conventions with frequent errors that make comprehension difficult
				<ul style="list-style-type: none"> -are minimal, making assessment 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.

In the text "Ordinary Light," by Tracy K. Smith, the reader experiences a coming-of-age story written from the perspective of a narrator whose family lives in close proximity to a neighboring ranch. The narrator, dressed in her Sunday Best, interacts with the animals of the farm, particularly the mothers and their offspring, eventually learning a lesson that becomes the central idea of the piece; Failing to apply lessons previously learned to new situations is part of the passage to adulthood. A significant literary technique used by the author to develop this central idea is foreshadowing.

The narrator's Family explores the ranch along with its owner, Mr. Gus. An idyllic scene is presented throughout the text, with the family being led to enjoy beautiful sights, delicious fruits and seemingly cute animal families. When the young narrator tries to interact closely with the animals, things go awry that interfere with this peaceful scene. When she attempts to play with a mother hen's chicks, Mr. Gus steps in to show her that the hen is prone to vicious attacks to anyone who tries to touch them, "... I instinctively began to reach out to the ~~adorable~~ downy babies... the mother began to flap her hands in agitation and moved in angrily to peck him." The resulting damage to Mr. Gus' hand should have been a red flag to the narrator, leading her ~~to~~ to approach animals with caution. Instead, however, the Narrator moves ^{on} ~~to~~ to the next paddock, where a mother cow stood, ready to be misunderstood by the NARRATOR, "... her placid femininity backed by quiet strength—not like the frantic hen whose LOVE had MADE HER NERVOUS..." Ironically, the narrator also applied this childlike interpretation of the mother cow's

Anchor Paper – Part 3 – Level 4 – A

Personality to the calf, proceeding to initiate a game of tag, not realizing that the mother cow's relative calm may have been coming from the fact that the calf was more than capable of protecting herself. In a truly eye-opening moment, the calf misunderstood the narrator's chase as a threat, kicking the narrator with its hind legs. Finally, the narrator has grown up, "I felt betrayed, stunned by this first taste of cruelty. It was my first collision with the world's solid fist." The central idea is apparent in this moment; failing to apply lessons learned to new situations is part of the passage to adulthood.

Tracy Smith forewarns the reader of this central idea using the literary device of foreshadowing. Even before the narrator witnessed first-hand the violence of the animal kingdom, the narrator references her older brother's experience learning the same painful lesson, "Once, they looked in anxious disbelief as a bull... charged straight for where they stood filling a water trough... even when they told the story years later, there remained a shadow of terror just beneath their laughter." This anecdote, on its face, bears a striking resemblance to the narrator's own story; youthful, carefree characters being attacked by animals they were interacting with. That "shadow of terror" cast upon the beautiful image of the farm should have been a foreshadowing to the ~~the~~ narrator; had her passage to adulthood been more perfect, this lesson would have been learned ahead of time; she

Anchor Paper – Part 3 – Level 4 – A

Failing to apply her brothers' lesson. Readers, adults and youths alike, should have recognized the author's use of foreshadowing and predicted that a similar experience was awaiting the narrator.

Anchor Level 4-A

CONTENT AND ANALYSIS:

- The response introduces a well-reasoned central idea (*Failing to apply lessons previously learned to new situations is part of the passage to adulthood*) and a writing strategy (*Tracy Smith forewarns the reader of this central idea using the literary device of foreshadowing*) that clearly establish the criteria for analysis.
- The response demonstrates a thoughtful analysis of the author's use of foreshadowing to develop the central idea (*The resulting damage to Mr. Gus' hand should have been a red flag to the narrator, leading her to approach animals with caution and That "shadow of terror" cast upon the beautiful image of the farm should have been a forewarning to the narrator; had her passage to adulthood been more perfect, this lesson would have been learned ahead of time; she failed to apply her brothers' lesson*).

COMMAND OF EVIDENCE:

- The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*Finally, the narrator has grown up, "I felt betrayed, stunned by this first taste of cruelty. It was my first collision with the world's solid fist." The central idea is apparent in this moment; and even when they told the story years later, there remained a shadow of terror just beneath their laughter." This anecdote, on its face, bears a striking resemblance to the narrator's own story*).

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 focusing on *learning a lesson* and *a significant literary technique ... of foreshadowing*, followed by one paragraph that discusses the development of a central idea and another that examines the author's use of foreshadowing in developing this central idea.
- The response establishes and maintains a formal style, using precise language and sound structure (*Ironically, the narrator also applied this childish interpretation of the mother cow's personality to the calf, proceeding to initiate a game of tag, not realizing that the mother cow's relative calm may have been coming from the fact that the calf was more than capable of protecting herself and Even before the narrator witnessed first-hand the violence of the animal kingdom, the narrator references her older brothers' experience learning the same painful lesson*).

CONTROL OF CONVENTIONS:

- The response demonstrates control of conventions with infrequent errors.

Troy K. Smith is the author of *Ordinary Light*, and in one excerpt she takes the reader through her travels to Mr. Guss' ranch with her family during the summer. She emphasizes the impact this trip has on her and the indelible memories it brings from past to present. Also, Smith uses symbolism to emphasize the value she has for both her mother and the relationship they have.

Smith uses jam as a symbol of her mother because it highlights ~~her mother's love~~ a realization the narrator has. Every summer she would make this ^{special} jam, that would be spooned on her toast no matter the ~~weather~~ ^{time of} year. The narrator comes to realize that so much of what the jams "were made of was her." This realization illustrates the timeless quality of the jam. No matter when she was eating it, it would always reflect her longstanding relationship with her mother. Additionally, it portrays the value this jam holds as it is a reoccurring event and it holds memories of the shared enjoyment between the narrator and her mother. For the audience it evokes pathos because it allows them to reflect on the importance a singular object can hold. Also, the importance ~~is~~ of family and how those memories can long-standing even after a family member is gone.

Ultimately, the symbol of the jam holds many moments off for the narrator, memories of the time shared with her mother. This symbol highlights the importance of family relationships and how they reflect in many ways in the world.

Anchor Level 4–B

CONTENT AND ANALYSIS:

- The response introduces a well-reasoned central idea and a writing strategy that clearly establish the criteria for analysis (*Smith uses symbolism to emphasize the value she has for both her mother and the relationship they have*).
- The response demonstrates a thoughtful analysis of the author’s use of symbolism to develop the central idea (*This realization illustrates the timeless quality of the jam. No matter when she was eating it, it would always reflects her longstanding relationship with her mother and Ultimately, the symbol of the jam holds many memories for the narrator, memories of the time shared with her mother*).

COMMAND OF EVIDENCE:

- The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*Every summer she would make this special jam, that would be spooned on her toast no matter the time of year and The narrator comes to realize that so much of what the jam’s “were made of was her”*).

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 writing strategy of symbolism and a central idea that focuses on the mother-daughter relationship, followed by a paragraph that discusses how *Smith uses jam as a symbol of her mother*, and a concluding paragraph of summation (*This symbol highlights the importance of family relationships*).
- The response establishes and maintains a formal style, using precise language and sound structure (*She emphasizes the impact this trip has on her and the endless memories it brings from past to present and For the audience it evokes pathos because it allows them to reflect on the importance a singular object can hold*).

CONTROL OF CONVENTIONS:

- The response demonstrates partial control of conventions with occasional errors (*of Ordinary Light; symbolism; jam, that; jam’s; would ... reflects; re-curring; how those memories on*) that do not hinder comprehension.

Anchor Paper – Part 3 – Level 3 – A

In the text "Ordinary Light", a central idea was to not trust everything. The narrator of the story believed she felt an immediate connection to the cows. She believed they had a similar relationship to her and her mom. Without thinking it through, she let her trust gain control. It states, "Instantly, I trusted her", and, "I knew that I knew them, understood their bond, and that they knew me, too." (paragraph 50 and 60) ~~she trusted her~~ When she began to run towards the cows, she had no regrets. That was until the calf threw her to the floor. It states, "...the calf was lowering her two hind legs back to the ground and casting a quick look over shoulder as she pranced off." She trusted the calf. She believed they had this connection. But that wasn't true. The calf didn't feel the same way.

In the story "Ordinary Light", the author used point of view to develop the text. ~~The author~~ Tracy K. Smith used this ~~writing~~ writing strategy because it helped the reader understand what was going through the narrator's head. The girl believed there was this bond between her and the cows. When she let her trust take over, it didn't turn out well. She ended up being attacked. First person point of view let the reader ~~see~~ see her thoughts, like when she said, "This is for me", this shows how much she enjoys watching the animals and that her trust is building. When it attacks her the point of view lets the readers experience what it was like to be kicked by the calf. She says she felt "betrayed" (70). She's lost her trust.

Anchor Level 3–A

CONTENT AND ANALYSIS:

- The response introduces a clear central idea (*a central idea was to not trust everything*) and a writing strategy (*the author used point of view to develop the text*) that 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 (*it helped the reader understand what was going through the narrator’s head ... like when she said, “This is for me”, this shows how much she enjoys watching the animals and that her trust is building and point of view lets the readers experience what it was like to be kicked by the calf. She says she felt “betrayed” ... She’s lost her trust*).

COMMAND OF EVIDENCE:

- The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (“*I knew that I knew them, understood their bond, and that they knew me, too*” and “... *the calf was lowering her two hind legs back to the ground and casting a quick look over shoulder as she pranced off*”).

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 examples of the narrator being too trusting (*She believed they had a similar relationship to her and her mom ... she let her trust gain control and She believed they had this connection. But that wasn’t true*) and a second paragraph that focuses on how point of view developed the idea that *when she let her trust take over, it didn’t turn out well*.
- The response establishes and maintains a formal style, using appropriate language and structure (*The narrator of the story believed she felt an immediate connection to the cows and When she began to run towards the cows, she had no regrets*).

CONTROL OF CONVENTIONS:

- The response demonstrates control of conventions with infrequent errors (*her*”, *and*, “*I knew; narrator’s*”).

Anchor Paper – Part 3 – Level 3 – B

Ordinary Lights by Tracy K. Smith is about a girl going to Mr. Gus's ranch for breakfast because they loved how he did breakfast. She reminisced about going to his ranch after ~~school~~ church and Mr. Gus showing them around. As they were walking she saw a baby chicken and went to pick it up but was stopped by Mr. Gus showing the aggressive mother chicken watching the chicks. As they were walking in the clearing she saw a calf and ran towards it forgetting about the cruel chicken before only to be kicked. She felt a feeling of betrayal stunned by the cruelty. The central idea of the text is that there would always be unexpected cruelty in this world. A literary device used in the text is ~~mood~~ Irony.

The author showed ~~mood~~ Irony in the text by stating "So I dashed ~~for~~ after the calf laughing, wanting to show her, to step into their version of the languages my mother and I spoke, and to carry that joy, that giddy out-of-breath knowing back over into human. Then before I could tell myself what happened, the calf was lowering her two hind legs back to the ground and casting a quick look over her shoulders as she pranced off. I was ~~slowly~~ doubled into myself clutching my stomach where ~~the~~ cut which throbbed and burned where the calf's hooves had struck me." This shows Irony because you were expecting her to run and play with the calf but she was hit in the the stomach instead. The author use of irony develops the central idea because in the ~~wrong~~ world people will expect good things but in the end they could end up ~~getting~~ receiving unexpected cruelty. ~~such has~~

Anchor Level 3–B

CONTENT AND ANALYSIS:

- The response introduces a clear central idea (*The Central Idea of the text is that there would always be unexpected cruelty in this world*) and a writing strategy (*A literary device used in the text is Irony*) that establish the criteria for analysis.
- The response demonstrates an appropriate analysis of the author's use of irony to develop the central idea (*The author use of irony develops the central idea because in the world people will expect good things but in the end they could end up receiving unexpected cruelty*).

COMMAND OF EVIDENCE:

- The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*I dashed after the calf laughing, wanting ... to step into their version of the languages my mother and I spoke ... Then before I could tell myself what happened ... I was doubled into myself clutching my stomache which throbbed and burned where the calf's hooves had struck me*"), although there is some miscopying within the quote.

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits acceptable organization of ideas and information to create a coherent response, with an opening paragraph that discusses the events that lead to the central idea (*She saw a calf and ran towards it forgetting about the cruel chicken before only to be kicked*) and introduces a writing strategy (*Irony*). The second paragraph discusses how irony supports the central idea (*This shows Irony because you were expecting her to run and play with the calf but she was hit in the the stomache insted*).
- The response establishes and maintains a formal style, using appropriate language and structure (*As they were walking in the clearing she saw a cow that reminded her of her mother who was calm and strong and She felt a feeling of betrayal stunned by the cruelty*).

CONTROL OF CONVENTIONS:

- The response demonstrates emerging control of conventions with some errors (*mr gus's; remaniced; walking she; stoped; agressive; wathing; clearing she; forgetting; crul; Cental Idea; unexpexted; is Irony; auther; by stating “So; languages; happend; stomoche; throbbed; insted; auther use; devolps; good things but*) that hinder comprehension.

The main idea was that there was a family that visited a ranch. Mr. Gus the owner of the ranch had a bag of fruit in the front porch. But before they put the bag of fruits in the car Mr. Gus give them a tour around the ranch. Like in lines 22-23 says "At the top of the Gustafsson's drive, there were bags of picked fruit waiting for us on the porch, but Mr. Gus took us on a tour of the ~~red~~ ranch before packing them into the car." So in this lines of the text is like trying to say that Mr. Gus wanted to put that bag of fruits on the front porch so he can show the ranch to the family.

A. Conflict in the text was that the author ~~said~~ said that he was playing with a young calf. He was having fun with the young calf and playing around. Him and his mother were talking about the jay and the loved been around the calf. But something happened in lines 66-70 "Then, before I could tell myself what had happened, the calf was lowering her two hind legs back to the ground and casting a quick look over her shoulder as she pranced off. And I was doubled into myself, clutching my stomach, which throbbed and burned where the calf's hooves had struck me, ashamed for the sobs that any second, I knew, would begin to issue from my throat." This means that you can have fun with anything with a animal, a person or a family member and them things can get around.

Anchor Level 2–A

CONTENT AND ANALYSIS:

- The response introduces a central idea (*The main idea was that there was a family that visited a ranch*) and a writing strategy (*A conflict in the text was that the author said that he was playing with a young calf*).
- The response demonstrates a superficial analysis of the author’s use of conflict to develop the central idea (*This means that you can have fun with anything with a animal, a person or a family member and them things can get around*).

COMMAND OF EVIDENCE:

- The response presents ideas inconsistently, inadequately, and inaccurately in an attempt to support analysis (*He was having fun with the young calf and playing around. Him and his mother were talking about the joy and the loved been around the calf*).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits inconsistent organization of ideas and information, failing to create a coherent response with an opening paragraph that identifies a detail of the setting (*a tour around the ranch*) as a central idea and a second paragraph that introduces conflict as the writing strategy and includes a quote of intended support, followed by an imprecise sentence that implies an alternate central idea.
- The response lacks a formal style, using language that is basic (*you can have fun with anything*) and imprecise (*the text is like trying; the joy and the loved been around; them things can get around*).

CONTROL OF CONVENTIONS:

- The response demonstrates partial control of conventions with occasional errors (*Gus give; says “At; this lines; Him and his mother; a animal; them things*) that do not hinder comprehension.

In the excerpt from Ordinary Light it describes the afternoon of young girl after church spent at a family friend's farm. The author describes her time in detail leading up to her troubling once. The author describes ~~her~~ in hope to show the safety and comfortability she felt at the farm. She uses imagery to in depth describe her experience to ~~her~~ support her first opinions about the farm.

The use of imagery in this excerpt was used to describe her experience. She uses descriptive words such as sweet, kindly and giddy in hope to show the sense of safety she has felt at Mr. Guss farm. The author descriptive writing provides ~~an~~ reasoning to her family going so often to the farm. Furthermore the ~~descri~~ use of imagery helps to set the stage for what happens in the final paragraphs. Transitioning from the authors feelings of safety and comfortability to feel of betrayal. Overall the use of imagery helps to ~~support~~ support the central idea of safety and comfortability that the author felt. ~~This~~ The descriptive words had a positive tone to her story and how

Anchor Paper – Part 3 – Level 2 – B

The character feels during her time at the farm. Overall the author uses imagery to support her central idea of the feelings of safety and comfortability.

Anchor Level 2-B

CONTENT AND ANALYSIS:

- The response introduces a central idea (*The author describes in hope to show the safety and comfortability she felt at the farm*) and a writing strategy (*The use of imagery in this excerpt was used to describe her experience*).
- The response demonstrates a superficial analysis of the author's use of imagery to develop the central idea (*The author descriptive writing provides reasoning to her family going so often to the farm and imagery helps to set the stage for what happens in the final paragraphs ... from the authors feeling of safety and comfortability to feel of betrayal*).

COMMAND OF EVIDENCE:

- The response presents ideas inconsistently and inaccurately in an attempt to support analysis as the evidence provided does not exemplify imagery (*She uses descriptive words such as sweet, kindly and giddy in hopes to show the sense of safety she had felt at Mr. Gus's farm*).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, with an opening paragraph that introduces a central idea and a writing strategy, and a second paragraph that attempts to explain how *the use [of] imagery helps to set the stage for what happens*. However, the explanation reflects the use of diction rather than imagery, and the central idea is expanded upon to include the *feel of betrayal* which is never expanded upon. A concluding sentence restates the original central idea and writing strategy.
- The response lacks a formal style, using language that is basic and imprecise (*of young girl; in hope to show; reasoning to her family; the use imagery*).

CONTROL OF CONVENTIONS:

- The response demonstrates a lack of control of conventions with frequent errors (*from ordinary Light; friends farm; detial; orrcence; comfortabilty; in depthy; opipions; descriptive; farm The; author descriptive writing; Furthermore the; Transing from the authors; durning; Overall the*) that make comprehension difficult.

The text is about a boy that enjoy with his father and her mother. In the line 1 and 2 say "because my father loved to eat two piece of the toast with breakfast. Also in the line 5 and 6 say " I helped my mother stir vast pot of the Summer's Harvest into the thick magic we'd later ladle into the glass canning Jars. This two evidence shows that the boy is enjoying with her family and then loved pass that moment. In conclusion if you have your mom and your dad living, you have to enjoy with they because when you want pass time with they can be late.

Anchor Level 1–A

CONTENT AND ANALYSIS:

- The response introduces a confused and incomplete central idea (*The text is about a boy that enjoy with his father and Her mother*) but no writing strategy.
- The response demonstrates a minimal analysis of the central idea with no reference to a writing strategy (*This two evidence shows that the boy if enjoying with her family and then loved pass that moment*).

COMMAND OF EVIDENCE:

- The response presents ideas inconsistently and inadequately in an attempt to support analysis, making use of some evidence that may be irrelevant (“*because my father Loved to eat two piece of the toast with breakfast* and “*I helped my mother stir vast post of the summer’s Havest*”).

COHERENCE, ORGANIZATION, AND STYLE:

- The response exhibits little organization of ideas and information, with a single paragraph that introduces the idea of enjoying a child-parent relationship, followed by two quotes in an attempt to support the confused central idea and concludes with another attempt at rewording the central idea (*if you Have your mom and your dad living, you have to enjoy with they be cause when you want pass time with they can be late*).
- The response uses language that is predominantly incoherent as the result of frequently leaving out necessary words (*the boy if enjoying with her family and you have to enjoy with they*).

CONTROL OF CONVENTIONS:

- The response demonstrates a lack of control of conventions with frequent errors (*boy that enjoy; line 1 and 2 say; two piece; because ... breakfast. Also; post; Havest; thirck; hadle; In con clu sion if; with they*) and contradictory pronouns that make comprehension difficult.

Anchor Paper – Part 3 – Level 1 – B

The central idea of this text is that not all things
Seem as they appear.

Anchor Level 1–B

CONTENT AND ANALYSIS:

- The response introduces a central idea with no writing strategy (*The central idea of this text is that not all things seem as they appear*).
- The response demonstrates no analysis of the author’s use of a writing strategy to develop the central idea.

COMMAND OF EVIDENCE:

- The response presents no evidence from the text.

COHERENCE, ORGANIZATION, AND STYLE:

- The response is minimal, making assessment of organization unreliable.
- The response is minimal, making assessment of the use of language unreliable.

CONTROL OF CONVENTIONS:

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

Part 3 – Practice Paper – A

In the passage Ordinary Light by Tracy K Smith, a girl and her family are at Mr. Gus's Ranch, taking a tour of all the variety of trees and looking at animals. A common central idea for this passage could be theres nothing like a motherly ^{Bond} ~~bond~~. On lines 50 through 53 it says, "I couldn't help it; her placid femininity backed by quiet strength - not like the frantic hen whose love had made her nervous but rather calm, grounded in a steadfast, sturdy certainty - Reminded me of my mother." (Lines 50-53, Smith). She is looking at a mother cow, explaining the feeling she got from that cow, how ^{the cow} was calm and grounded, it made her feel sturdy, and it reminded her of her mother. In lines 60-63 it says, "This is for me, I remember telling myself, meaning the sweet young calf and the strong serene mother. I knew that I knew them, understood their bond." (Lines 60-63, Smith) Shes explaining here the connection between the Mother cow and the calf, how it reminds her so much of her and her mother. Theres nothing like a motherly bond is a good central idea because she sees these two ^{Cow} ~~cows~~ and it reminds her of her mother, the strong connection they have and how it made her feel calm around the mother cow and the calf.

Imagery would support theres nothing like a motherly bond because in lines 54 through 57 it says, "Small ~~brown~~ and brown, with

Part 3 – Practice Paper – A

fur I could already imagine the plush against my cheek, the calf saw me too, and she stood still, having also grasped our shared affinity, enfolding me in a way I took to mean that my own feelings were mirrored in hers. (Lines 54-57 Smith)

This is giving you an image in your head of a girl and a calf, a beautiful brown calf. Staring at each other, she feels the deep connection between the mother cow and the calf, feeling like the calf is a mirrored reflection of her. This goes back to there's nothing like a motherly bond because the imagery is giving an image of a connection. Calf and mother cow are very close, and she feels like the cow and the calf represent them.

Part 3 – Practice Paper – B

The author use characterization on this passage because of how lives goes in ~~this~~ the Gustafssons a modest red ranch, the author use characterization because of the forms and ways that he describe the animals and how he referent to it.

Tracy K. Smith decide to use characterization on this passage since animals seem to see more bigger than usually wish us not tree in real life so i guess that is just happen inside of his or her mind. According to the article they hopped the tance to safety time even when he told the story years later just remained the shadow of terror just beneath their laughter so basically the main idea of this passage is that there was something kind not natural is Gus ranch so when they talk about this it just remained everyone about dark day and bad thing going on.

Part 3 – Practice Paper – C

Through her use of ~~metaphor~~ figurative language, in this excerpt from "Ordinary Light", Tracy K. Smith emphasizes the nature of the universal bond between a parent and their child. ↪ (No A)

Smith introduces the narrative ~~with~~ by ~~mentioning~~ telling the reader of her father's love for breakfast. She describes ~~a~~ his favorite meal saying that it was "cooked to an impossible sweetness" and it "[swam] in thick amber syrup." ~~throughout~~ ~~explicating~~ the author's ~~about~~ description of the meal ~~numerous~~ ~~repeatedly~~ ~~and~~ ~~thus~~ ~~leads~~ the reader to believe, which she later confirms, that although the meal was her father's favorite, ~~or belonged~~ ~~to him~~ ~~family~~ ~~brought them family together~~ when he chose to share it with his family, it ~~served~~ as a ~~representation~~ ~~of~~ ~~symbol~~ ~~for~~ his love for his children.

Later on in the narrative, the author comes across a hen and her chicks. Initially driven to reach out towards the chicks, she is stopped ~~and~~ ^{by} ~~showed~~ that Mr. Gus, who shows her that the hen is very protective of her kin. The author describes the hen's reaction to Mr. Gus's hand, saying that her pecking was similar to that of a ~~beating~~ ^{the} ~~in~~ ~~repetitive~~ bobbing of the needle of a sewing machine. This comparison allows the reader to conceptualize the interaction, which in turn displays the devotion that the ~~mother~~ mother has for her chicks, as she sought to protect them.

The author finally comes across a family of cows. She first spots the mother, who's "eyes were deep and kindly," which leads her to trust her,

Part 3 – Practice Paper – C

as she'd reminded her of her own mother. Furthermore she compares the behavior of the cow to the behavior of the hen, coming to the conclusion that her motherly love is "rather calm, grounded in a steadfast, sturdy certainty," as opposed to the rather "frantic" ^{display of} love from the hen. Then seeing the calf, the author instantly feels a connection, as she saw herself in this animal. She says that "my own feelings were mirrored in hers," confirming this connection. Enamored by the moment, the author forgot about her interaction with the chickens & approached the calf, ~~saying, 'this is warm'~~ she craves to "step into their version of the language my mother and I spoke," as though it is something tangible. In portraying their love in this way, she highlights the strength of it, moreover, emphasizing the fact that it is universal. Ultimately, her use of figurative language relays the idea that the love between a parent and a child is unique from other types of love ~~and person~~, but ^{cows or human adults,} love is intrinsic, and exists everywhere, whether the parent is a ~~the~~ hen, and the child a chick, calf or child.

Part 3 – Practice Paper – D

The author in this story sets a tone throughout of the story really give us a picture of a ordinary life. This story (Ordinary ~~at~~ light) talks a lot about a family who lives on a nice ranch, the author gives us the picture of this red ranch by describing things that surround it like nature. In line 10 it states "The Gustafsons lived in a modest red ranch house just over a hill....they had a whole hillside worth of fig trees and orchards of pears." In the story was really good with setting the tone by giving us the little detail to help draw a picture in our minds.

The detail the author gave us was details about what color cloths they had on, what type of trees were around, ~~but just~~ ~~just~~ giving us ~~as~~ the animals that were on the farm etc. On line 25 it states "I was wearing one of my favorite outfits, a blue and white dress with a white cardigan and socks and burnt brown shoes." So in the story the author was really good at giving us the most detail and setting the tone of the ~~the~~ story.

Part 3 – Practice Paper – E

In the text, "Ordinary Light" the author talks about things she loved about Mr. Gus's ranch.

On lines 1-2 it says "We were heading to Mr. Gus's because my father loved to eat two pieces of toast with his breakfast." The author is expressing her love about Mr. Gus's ranch and the excitement for going over there. With heading over to Mr. Gus's ranch she repeatedly talks about the trees with fruit and the farm animals kept there. She didn't expect negative things to happen.

One central idea in the text is that things are not how it appears to be. The central idea was shown by the literary technique, situational irony. Evidence from lines 61-62 expressed "I knew that I knew them, understood their bond, and that they knew me, too." Those lines matter because the author thinks that she can understand the cows and is safe around them. The author completely misread the situation. Lines 68-69 talks about how when she went close to the cows she was kicked in her stomach. The situational irony was shown because the author thought she understood the cows and was safe enough to pet them but instead she was attacked.

Practice Paper A – Score Level 3

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

Practice Paper B – Score Level 1

Holistically, this response best fits the criteria for Level 1 because the response introduces a confused central idea and demonstrates a minimal analysis of the author’s use of characterization to develop the central idea. The response presents little evidence from the text with little organization of ideas and information. The use of language is predominantly incoherent. The response demonstrates a lack of control of conventions with frequent errors that make comprehension difficult.

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 demonstrates a thoughtful analysis of the author’s use of figurative language to develop the central idea. The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis. The response exhibits logical organization of ideas to create a cohesive and coherent response, using precise language and sound structure, demonstrating 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 demonstrates a superficial analysis of the author’s use of tone to develop the central idea. The response presents ideas inadequately and inaccurately in an attempt to support analysis. The response 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, demonstrating 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 demonstrates an appropriate analysis of the author’s use of irony to develop the central idea. The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis. The response exhibits acceptable organization of ideas and information to create a coherent response and establishes and maintains a formal style, using appropriate language and structure, while demonstrating partial control of conventions with occasional errors that do not hinder comprehension.

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

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