



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

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

Criteria	Responses at this Level:	Responses at this Level:	Responses at this Level:	Responses at this Level:
<b>Content and Analysis:</b> the extent to which the response conveys complex ideas and information clearly and accurately in order to respond to the task and support an analysis of the text	-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	-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	-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	-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
<b>Command of Evidence:</b> the extent to which the response presents evidence from the provided text to support analysis	-present ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis	-present ideas sufficiently, making adequate use of relevant evidence to support analysis	-present ideas inconsistently, inadequately, and/or inaccurately in an attempt to support analysis, making use of some evidence that may be irrelevant	-present little or no evidence from the text
<b>Coherence, Organization, and Style:</b> the extent to which the response logically organizes complex ideas, concepts, and information using formal style and precise language	-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	-exhibit acceptable organization of ideas and information to create a coherent response  -establish and maintain a formal style, using appropriate language and structure	-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	-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
<b>Control of Conventions:</b> the extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling	-demonstrate control of the conventions with infrequent errors	-demonstrate partial control of conventions with occasional errors that do not hinder comprehension	-demonstrate emerging control of conventions with some errors that hinder comprehension  -are minimal, making assessment of conventions unreliable	-demonstrate a lack of control of conventions with frequent errors that make comprehension difficult  -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. <ul style="list-style-type: none"> <li>• A response that is totally copied from the text with no original writing must be given a 0.</li> <li>• A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.</li> </ul>

In the excerpt, the author effectively uses positive diction to convey his infatuation with the town of Charleston. The author appreciates<sup>and admires</sup> "lures of attractiveness" and "delicate beauty" of Charleston. For example, the author expresses Charleston as "a city enchanting enough to charm cobras out of baskets, one so corniced and filigreed, and elaborated that it leaves strangers awed and natives self-satisfied" (23-25). The incorporation of the words "enchanting," "charm," "awed," and "self-satisfied" allows the author to illustrate a picturesque scenery and to create a magnificent setting. Those words all have positive connotations, which adds on to the ~~seemingly~~ pleasant, ~~and~~ mysterious tone. This diction clearly demonstrates that the author is charmed by the city and finds it ~~one~~ breathtaking. Additionally, the author writes, "in the secrecy of its gardens you can ~~find~~ discover jasmine and camellias and hundreds of other plants stolen from the Garden of Eden for the sheer love of richness and the joy of stealing from the gods" (26-29). The words "jasmine," "camellias," "Garden of Eden," and "sheer love of richness and the joy" all have positive connotations and contribute to the author's use of diction. ~~They~~ add on to the ~~one~~ enchanting and magnificent atmosphere of Charleston.

Also, the incorporation of positive diction of the "goats" and the "Garden of Eden" elevates the town to a higher, more heavenly state.

The use of these words also reveals the author's appreciation of its beauty as well as the author's infatuation with the lovely town.

Likewise, the author states, "proud of a town so pretty it makes your eyes ~~hurt~~ ache with pleasure just to walk down its spell binding, narrow streets" (3-4). Because the author once again uses words with positive connotations like "proud," "pretty," and "pleasure," he demonstrates his love and value of the city. He finds Charleston absolutely beautiful and continuously expresses his ardent idea of a picturesque city.

Moreover, the "spellbinding, narrow streets" add on to the ~~lovely~~ scenery, illustrating his enamored ~~infatuation~~ with Charleston's attractiveness.

The author effectively uses positive diction to reveal his infatuation of Charleston and its beauty.

#### **Anchor Level 4–A**

The response introduces a well-reasoned central idea and writing strategy (*In the excerpt, the author effectively uses positive diction to convey his infatuation with the town of Charleston*) that clearly establish the criteria for analysis. The response demonstrates a thoughtful analysis of the author’s use of positive diction to develop the central idea (*This diction clearly demonstrates that the author is charmed by the city and finds it breathtaking and The use of these words also reveals the author’s appreciation of its beauty as well as the author’s infatuation with the lovely town*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*The incorporation of the words “enchanting,” “charm,” “awed,” and “self satisfied,” allows the author to illustrate a picturesque scenery and to create a magnificent setting and Because the author once again uses words with positive connotations like “proud,” “pretty,” and “pleasure,” he demonstrates his love and value of the city*). The response exhibits logical organization of ideas and information to create a cohesive and coherent response by first introducing both the central idea and writing strategy, then presenting examples of positive diction which support the central idea, and concluding with a reiteration of the central idea (*The author effectively uses positive diction to reveal his infatuation of Charleston and its beauty*). The response establishes and maintains a formal style, using precise language and sound structure (*The author appreciates and admires the “lures of attractiveness” and “delicate beauty” of Charleston and the incorporation of positive diction of the “gods” and the “Garden of Eden” elevates the town to a higher, more heavenly state*). The response demonstrates control of the conventions with infrequent errors (*infatuation and connotations, which adds*).

A hometown can influence one's life in a profound way. In the passage, Charleston affects the narrator's personal experience. To enhance the reader's knowledge of Charleston, the author uses personification in the passage.

Charleston is described as having its own "heartbeat" and "fingerprint." ~~the city is~~

When something has a heartbeat, it has life.

This is evident when the author lauds the city for tolerating "eccentricity and bemusement." ~~there is~~

~~The people in the city are also courteous.~~

The reader feels a sense of warmth and comfort as a result of this description.

Charleston's fingerprint represents its idiosyncrasy.

The author was proud "to ~~be~~ be a native of one of the loveliest American cities, not a high-tiding, glossy, or lipsticked city, not a city with bells on its fingers or brightly painted toenails, but a ruffled low-slung city understated and tolerant of nothing' mismeade or ostentatious."

The author goes on by explaining his unique experience in Charleston. The reader feels a different life of the narrator compared to ordinary people.

The city's vigor and distinctive qualities are explained through personification.

The reader's ~~understanding~~ understanding of the narrator is enhanced through the use

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

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If personification. Charleston is profoundly depicted as a lively and different city. The reader ~~can~~ even vicariously experience living in the Mansion on the River.

### Anchor Level 4–B

The response introduces a well-reasoned central idea and a writing strategy (*To enhance the reader's knowledge of Charleston, the author uses personification in the passage*) that clearly establish the criteria for analysis. The response demonstrates a thoughtful analysis of the author's use of personification to develop the central idea (*The city's vigor and distinctive qualities are explained through personification*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*Charleston is described as having its own "heartbeat" and "fingerprint" and the author lauds the city for tolerating "eccentricity and bemusement"*). The response exhibits logical organization of ideas and information to create a cohesive and coherent response by first introducing both the central idea and writing strategy, then discussing specific examples of the author's use of personification, and concluding with a reiteration of the central idea (*The reader's understanding of the narrator is enhanced through the use of personification*). The response establishes and maintains a formal style, using precise language and sound structure (*When something has a heartbeat, it has life*). The response demonstrates control of the conventions with infrequent errors (*corteous* and *Mansion on the River*).

In the text, the author uses the theme of "retaining one's roots" to develop his central idea that one should never forget where they come from. Throughout the text, the author tells us about ~~about~~ his love for Charleston, South Carolina. Charleston is viewed as a city of growth and discovery. The author is proud to be a native of the city; he embraces it and uses it to his advantage. In one line he says, "I could feel my destiny forming in the leaves high above the city." The author sticks to his roots to discover his meaning in life, what he's meant to do.

The author has taken his life in Charleston and made it a part of who he is as a person. His personality and his being were created around Charleston. He has shaped himself into a person who takes pride in his origin and the years he has lived so many years ago. In one line of the passage he says, "The city's two rivers, the Ashley and the Cooper have flooded and shaped all the days of my life on this storied peninsula." ~~Take~~

In conclusion, the author believes one should embrace and take pride in their roots.

### **Anchor Level 3–A**

The response introduces a clear central idea and a writing strategy that establish the criteria for analysis (*In the text, the author uses the theme of “retaining one’s roots” to develop his central idea that one should never forget where they come from*). The response demonstrates an appropriate analysis of the author’s use of theme to develop the central idea (*The author is proud to be a native of the city ... The author sticks to his roots to discover his meaning in life and His personality and his being were created around Charleston*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*the author tells us about his love for Charleston ... a city of growth and discovery and he says, “The city’s two rivers ... have flooded and shaped all the days of my life*). The response exhibits acceptable organization of ideas and information to create a coherent response by first introducing the strategy and central idea, then proceeding to exemplify and explain how the theme supports the central idea, and concluding with a summation (*In conclusion, the author believes one should embrace and take pride in their roots.*) The response establishes and maintains a formal style, using appropriate language and structure (*The author has taken his life in Charleston and made it a part of who he is as a person*). The response demonstrates control of conventions with infrequent errors (*one ... they and one ... their*).

In the text, the controlling idea of obsession is shown. It shows how a native boy has such a passion for his city, Charleston, South Carolina. For example, ~~the~~ the text states, "a town so pretty it makes your eyes ache with pleasure", which shows how breathtaking the town is to the boy. Also, it states, "I'm Charleston - born, and - bred.", this shows the reason of the boy having a strong liking to his city. Since the boy was raised in Charleston he probably believes that he lives in the ~~best~~ best and most beautiful city in the world. To conclude, it can be seen how the native boy in the text has and will always have a love for his hometown, Charleston.

In the text, the author, uses the literary element of imagery to develop the ~~central~~ central idea. He describes this beautiful hometown of a native boy that has a passion for his birthplace. For example, the text states, "From its highest branches, I surveyed my city as it lay shimmering in the hot-blazed saps of June while the sun began to set, reddening the vest of circus clouds that gathered along the western horizon." This allows you to picture the ~~fierce~~ cloudy red sunset of Charleston in your mind. Also, it states, "A boy stops in time, in a city of amber-colored life, that possessed the glamour forbidden to a lesser angel," which allows you to picture a boy admiring the

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

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beautiful view that Charleston allows him to see.

To conclude, it can be seen how the author uses imagery to develope the central idea.

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### **Anchor Level 3–B**

The response introduces a clear central idea (*In the text, the controlling idea of obsession is shown. It shows how a native boy has such a passion for his city, Charleston, South Carolina*) and a writing strategy (*imagery*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of imagery to develop the central idea (*He describes this beautiful hometown of a native boy that has a passion for his birthplace and which allows you to picture a boy admiring the beautiful view that Charleston allows him to see*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*For example, the text states, "... a town so pretty it makes your eyes ache with pleasure ...", which shows how breathtaking the town is to the boy and For example, the text states, "From its highest branches, I surveyed ..." This allows you to picture the cloudy red sunset of Charleston in your mind*). The response exhibits acceptable organization of ideas and information to create a coherent response by first establishing and showing evidence for the central idea (*it can be seen how the native boy in the text has and will always have a love for his hometown, Charleston*), then discussing how the author uses *imagery to develope the central idea*, providing two examples from the text as support, and concluding with a summation. The response establishes and maintains a formal style, using appropriate language and structure (*To conclude, it can be seen how the author uses imagery to develope the central idea*). The response demonstrates partial control of conventions with occasional errors (*obsession; pleasure ..."; bred.", this; reason of the boy; author, uses; develope; it's*) that do not hinder comprehension.

In the text the author's use of tone is very engaging and proud of the town of Charleston, South Carolina. He appreciates the fact that he is from this town. ~~and~~ He describes that he feels happy and calm from where he comes from. He describes all the town's good qualities and has nothing bad to say about it. Though he does overexaggerate about how great it is. But it is his opinion, every person has a different opinion.

The author even compares himself to Charleston. This comparison shows how much he loves this town. "Like Charleston, I had my often alleyways that were dead ends and led to nowhere, but mansions were forming like jewels in my bloodstream," the author says. He is explaining how sometimes in his life he ran into dead ends. Like Charleston had some dead ends. But other times he shined as bright as a diamond in his life. Like Charleston shined with the mansions he had.

The author also mentions in some ways how he will always want Charleston to be apart of him and him to be a part of Charleston. Even though he clearly states "he did not have a friend at my own age" he decided to "turn myself into a

worthy townsman of such a many - storied city." The author here is describing that he loves this town so much he will make sacrifices like changing himself to become even more apart of this town.

He wants to get involved since he has is so patriotic towards his charleston. He remembers everything he did and all that he felt in this town that he will never forget.

The tone of the author basically sets the whole idea of this passage. He explains and describes all of his feelings thoroughly and how this town changed him.

Charleston had a big impact on this author, and through his tone of voice any reader can figure this out at the beginning of the passage.

Anchor Level 3-C

The response introduces a clear central idea (*He appreciates the fact that he is from this town. He describes that he feels happy and calm from where he comes from*) and a writing strategy (*tone*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of tone to develop the central idea (*In the text the author's use of tone is very engaging and proud of the town of Charleston, South Carolina*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*The author even compares himself to Charleston and He is explaining how sometimes in his life he ran into dead ends ... But other times he shined as bright as a diamond in his life. Like Charleston*). The response exhibits acceptable organization of ideas and information to create a coherent response by first establishing and then demonstrating the central idea of the narrator's engagement with, and pride in, Charleston as seen through the author's use of tone, concluding with a summative paragraph that states how *the tone of the author basically sets the whole idea of this passage*. The response lacks a formal style, using language that is basic (*He describes all the town's good qualities and has nothing bad to say about it*), inappropriate (*he does over exaggerate about how great it is*), and imprecise (*he feels happy and calm from where he comes from, Charleston shined with the mansions he had, po apart of him, his tone of voice*). The response demonstrates emerging control of conventions with some errors (*it. Though he does; his opinion, every person; dead ends. Like Charleston; states "he did not have a friend of my own age" he*) that hinder comprehension.

In this passage the author discusses about the joys and wonderful ways of life in charleston, south carolina. The author talks about the food and scenery as examples to really ~~not~~ portray how wonderful ~~is~~ the town of charleston is. The central idea of this passage could be entitled as the beauty of ~~in~~ the hometown.

The author uses simile to portray the central idea of the beauty of the hometown. In the passage on lines 10-11 it says, "I carry the delicate porcelain beauty of charleston like the ninged smell of some soft-tissued mollusk." The author is comparing the beauty of charleston to the beauty of a shell. This ~~one~~ example supports the central idea because throughout the passage the author is discussing different examples that portray charleston's beauty.

As you can see, the author of this passage uses ~~one~~ simile to support the central idea about the beauty of the hometown. In this case, the town is charleston and it's beauty is being compared to the beauty of a shell.

## **Anchor Level 2–A**

The response introduces a central idea (*The central idea of this passage could be entitled as the beauty of the hometown*) and a writing strategy (*The author uses simile to portray the central idea of the beauty of the hometown*). The response demonstrates a superficial analysis of the author’s use of simile to develop the central idea (*The author is comparing the beauty of Charleston to the beauty of a shell*). The response presents ideas inadequately in an attempt to support analysis (*throughout the passage the author is discussing different examples that portray Charleston’s beauty*). The response exhibits acceptable organization of ideas and information to create a coherent response by introducing the central idea in the introductory paragraph, followed by a paragraph that illustrates the use of simile, and ending with a reiteration of the central idea and strategy (*the author of this passage uses simile to support the central idea about the beauty of the hometown*). The response lacks a formal style, using language that is basic (*on for “in” lines and As you can see*) and imprecise (*as examples to really portray*). The response demonstrates partial control of conventions with occasional errors (*the author discusses about; it says. “I; throughout; it’s beauty*) that do not hinder comprehension.

The main idea in this story is about a boy growing up in Charlestown South Carolina. He had a very good childhood there, he could go in the backyard and could catch blue fish, flounder, red fish, and frogs. As in the city he could only charm cobras out of broken. It was very scenic at his place in Charlestown.

The author uses ~~the~~ setting in his story when talking about charlestown for example "my sea is a peninsula -Shaped and sun-baked and river sunburn. And the Ashley and Cooper shaped all day at his life on the peninsula. He also said charleston has its own heartbeat and fingerprint meaning it effected him greatly and the setting and childhood will always stay with him.

**Anchor Level 2–B**

The response introduces a central idea (*The main idea in this story is about a boy growing up in Charlestown South Carolina*) and a writing strategy (*The author uses setting in his story when talking about charlestown*). The response demonstrates a superficial analysis of the author's use of setting to develop the central idea (*It was very scenic at his place in Charlestown*). The response presents ideas inadequately (*And the Ashley and Cooper shaped all day of his life on the peninsula*) and inaccurately (*As in the city he could only charm cobras out of blankets*) in an attempt to support analysis. The response exhibits inconsistent organization of ideas and information, stating a central idea in the opening sentence and attempting to support it through examples that relate to setting but do not specifically support the central idea, then concluding by stating *the setting and childhood will always stay with him*, failing to create a coherent response. The response lacks a formal style, using language that is imprecise (*The main idea in this story is about a boy, very good childhood, it effected him*). The response demonstrates emerging control of conventions with some errors (*Charlestown; there, he could go; about charlestown for example “my soul ... and river swollen; shaped all day; fingerprint meaning*) that hinder comprehension.

The author used a lot of repetition. The author used repetition to prove his point and purpose of the text. He has also used repetition to express the feeling and have clear statements.

The author use a lot of, "Charleston." He used Charleston to show how important the city was the author. The author used Charleston repetitive because he wanted to make it clear that the city was very important.

The author used it a lot to express the feelings of how the character felt about it. This gave a good central idea of what it should look like.

**Anchor Level 2-C**

The response introduces an incomplete central idea (*He used Charleston to show how important the city was the author*) and an incomplete writing strategy (*He has also used repetition to express the feeling and have clear statements*). The response demonstrates a minimal analysis of the author's use of repetition to develop a central idea (*The author used Charleston repetitive because he wanted to make it clear that the city was very important*). The response presents ideas inadequately in an attempt to support the analysis (*The author use a lot of, "Charleston."*). The response exhibits inconsistent organization of ideas and information, introducing a writing strategy in the opening paragraph and attempting to establish a central idea by reiterating throughout the response that the author repeats "Charleston" frequently, then concluding with a statement vaguely referring to the central idea, failing to create a coherent response. The response lacks a formal style, using language that is inappropriate and imprecise (*The author use a lot of, the city was the author, The author used it a lot to express the feelings of how character felt about it*). The response demonstrates emerging control of conventions with some errors (*puropose, author use a lot, used Charleston repetitive, importent*) that hinder comprehension.

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

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When you're interested in something don't give up. The main character whose name was never mentioned, her father wanted her to go to big colleges but she was interested in plants which is ironic. One irony that I found was the first sentence of the passage. You can't name a river yourself even if you are a resident. This is significant because she ends up not even being a planter but a person who had to take mug shots.

**Anchor Level 1–A**

The response introduces a central idea (*When your interested in something don't give up*) and demonstrates a minimal and confused analysis of the author's use of irony to develop the central idea (*her father wanted her to go to big colleges but shewas interested in plants which is ironic*). The response presents little evidence from the text. That which is used is inaccurate (*This is significant beeause she ends up not even being a planter but a person who had to take mug shots*). The response exhibits little organization of ideas and information, moving from the idea of not giving up to interest in plants to naming rivers to taking mug shots. The response lacks a formal style, using language that is basic and imprecise (*mentioned, her father and big colleges*). The response demonstrates emerging control of conventions with some errors (*your, whos, shewas, reseident, planter but*) that hinder comprehension.

Many authors have different ways and different techniques when it comes to writing literature. In this story the author used a specific literary technique also known as characterization. Characterization is when the author uses specific details to show the kind of person that the character is.

**Anchor Level 1–B**

The response introduces a writing strategy (*the author used a specific literary technique also known as characterization*). The response presents no evidence from the text to support this stating only that *the author uses specific details to show the kind of person that the character is*. The response exhibits little organization of ideas and no information from the text. The response is minimal, making assessment of conventions unreliable.

In the text the central idea of beauty is being shown. This is shown because the author explains how beautiful Charleston, South Carolina is. They indicate how that when you walk down the streets, it's so pretty that it makes your eyes ache. In addition, it explains all the aspects of this beautiful city to interpret pride for where the author is.

The literary element of setting plays a big role in the passage. The author explains the beauty of the streets of Charleston and the beauty of the gardens filled with jasmines and camellias. Clearly, the passage shows the significance of this remarkable place in the world.

In this passage, the author depicts Charleston, <sup>South Carolina</sup> as an understated and beautiful place where anything is possible. The author feels Charleston has ~~shaped~~ <sup>the</sup> the power to shape people and have an ever-lasting influence on their lives. This ~~an~~ idea of Charleston's power is developed through the author's use of figurative language.

The author is in awe of Charleston's beauty and ~~its~~ subtle power. In lines 27-28, imagery is used when Charleston's gardens are described as containing "plants that look embroidered and stolen from the Garden of Eden." This description emphasizes how delicate ~~it~~ and cared for Charleston is because embroidery involves delicate and intricate work. Also, by comparing something in Charleston to the Garden of Eden, it is elevated and placed on a holy level. Additionally, the author uses ~~personification~~ metaphor on lines 40-41 when it states that "Charleston is a permanent dimple in the understated skyline, while the rest of us are only visitors." This emphasizes Charleston's permanence and subtle power. While people may come and go, Charleston is forever. Lastly, Charleston is personified on lines 63 when it is given "its own heartbeat and fingerprint."

By giving Charleston life-like qualities, its ~~power~~ ~~and~~ power is once again shown to the reader. Charleston is ~~as~~ ~~ever~~ elevated by being compared to a human.

The author feels blessed and honored to have grown up in a place like Charleston. Charleston is ~~as~~ a significant and omnipresent force in his life due to its influence and awe-inspiring qualities.

In the Story text it is about A kid name charleston and his father and they have a Garden, they are going to plant flowers and other stuff, Charleston has a high tolerance for improve on the strangeness of human Behavior.

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### Part 3 – Practice Paper – D

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The passage was mainly about how the narrator's father called Charleston the "mansion on the river". He called it this because the city itself has many beautiful sites within it. he described how there was one of the sites he enjoyed and loved to look at.

The big literary element the Author used was imagery. he described all the sites in a way that you can actually imagine it in your head. He says "I carry the delicate porcelain beauty of charleston like the hinged shell of some soft-tissued mollusk" explaining how the porcelain was so delicate to touch and carry like it was your only prized possession.

In the text, the author's central idea is that you have to be worthy of the place you live in. When you live somewhere you should be a part of that place, and it should be a part of you. In this passage, a boy describes how the place he lives in which is Charleston, South Carolina, is a part of him. However he feels that he isn't a part of what makes Charleston special, and is determined to change that. He wants to prove to his parents, and himself that he fits in and that it is the right place for him but he doesn't know how. The author uses characterization to support this theme.

In the passage, the boy is characterized as being a kite breaker. He feels that he doesn't belong at his kitchen, table for dinner with his family, or in his town. He describes himself as a loner, and says "When he was eighteen he didn't have one friend 'my own age'. This causes him to do something to try to stand out. He practiced really hard and then he climbed a Magnolia tree near the Ashley river. He did this fast and carefully, and went to the top. The boy did this so people would recognize him as a person that was cool and strong.

**Practice Paper A – Score Level 2**

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

**Practice Paper B – Score Level 4**

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

**Practice Paper C – Score Level 1**

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

**Practice Paper D – Score Level 2**

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

**Practice Paper E – Score Level 3**

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

**Map to the Common Core Learning Standards  
Regents Examination in English Language Arts (Common Core)  
June 2016**

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

**The Chart for Determining the Final Examination Score for the June 2016 Regents Examination in English Language Arts (Common Core) will be posted on the Department's web site at <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for previous administrations of the Regents Examination in English Language Arts (Common Core) 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 <http://www.forms2.nysed.gov/emsc/osa/exameval/reexameval.cfm>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.