



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

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

In the passage, the words the author uses to describe how Marie-Laure perceives people and things that she cannot see are appropriate, sometimes precise, and often beautiful. Words such as "radiance" and "brilliance" are two of many words utilized to show how Marie-Laure imagines the outside world. The young girl's response to and coping with her blindness in a positive way is the central idea of the text, and this idea is supported by the author's diction (choice of words).

The diction employed throughout the story shows readers how imaginative and detail-oriented Marie-Laure is. In the beginning of the passage, the blind young girl shows how she deals with everyday objects, people, and situations. The author says, "Marie-Laure draws maps in her head, unrolls <sup>a hundred yards of</sup> imaginary twine, and then turns and reels it back in." The author uses the words "imaginary" and "unreal" to show how the girl handles traveling through her surroundings in a precise and recognizable approach. Further into the story, the author states that the "huge cypress trees she and her father pass on their morning walk are shimmering Kaleidoscopes, each needle a polygon of light." The words "shimmering" and "Kaleidoscope" are used to show that even though she is blind, light has a positive meaning to her. Continuing, the author states, "She has no memories of her mother but imagines her as white, a soundless brilliance." A strong phrase that is used is "soundless brilliance." Although she is blind, and her mother is no longer with her, she uses beautiful words to describe

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

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her parent. At the middle of the story, a figure in the story states, "I found her among the hummingbirds!" The author chooses to create a positive, fanciful description of where the girl had gone. Then the father is described as radiating "a thousand colors, opal, strawberry red, deep russet, wild green; a smell like oil and metal." The words used to describe the father cover a broad spectrum of colors and an appropriate smell for a locksmith. Although Marie-Laure is blind and has lost a parent, the words connected to her situation are positive and thus reflect her positive attitude.

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### Anchor Level 4–A

The response introduces a well-reasoned central idea and a writing strategy that clearly establish the criteria for analysis [*The young girl's response to and coping with her blindness in a positive way is the central idea of the text, and this idea is supported by the author's diction (choice of words)*]. The response demonstrates a thoughtful analysis of the author's use of *diction* to develop the central idea (*The author uses the words "imaginary" and "unreal" to show how the girl handles traveling through her surroundings in a precise and recognizable approach and The words "shimmering" and "kaleidoscope" are used to show that even though she is blind, light has a positive meaning to her*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*Further into the story, the author states that the "huge cypress trees she and her father pass on their morning walk are shimmering kaleidoscopes, each needle a polygon of light" and Then the father is described as radiating "a thousand colors, opal, strawberry red, deep russet, wild green; a smell like oil and metal."*). The response exhibits logical organization of ideas and information to create a cohesive and coherent response by first introducing a central idea and a writing strategy, then discussing how *the diction employed throughout the story shows readers how imaginative and detail-oriented Marie-Laure is*, and concluding with a reiteration of the claim (*Although Marie-Laure is blind and has lost a parent, the words connected to her situation are positive and thus reflect her positive attitude*). The response establishes and maintains a formal style, using precise language and sound structure (*In the passage, the words the author uses to describe how Marie-Laure portrays people and things that she can not see are appropriate, sometimes precise, and often beautiful*). The response demonstrates control of conventions with essentially no errors.

In life, for every single person living on earth, there are ~~decreasing~~ losses that we face. whether they are trivial or devastating, they are losses all the same. But, what to make of losing something you never truly had? Could it still be considered loss? Marie-Laure, a 9-year old girl, has been dealt a bad hand. She is blind - has been blind since birth. Vision is not something that she's ever experienced, and it could be to her, a devastating loss. However, using this bad hand she's been dealt, she turns it into something amazing and beautiful. The central idea of this text is that we can turn a negative thing & into something quite amazing, and the author employs ~~new~~<sup>characterization</sup> imagery to further develop the central Idea.

Perpetual Darkness? Can we even begin to fathom what that feels like? well, for Marie-Laure, it's all she's known all her life. ~~She has no eyes~~ She cannot see the sunrise or sunset, look at pictures in an illustrated children's novel, or ever seen her father's smile. However, Marie-Laure, despite her setbacks, makes a positive out of her situation. Her vivid imagination, and determined character make that possible. Despite her situation, she accepts no pity, "There is no darkness...[only] webs and lattices and upheavals of sound and texture" (lines 13-14). She's a strong little girl. Instead of wallowing in self-pity, she makes the most of what she has, and takes advantage of the good things that have come out of her situation. Her positivity is astounding, "sixteen paces to the water fountain, sixteen back. forty-two to the staircase, forty-two back. Marie-Laure draws maps in her head ... she follows cables and pipes ... She startles people" (lines 1-2; 9-10) It's amazing to see just how she copes with ~~dealing~~ her situation.

Determined beyond belief, she strives at her mission to know exactly where she is, and to not stumble upon people. She is so precocious and self-aware; she counts the steps she takes! She's independent and does not like to rely on others. The fact that she is blind has also strengthened her character for the better. What her eyes cannot see, her heart does, and it's just ~~astounding~~ amazing. She is not in darkness after all, but eternal light! She lives in a world of color! "In her imagination, in her dreams, everything has color... becomes silver... The huge cypress trees she and her father pass are shimmering kaleidoscopes" (lines 18-19; 22-24). What an amazing and beautiful world she lives in. What she cannot physically see, she ~~imagination~~ makes up with her vivid and active imagination. It almost seems like this blindness is more of a gift than a curse for her. She gets to experience the world in a way that no other person can, and her strong, vibrant, and creative character allowed that.

In life, we have all dealt with some type of loss, than we react to it however ~~depends~~ ~~depends~~ as ~~depends~~ speaks to who we are. Marie-Lauré instead of being broken by her "right" ~~she~~ made it an opportunity for her to evolve and to grow. With her creative ways of coping with the ~~world~~ world it seems her blindness is more a gain than a loss. She was smart, brave intelligent. She startled people. People did not startle her. With such characterization by the author, Marie-Lauré's resiliency, bravery, and hope shines through, and helps convey the central idea of the text -

#### **Anchor Level 4–B**

The response introduces a well-reasoned central idea and a writing strategy that clearly establish the criteria for analysis (*Vision is not something that she's ever experienced, and it could be, to her, a devastating loss. However, using this bad hand she's been dealt, she turns it into something amazing and beautiful. The Central Idea of this text is that we can turn a negative thing into something quite amazing, and the author employs characterization to further develop the central Idea.*). The response demonstrates a thoughtful analysis of the author's use of characterization to develop the central idea (*Instead of wallowing in self-pity, she makes the most of what she has, and takes advantage of the good things that have come out of her situation and It almost seems like this blindness is more of a gift than a curse for her. She gets to experience the world in a way that no other person can, and her strong, vibrant, and creative character allowed that.*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*Despite her situation, she accepts no pity, "There is no darkness [only] webs, and lattices, and upheavals of sound and texture" and She lives in a world of color! "In her imagination, in her dreams, everything has color ... bees are silver ... The huge cypress trees ... are shimmering kaleidoscopes ... what she cannot physically see, she makes up with her vivid and active Imagination.*). The response exhibits logical organization of ideas and information to create a cohesive and coherent response, with an opening that introduces the central idea and writing strategy, a body paragraph that discusses Marie-Laure's determination, resiliency, independence, and creativity, and a summative conclusion (*Marie-Laure, instead of being broken by her "plight," made it an opportunity for her to evolve, and to grow.*). The response establishes and maintains a formal style, using precise language and structure (*Perpetual Darkness? Can we even begin to fathom what that feels like? Well, for Marie-Laure, it's all she's known all her life*), which is at times inexact (*makes a positive out of*). The response demonstrates partial control of conventions with occasional errors (*In life, - For every single person living on earth-, there; Central Idea; She cannot ... ever seen; is astounding, "sixteen; she is, and to not*) that do not hinder comprehension.

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

The story centers around a blind girl who, through losing her sense of sight, compensates for it by heightening the strength of her imagination and other senses.

The ~~the~~ vivid, colorful things that she dreams of, such as

"the image of "huge cypress trees" that "are shimmering Kaleidoscopes" with "each needle [being] a polygon of light"

the character, Marie-Laure, is able to construct her own vision of the world without letting her blindness

cripple her. The author intends to express to the

audience that there are no limitations to what a human can do. A person with a disability such as

Marie-Laure's can function just as well as anyone, and

can even go beyond seeing and feeling what people

normally can. For their loss of a sense, these people add

a sort of creativity that cannot be mimicked and is entirely unique and individual to themselves.

The author uses imagery to convey the point of the story. He answers questions such as, "How ~~sight~~ does Marie-Laure feel being blind?" and "How exactly is she able to live in the world without sight?"

It is soon explained that the things Marie doesn't visually see are compensated for in the sense where "Everything is composed of webs and lattices and upheavals of sound and texture." The author chose to use examples to create a visual in the reader's mind, where Marie has color in her imagination where "museum buildings are beige, chestnut, hazel" and "its scientists are lilac and lemon yellow and fox brown."

She describes bees as "silver and that pigeons are ginger and auburn and occasionally gold." The reader gets a

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

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clear sense ~~through~~ of the girl's experiences through  
the use of imagery.

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### **Anchor Level 3–A**

The response introduces a clear central idea (*The author intends to express to the audience that there are no limitations to what a human can do*) and a writing strategy (*The author uses imagery to convey the point of the story*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of *imagery* to develop the central idea (*It is soon explained that the things Marie doesn't visually see are compensated for in the sense where "Everything is composed of webs and lattices and upheavals of sound and texture."*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*Marie has color in her imagination where "museum buildings are beige, chestnut, hazel" and "its scientists are lilac and lemon yellow and fox brown."*). The response exhibits acceptable organization of ideas and information to create a coherent response, with an opening paragraph that offers background to the passage and leads to the stating of the central idea, followed by two paragraphs that introduce the writing strategy, give examples from the text, and then explains how the examples relate to the central idea (*The author chose to use examples to create a visual in the reader's mind* and *The reader gets a clear sense of the girl's experiences through the use of imagery*). The response establishes and maintains a formal style, using appropriate language and structure (*these people add a sort of creativity that cannot be mimicked and is entirely unique and individual to themselves*). The response demonstrates control of conventions with infrequent errors (*anyone, and and lose*).

The central idea of the text is understanding what life looks like through the eyes of a young blind girl. In the beginning of the text, it describes how the main character Marie-Laurie has to count the number of faces as she walks in order to realize where this going (Paragraph 1). In the text it describes how most people thinks that all blind people only see darkness but that's not the case with Marie-Laurie.

The author's use of point of view help develop this central idea because the author gave you an idea of what Marie-Laurie experiences throughout her daily life. He writes in the third person but allows the reader to see life from Marie-Laurie's point of view. In the text it says, "Color! That's another thing people don't expect. In her imagination, in her dreams, everything has color. The museum buildings are beige, chestnut, hazel... Sunsets are lilac and lemon yellow and fox brown... Bees are silver;". So Marie-Laurie pictures how she thinks everything would look using her imagination. The author portrays how the way she sees things may not necessarily be the same way that we do, but that's just the way things are.

Another way the author uses point of view to help develop this central idea is when Marie-Laurie's father gives her a book in Braille for her ninth birthday. In the text it says

"She imagines Jules Verne's characters walking along the streets, chatting in shops; a half-inch-tall baker slides speck-eyed doves in and out of his ovens; three minuscule burglars hatch plans as they drive slowly past the jeweler; little grinding cars throng the rue de Mûrel, wipers sliding back and forth." By writing this into the text the author shows how Marie-Laure allows the book to come alive in her mind. So, by understanding Marie-Laure's way of interpreting the world around her, the reader is able to begin to understand what life looks like through the eyes of a young blind girl such as Marie-Laure.

**Anchor Level 3-B**

The response introduces a clear central idea (*The central idea of the text is understanding what life looks like through the eyes of a young blind girl*) and a writing strategy (*The author's use of point of view help develop this central idea*) 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 (*He writes in the third person but allows the reader to see life from Marie-Laure's point of view and By writing this into the text the author shows how Marie-Laure allows the book to come alive in her mind*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*So Marie-Laure pictures how she thinks everything would look using her imagination and Another way the author uses point of view to help develop this central idea is when Marie-Laure's father gives her a book in Braille for her nineth birthday*). The response exhibits acceptable organization of ideas and information to create a coherent response, first establishing the central idea in the opening paragraph, then identifying and discussing point of view in the second paragraph, and concluding with a summative statement (*So, by understanding Marie-Laure's way of interpreting the world around her, the reader is able to begin to understand what life looks like through the eyes of a young blind girl such as Marie-Laure*). The response establishes and maintains a formal style, using appropriate language and structure (*In the beginning of the text, it describes how the main character Marie-Laure has to count the number of paces as she walks in order to realize where she's going*). The response demonstrates partial control of conventions with occasional errors (*people thinks, darkness but thats, auther's use ... help, nineth, text the auther*) that do not hinder comprehension.

In the excerpt presented we can identify the struggle of a girl who is blind. Throughout the text we see how she embraces her differences and lives life like everyone else. The central idea of this passage is to accept your disadvantages and always find <sup>the perks in negative situations.</sup> Through the use of sensory details we can feel the way Marie-Laure does with her blindness.

Due to the fact one of Marie's senses were unable to function all of her other senses increased and became stronger. The use of sensory details helps us identify how she embraces her limitations and how she uses it to live life like everyone else despite the fact she's blind. According to the passage, "Everything is composed of webs and lattices and upheavals of sound and texture. She walks a circle around the Grand Gallery, navigating between squeaking floor boards; she hears feet tramp up and down museum staircases, a toddler squeal, the groan of a weary grandmother lowering herself on a bench (Lines 14-17)". Although she may not have included sight whatsoever we were able to picture everythings she's describing just through the use of sound and touch and can see how she can get around without seeing. Although blind people cannot read when she receives the brail book

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

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from her father it didn't take much time for her to understand the patterns. As stated in the passage "the French feels old-fashioned, the dots printed much closer together than she's used to." This use of sensory details show how she's used to feeling it, we get a sense of the struggle she faces. She was able to menover the book and embrace the fact she's blind.

A In conclusion, this central idea,

backed up by the literary element of sensory details showed how, although blind, Marie was a loving daughter and good student. She is someone I admire.

### Anchor Level 3-C

The response introduces a clear central idea (*The central idea ... is to accept your disadvantages and always find the perks in negative situations*) and a writing strategy (*The use of sensory details helps us identify how she embraces her limitations*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of *sensory details* to develop the central idea (*we were able to picture everythings she's describing just through the use of sound and touch and can see how she can get around without seeing*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*According to the passage, "Everything is composed of ... sound and texture. She walks a circle ... between squeaking floor boards; she hears feet tramp up and down*” and *As stated in the passage "the French feels old-fashioned, the dots printed much closer together*). The response exhibits inconsistent organization of ideas and information, with one paragraph that introduces a central idea, and a second paragraph that discusses the writing strategy. The concluding paragraph, however, introduces inappropriate details (*loving daughter and good student*) and ends with a personal response (*She is someone I admire*), failing to create a coherent response. The response lacks a formal style, shifting from third person to second person (*to accept your disadvantages*) and using imprecise language (*always find the perks in negative situations and how she's used to feeling it*). The response demonstrates partial control of conventions with occasional errors (*limitations ... she uses it, Although ... whatsoever we, recieves, brail, menover*) that do not hinder comprehension.

The central idea of the text provided is that even though this girl is blind she can still see colors in different ways. She also has a strong sense of adventure and wanting to visit far away places from her home in France.

The central idea is supported by the authors use of ~~the~~ The literary element of conflict. The author uses conflicts in the way ~~that~~ that even if ~~a~~ the girl in the story is blind she still loves to read as shown by her continuously reading the Braille book her father gave her for her ninth birthday. Another conflict ~~as~~ the author ~~writes~~ writes is that even though people think all the girl would see is darkness she actually dreams in color and gives various things certain colors to show her thoughts about them. Such as when the text says "She has no memories of her mother but imagining her as white, a soundless brilliance." Showing that she knows her mother is dead.

The author uses conflict as a literary element to show the conflicts in the thoughts of the people about those who are blind. This conflict helps illuminate the central idea of this girl loves "seeing" the world around her and wanting to go on ~~an~~ an adventure like in her favorite book "Around The World In 80 Days."

## **Anchor Level 2–A**

The response introduces a central idea (*The central idea of the text provided is that even though this girl is blind she can still see colors in different ways*) and a writing strategy (*The central idea is supported by the authers use of the literary element of conflict*). The response demonstrates a superficial analysis of the author's use of *conflict* to develop the central idea (*even though people think all the girl would see is darkness she acctually dreams in color and gives various things certain colors to show her thoughts about them*). The response presents ideas inconsistently, inadequately, and inaccurately in an attempt to support analysis (“*she has no memories of her mother but imagines her as white, a soundless brilliance.*” *Showing that she knows her mother is dead*), making use of some evidence that may be irrelevant (*show the conflicts in the thoughts of the people about those who are blind*). The response exhibits inconsistent organization of ideas and information, with an opening paragraph that presents both a direct and a separate implied central idea, followed by two paragraphs that provide examples of conflict but do not explain their relationship to the central idea and concludes with a brief summary that moves away from the initial central ideas and contains some inaccuracies (*this girl ... wanting to go on an adventure*), failing to create a coherent response. The response lacks a formal style, using language that is basic and sometimes imprecise (*in the way that even if the girl in the story, Another conflict the auther writes is, gives various things*). The response demonstrates partial control of conventions with occasional errors (*blind she; acctually; them. Such; brilliance.*” *Showing*) that do not hinder comprehension.

In this text, a little girl cannot see. But, that doesn't stop her from enjoying her life. No matter what life may throw at you, you can always overcome it. She has certain books she can read, and she also has the sense of touch. She feels everything. She also draws maps in her mind to help her around where she lives. Everyone goes through complications in life. Whether you are blind or not.

This little girl also has imagination to help her. She gives everyone certain colors for their personalities. But her father might as well be a rainbow. Life may give you challenges some temporary and some permanent, ~~but~~ but you can always find a way to overcome them. It could be with friend, family, or even a diary. But not everything in life has to be ~~a~~ huge wall in your way. Whatever life throws at you, little or big, you can overcome it.

Symbolism was used throughout this story. Some of them were colors, and a book. The colors represented the emotions of everyone around the main character. She set a specific color to everyone who

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## Anchor Paper – Part 3 – Level 2 – B

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was expressing something to her. Her Father was a "bright red when he tries and cooks". Then an "olive green when talking to business partners". The book represented her way of seeing. The book had bumps only blind people can read. This was her way to enjoy some kind of reading/seeing.

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### Anchor Level 2-B

The response introduces a central idea (*No matter what life may throw at you, you can always overcome it*) and a writing strategy (*Symbolism was used through out this story*). The response demonstrates a superficial analysis of the author's use of *symbolism* to develop the central idea, identifying two symbols (*Some of them where color, and a book*) but not connecting them directly to the central idea. The response presents ideas inadequately in an attempt to support analysis, briefly making use of some evidence about Marie-Laure (*a little girl cannot see, certian books she can read, has the sence of touch, has imagination, set a specific color to everyone*), supplying two inexact quotes to support how *colors represented the emotions of everyone* and making only general statements about a book (*The book had bumps only blind people can read*). Much of the text is devoted to irrelevant encouragement of the reader to overcome *challenges*. The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, first introducing a central idea, inserting it between information about the *little girl*, then in a second paragraph beginning with reference to Marie-Laure's imagination but ending with a string of platitudes directed to the reader. The final paragraph addresses *symbolism*, identifying *color, and a book* as symbols. The response lacks a formal style, using language that is basic (*But not everything in life has to be a huge wall in your way and where for "were"*) and making frequent shifts from third to second person to address the reader. The response demonstrates emerging control of conventions with some errors (*doesnt; certian; sence; life. Whether; challenges some; perminate; But not; through out; color, and a book; tries and cooks; buisness; repriseded*) that hinder comprehension.

When facing the problem of ~~blindness~~ blindness, it may be difficult to overcome certain situations. This is a problem many people face. Blindness can be very difficult to those who are blind. They ~~are not~~ able to do ~~many~~ many things as other people can do. People who are blind may be depressed, may have trouble ~~sleeping~~ sleeping at night, or may have trouble staying awake during the day. These are some of the problems that blind people face.

The author's use of irony is portrayed in the text. The author uses irony to make the text more interesting. The use of irony in this text portrays the central idea by describing ~~the top~~ 4 out of the 5 senses but not talking about sight. ~~This is~~ The author's use of irony ~~is when~~ is when the girl begins to ~~speak~~ talk about color, she says that people don't expect her to see colors. According to her "in her dreams, everything has color". This is ironic because if she is blind then she couldn't possibly know all the different colors.

#### Anchor Level 2-C

The response introduces a writing strategy (*The author's use of irony is portrayed in the text*) but only implies a central idea (*The use of irony in this text portrays the central idea by describing 4 out of the 5 senses but not talking about sight*). The response demonstrates a superficial analysis of the author's use of irony to develop the central idea (*This is ironic because if she is blind then she couldn't possibly know all the different color's*). The response presents little evidence from the text, making general statements about the girl's reaction to color and supplying only one supporting reference to the text (*According to her "in her dreams, everything has color"*). The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, producing two distinct and separate approaches. The first paragraph consists of general observations and statements about blindness but makes no other connection to the text. The second paragraph is devoted to the author's use of irony but only references the girl and her experience with color. The response lacks a formal style, using language that is basic and imprecise (*to do many of thing's* and *The author's use of irony is when the girl begin's to talk about color, she say's that people don expect her to see color's*). The response demonstrates emerging control of conventions with some errors (*certian, difficult to those, problem's, begin's, people don, blind then, couldnt*) that hinder comprehension.

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

The central idea of the text written by This author is Characterization. The author uses ~~This~~ characterization to develop This central idea by ~~describing~~ everything They see, ~~smell, touch, taste, and hear.~~

On lines 4–5 The character describe what biology smells like. This even shows how The character feels about biology. Then on lines 5–6 she describes The things see in The room.

**Anchor Level 1-A**

The response introduces a confused central idea (*The central idea of the Text written by This author is characterazation*). The response demonstrates a minimal analysis of the author's use of *characterazation* to develop the central idea (*The author uses characterization to develop This central idea by describing everything They see, smell, touch, taste, and hear*). The response presents little evidence from the text by stating *what biology smells like*, *how The character feels about biology* and *The Things see in The room* but offering no specifics. The references to sight (*They see* and *Things see*) somewhat contradict Marie-Laure's blindness. The response exhibits little organization of ideas and information, first having identified characterization as the central idea, then stating that *characterazation* is used to *develop This central idea*, and concluding with unelaborated upon statements about biology. The response lacks a formal style, using language that is basic (*Then on lines 5–6 she describes The Things see in The room*). The response demonstrates partial control of conventions with occasional errors (*characterazation*, *On lines 4–5, The character describe, Things see*) that do not hinder comprehension.

the central idea of this text is, if you give something the person that you gave them need to give you back exact that you give to them. The author's use one writing strategy and is point of view. Point of view is when you have your own opinion and how you see the argument. The evidence that I have that the writing strategy is when he said "she has no memories of her mother but imagines her as white, a soundless brilliance". this mean that she doesn't remember her mother only her color, and this is the opinion of her Father.

**Anchor Level 1-B**

The response introduces a confused central idea (*The Central idea of this text is if you give something the person that you gave they need to give you back exact that you give to them*) and writing strategy (*Point of view is when you have your own opinion and how you See the argument*). The response demonstrates a minimal analysis of the author's use of *point of view* to develop the central idea (*this mean that she doesn't remember her mother only her color*). The response presents little evidence from the text, supplying only one quote (*The evidence that I have that the writing strategy is when he said "she has no memories of her mother but imagines her as white, a soundless brilliance"*), and inaccurately identifying *the opinion of her Father*. The response exhibits little organization of ideas and information, first introducing a confused central idea and writing strategy, then offering a definition of the writing strategy, and finally attempting to support the writing strategy with an example from the text. The central idea is not supported. The response uses language that is predominantly incoherent (*they need to give you back exact that you give to them*) or inappropriate (*The author's use one writing strategy and is point of view*). The response demonstrates a lack of control of conventions with frequent errors that make comprehension difficult (*something the person, gived they, back exact, author's use one, and is, this mean*).

The central idea of this short story is that ~~Marie~~ Marie-Laure is blind, and this story is about her life as a blind woman.

Marie gets asked questions by everyone whether it's "does it hurt?", how do you sleep? How do you know what time it is? Throughout the story Marie describes what it is like for her. Sense she is blind she can not see but what she can is colors when she looks at different things. "In her imagination, in her dreams everything is a color." "Bees are silver, Church Bells are Bronze, Piano Keys project rich Brick and Complicated Blues". Marie instead of getting frustrated, she traces her steps, and counts in her head and imagines what everything looks like.

One literary element used in this short story would be imagery because the author goes into a lot of detail as he tries to explain everything in Marie's view. The author uses different colors to describe everything. When she wants to read a book she uses braille. "On her ninth birthday ~~she gets~~ When she wakes, she finds two gifts the first is an wooden box ~~is~~ with an opening she can not detect. The second is heavily wrapped in paper and twine. Inside a massive spiral bound book, in Braille. She can hear him smiling". What her family does to help her they buy her things that can help her out. The author uses a lot of detail to describe ~~everything~~ everything about Marie.

When life gives you a challenge there is always a way to adapt. Marie-Laure was given one of life's hardest challenges of blindness. Instead of giving up on life and saying she can't do it, she takes the challenge head on and adapts to life. This characterizes Marie-Laure as a strong willed individual.

Marie could just say well I can't see so I'm going to stay inside, but no she adapts. "She follows cables and pipes, railings and ropes, hedges and side walks (lines 19-20)" Marie uses her surroundings to help her get around instead of giving up. "Inside is a massive spiral-bound book in Braille (lines 45-46)" Marie learns braille and helps develop her imagination that way instead of complaining about not being able to read. These examples characterize her as extremely strong for accepting the challenge and overcoming it. Confronted with an extreme challenge like this one many people would give up or feel sorry for themselves but Marie-Laure presses on and works around the challenge.

Marie-Laure can't experience the extravagant beauty we take for granted in our every day life, so she creates her own. "In her imagination, in her dreams, everything has color (lines 19-20)" Marie creates her own beauty in her imagination because she can't experience it live. This ~~is~~ characterizes her as not only strong but also extremely creative.

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### Part 3 – Practice Paper – B

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Her imagination is her motivation and creative machine. "At night she runs her fingertips over her father's model; The bell tower, the display window. She imagines Jules Verne's character walking down the street (lines 57-58)." She feels her father's work and it inspires her imagination back to the book she read. This shows how she can't really be characterized as strong and creative. She takes her inspiration and she lets it drive her on to keep overcoming the everyday challenges she faces.

A central idea employed in the passage is that Marie-Laure's imagination and perception of the world and things around her are full of lively colors and actions. The author uses imagery to describe all the active thoughts in Marie-Laure's mind.

Objects, people and animals are represented in brilliant colors. In lines 19-25, the author describes Marie's imaginative perception. "Museum buildings are beige, chestnut, hazel. Its scientists are lilac and lemon yellow and fox brown. Piano chords loll in the speaker of the wireless in the guard station, projecting rich blacks and complicated blues down the hall toward the key pound." Furthermore, Marie's family members are colored as well. "She has no memory of her mother but imagines her as white, a soundless brilliance. Her father radiates a thousand ~~the~~ colors..." (Lines 26-27) Since Marie creates more memories with her father, all the moments have thousands of colors. Since Marie doesn't have vision, she assigns each moment and person with colors. Her lack of normality gives her a unique perception of things.

The author uses imagery to let readers visualize thoughts in Marie's mind. Images with colored scenery are created in our mind when the author describes Marie's father. "He

glows sapphire when he sits over his workbench in the evenings, humming almost inaudibly as he works, the tip of his cigarette gleaming a prismatic blue." (Lines 31-32) "She imagines Jules Verne's characters walking along the streets, chatting in shops; a half-inch-tall baker slides speck-sized loaves in and out of his ovens." (Lines 58-60) Even the characters in the book Marie reads by putting her fingertips on a line become lively. Marie's imagination is so extraordinary that her disability drives her into developing a different but vibrant happiness.

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Part 3 – Practice Paper – D

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"Too easy!" her father says laughing. The second gift is heavy, wrapped in paper and twine, inside is a massive spiral-bound book, in braille. They said it's for boys, or very adventurous girls". She can hear him smiling. She slid her finger tips along the embossed title page. Around the World, In Eighty days. "papa, it's too expensive." "That's for me to worry about." That morning Marie-laure crawls beneath the counter of the key pound and lies on her stomach and sets all ten fingertipps in a line on the page.

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The central idea for this text is literary ~~technique~~<sup>element</sup>. This text uses literary ~~technique~~<sup>element</sup> because anything is possible if you put your mind to it.

In the Text lines ~~10-13~~ it states that she wants to learn and know the difference of an alga and a lichen. This shows that what ever she wanted to know or learn she did it with no problem. ~~10-13~~ In the text lines 20-23 also she ~~has~~ completed a piano chorste.

**Practice Paper A – Score Level 2**

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

**Practice Paper B – Score Level 3**

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

**Practice Paper C – Score Level 4**

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

**Practice Paper D – Score Level 0**

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

**Practice Paper E – Score Level 1**

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

**Map to the Learning Standards**  
**Regents Examination in English Language Arts**  
**August 2017**

<b>Question</b>	<b>Type</b>	<b>Credit</b>	<b>Weight</b>	<b>Standard</b>
1	MC	1	1	RL.3 (11-12)
2	MC	1	1	L.5 (11-12)
3	MC	1	1	L.4 (11-12)
4	MC	1	1	RL.4 (11-12)
5	MC	1	1	RL.3 (11-12)
6	MC	1	1	RL.4 (11-12)
7	MC	1	1	RL.4 (11-12)
8	MC	1	1	RL.5 (11-12)
9	MC	1	1	RL.2 (11-12)
10	MC	1	1	RL.2 (11-12)
11	MC	1	1	L.5 (11-12)
12	MC	1	1	RL.4 (11-12)
13	MC	1	1	RL.2 (11-12)
14	MC	1	1	RL.6 (11-12)
15	MC	1	1	L.4 (11-12)
16	MC	1	1	RI.5 (11-12)
17	MC	1	1	RI.4 (11-12)
18	MC	1	1	RI.2 (11-12)
19	MC	1	1	RI.3 (11-12)
20	MC	1	1	L.4 (11-12)
21	MC	1	1	RI.3 (11-12)
22	MC	1	1	RI.2 (11-12)
23	MC	1	1	RI.6 (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 2017 Regents Examination in English Language Arts 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 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.