



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:	Responses at this Level:	Responses at this Level:	Responses at this Level:	Responses at this Level:	Responses at this Level:	Responses at this Level:	Responses at this Level:	Responses at this Level:	Responses at this Level:	Responses at this Level:
Content and Analysis: the extent to which the response conveys complex ideas and information clearly and accurately in order to respond to the task and support an analysis of the text	<ul style="list-style-type: none"> -introduce a well-reasoned central idea and a writing strategy that clearly establish the criteria for analysis -demonstrate a thoughtful analysis of the author's use of the writing strategy to develop the central idea 	<ul style="list-style-type: none"> -introduce a clear central idea and a writing strategy that establish the criteria for analysis 	<ul style="list-style-type: none"> -demonstrate an appropriate analysis of the author's use of the writing strategy to develop the central idea 	<ul style="list-style-type: none"> -introduce a central idea and/or a writing strategy 	<ul style="list-style-type: none"> -introduce a superficial analysis of the author's use of the writing strategy to develop the central idea 	<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 							
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 sufficiently, making adequate use of relevant evidence to support analysis 	<ul style="list-style-type: none"> -exhibit acceptable organization of ideas and information to create a coherent response 	<ul style="list-style-type: none"> -establish and maintain a formal style, using precise language and sound structure 	<ul style="list-style-type: none"> -exhibit inconsistent organization of ideas and information, failing to create a coherent response 	<ul style="list-style-type: none"> -lack a formal style, using language that is basic, inappropriate, or imprecise 	<ul style="list-style-type: none"> -are minimal, making assessment unreliable 						
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 													
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 the conventions with infrequent errors 	<ul style="list-style-type: none"> -demonstrate partial control of the conventions with occasional errors that do not hinder comprehension 	<ul style="list-style-type: none"> -demonstrate emerging control of the conventions with some errors that hinder comprehension 											

- 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 month of June in the year 1915, women in the Republic of the United States of America did not have voting rights. On the twenty-first of said month, hoping to rectify this situation, this injustice, suffragette Anna Howard Shaw delivered a speech in Ogdensburg, New York. To help to meet her goal, Shaw, in a segment of her speech, used the techniques of exposing the irony behind the denial of the vote and addressed the hypocrisy evident in this situation.

The central idea of Shaw's speech is that women deserve the right to vote. She constructs her argument around the definition of the word "Republic," and compares the dictionary meaning of what a Republic is to what she perceives is the actual situation. She charges that within the United States not a Republic but an aristocracy is in place, perhaps even an oligarchy when gender is concerned. Seemingly strong-willed and perhaps somewhat outspoken, Shaw portrays the men who control the United States' government as ignorant of the hypocrisy they are perpetrating. She points out the difference between what might be expected and what actually exists. Such a condition is truly ironic.

Shaw explains how the aristocracy of men presiding over America seems to view ignorance. It is perfectly acceptable for a man who is illiterate to immigrate to America and receive the vote. When an attempt was made to add an "illiteracy clause" to an immigration bill, the President vetoed the bill because such a clause "would keep out of our shores a

Anchor Paper – Part 3 – Level 4 – A

large body of very excellent people" (ll. 57 - 58). According to the President, the United States would be lacking if foreigners ceased to enter the country. Shaw compares this "large body of very excellent people," the immigrants, to a "large body of ignorant people [who] would vote" (ll. 60), women. She points out the irony in and fallacy of the current attitude that "because an ignorant woman would vote, no intelligent women should be allowed to vote" (ll. 61-62). She wonders aloud "why we have made it so easy for male ignorance and so hard for female ignorance" (ll. 62-63). Shaw professes "that if men think women are ignorant, it is the men themselves who are the ignorant ones by their denying rights to half the population. In this way, Shaw exposes irony, the irony that the Republic of the United States does not function as a Republic, and the irony that an illiterate immigrant is more deserving of the right to vote than an intelligent woman. Shaw points out the difference between what might be thought to happen and what actually happens. This is irony. She points out the hypocrisy of people who deny the true situation.

Anchor Paper Level 4-A

The response introduces a well-reasoned central idea (*The central idea of Shaw's speech is that women deserve the right to vote*) and a writing strategy (*Shaw, in a segment of her speech, used the technique of exposing the irony behind the denial of the vote*) that clearly establish the criteria for analysis. The response demonstrates a thoughtful analysis of the author's use of irony to develop the central idea (*Shaw exposes irony, the irony that the Republic of the United States does not function as a Republic, and the irony that an illiterate immigrant is more deserving of the right to vote than an intelligent woman*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis, by identifying the current situation that denies women the right to vote, then identifying flaws that prevent the United States from being a true Republic (*She points out the irony in and fallacy of the current attitude that "because an ignorant woman would vote, no intelligent women should be allowed to vote"*). The response exhibits logical organization of ideas and information by first introducing the situation and central idea, then discussing how it is developed through the use of irony, and concluding with a summation of points made to create a cohesive and coherent response. The response establishes and maintains a formal style, using precise language throughout (*segment of her speech, seemingly strong-willed, the hypocrisy they are perpetrating*). The response demonstrates control of the conventions with infrequent errors.

The tone of the given passage in which the speaker analyzes the government of the United States and it's limitations to voting can be described as critical and persuasive. She seems quietly outraged by the fact that women do not have the right to vote but she controls her emotions in order to persuade her audience to support womens' suffrage.

In the opening paragraph, the speaker's tone is judgemental when referring to the way the United States describes its government and she states that if we don't have the republic we claim to have, "We ought not to pretend that we have it" (line 2-3). She proves that since half the population, women, do not have the right to vote, then the United States is definitely not a Republic! The speaker condemns the government for asserting that it represents all people. She criticizes the government-men that allow ignorant males to vote yet that same government is horrified that some ignorant females may vote. She is saying isn't ignorance ignorance, regardless? By using such a critical and condemning tone, the speaker shows two clear reasons why it is utterly ridiculous to keep women from voting!

The speaker tries to persuade her audience to take action. She urges people to solve this "profound problem" (line 55), of not giving the right to vote to women by voting on

Anchor Paper – Part 3 – Level 4 – B

November 2. She persuades the men in the audience by stressing that IF they are intelligent, they must vote for women's suffrage. Through persuasion and criticism, she sparks a thought in the listeners' minds' to take action and support her advise to change the imperfect "republic." Women must have the right to vote.

Anchor Level 4-B

The response introduces a well-reasoned central idea (*Women must have the right to vote*) and a writing strategy (*The tone of the given passage ... can be described as critical and persuasive*) that clearly establish the criteria for analysis. The response demonstrates a thoughtful analysis of the author's use of tone to develop the central idea (*the speaker's tone is judgemental when referring to the way the United States describes its government and By using such a critical and condemning tone, the speaker shows two clear reasons why it is utterly ridiculous to keep women from voting and She urges people to solve this "profound problem"*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*She proves that since half the population, women, do not have the right to vote, then the United States is definitely not a Republic and yet that same government is horrified that some ignorant females may vote*). The response exhibits a logical organization of ideas and information by first introducing the central idea (*to support women's suffrage*), then discussing how it is developed through tone, and concluding with a challenge (*to take action and support her advise to change the imperfect "republic"*) to create a cohesive and coherent response. The response establishes and maintains a formal style, using precise language and sound structure (*She seems quietly outraged by the fact that women do not have the right to vote but she controls her emotions in order to persuade her audience to support women's suffrage and She persuades the men in the audience by stressing that IF they are intelligent, they must vote for women's suffrage*). The response demonstrates partial control of conventions with occasional errors (*it's, women's, referring, definitely, allow*) that do not hinder comprehension.

Anchor Paper – Part 3 – Level 3 – A

The author of the text intends to persuade its audience by using situational irony about women's suffrage. The author explains how we choose who can and can't vote in the United States. If you are twenty-one years of age, are native born or naturalized, and have lived in a place for a certain amount of time you are allowed to vote. The qualifications go on to state that these are all equal to those alike and do not discriminate. (43-50). What the qualifications do not state though is you must be a man.

All men have the right to vote regardless of how well informed they are or aren't about the candidates, but a woman with the same ignorance cannot. The text states "if women were permitted to vote a large body of ignorant people would vote" (60). The problem with that statement is that it is situational irony to the fact a large body of ignorant people are already voting, men. To discriminate against women voting is to contradict the way men vote already, creating the situational irony effect from the author in her persuasion of women's suffrage.

Anchor Level 3–A

The response introduces a clear central idea (*The author explains how we choose who can and can't vote in the United States*) and a writing strategy (*The author of the text intends to persuade its audience by using situational irony about women's suffrage*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of irony to develop the central idea (*All men have the right to vote regardless of how well informed they are or are'nt about the candidates, but a women with the same ignorance cannot*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*The text states "if women were permitted to vote a large body of ignorant people would vote" (60). The problem with that statement is that it is situational irony to the fact a large body of ignorant people are already voting, men*). The response exhibits logical organization of ideas and information by first addressing the central idea of the text and how it is an example of situational irony, then providing an example by comparing voting qualifications to women's exclusion from the process, and concluding with a summation of the areas addressed (*To discriminate against women voting is to contradict the way men vote already, creating a situational irony effect from the author in her persuasion of women's suffrage*) to create a cohesive and coherent response. The response establishes and maintains a formal style, using appropriate language and structure (*All men have the right to vote regardless of how well informed they are*). The response demonstrates partial control of conventions with occasional errors (*time you, a women, states "if women"*) that do not hinder comprehension.

The author of this text uses a highly clear-cut and scientific tone in this writing in order to get the point across that not allowing female suffrage in a republic makes no sense. Her tone is exemplified by how often she defines terms, and how she takes these definitions to their logical conclusions to assert that not allowing female suffrage is hypocritical. In lines 33-34 the author defines what a republic is, and then proceeds to deconstruct that definition in order to conclude that it is not a republic in New York unless everyone can vote, not just one half the population.

Through this scientific definition and use of logic to argue her point, the author makes a very strong case. Through the use of definition it exposes the hypocrisy of ~~new~~ the political structure of New York, and because definitions are "set-in-stone" it is impossible to argue for the other side (her critics) because then it would be going against a logical statement. Apart from stating her point well, using a scientific and logical tone also shows how intelligent women are and destroys the argument that women are not intelligent enough to vote.

Anchor Level 3–B

The response introduces a clear central idea (*it is not a republic in New York unless everyone can vote, not just one half the population*) and a writing strategy (*scientific 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 (*Her tone is exemplified by how often she defines terms, and how She takes these definitions to their logical conclusions to assert that not allowing female suffrage is hypocritical*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*Through this scientific definition and use of logic to argue her point, the author ... exposes the hypocrisy of the political structure of new york and destroys the argument that women are not intelligent enough to vote*). The response exhibits acceptable organization of ideas and information by first addressing the author's use of logic to bring about a *highly clear-cut and scientific tone*, then discussing how the tone reveals the hypocrisy of restricting women from voting, and concluding by suggesting that the *logical tone* of the passage proves the author's argument that women are capable of intelligent thought to create a cohesive and coherent response. The response establishes and maintains a formal style, using appropriate language and structure (*the author ... proceeds to deconstruct that definition in order to conclude and Apart from stating her point well, using a scientific and logical tone also shows how intelligent women are*). The response demonstrates partial control of conventions with occasional errors (*republic and definition it*) that do not hinder comprehension.

In the passage, the ~~speaker~~ speaks about our true form of government in the United States. November second is a day in which women's voting rights are decided on by our congress. The speaker says that, "it is not merely a trifling matter; it is not a little thing that does not concern the state, it is the most ~~vast~~ problem we could have..." She is regarding the decision in which to let woman vote, & to the speaker it is very important.

In the passage the speaker continuously mentions the definition of a republic. "A Republic is a form of government in which the laws are enacted by representatives elected by the people." The speaker repeats here that without allowing women to vote we are not a republic. The speaker repeats ~~many times~~ an attitude of pity and disappointment towards our very government. In all, the speaker is trying to enlighten and persuade people to accept women's suffrage and become the definition of a republic.

Without allowing women to vote, the United States is not a republic. Every race and gender must be allowed to vote in order for a full republic to be enacted. That is what the speaker is attempting to persuade people to consider. Through ~~repetition~~ repetition the speaker emphasizes on the importance of woman's suffrage.

Anchor Level 3–C

The response introduces a clear central idea (*without allowing women to vote we are not a republic*) and a writing strategy (*repetition*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author’s use of repetition to develop the central idea (*The speaker repeats many times an attitude of pity and disappointment towards our very government*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*the speaker continuously mentions the definition of a republic. “A Republic is a form of government in which the laws are enacted by representatives elected by the people” and Every race and gender must be allowed to vote in order for a full republic to be enacted*). The response exhibits acceptable organization of ideas and information by focusing on *the decision in which to let woman vote*, then establishing the importance of the issue of women’s suffrage in the context of a republic, and concluding *without allowing women to vote, the United States is not a republic* to create a coherent response. The response lacks a formal style, using language that is imprecise (*to let woman vote, & to the speaker it is very important and That is what the speaker is attempting*). The response demonstrates partial control of conventions with occasional errors (*a day in which, congress, dissapointment, womans*) that do not hinder comprehension.

Anchor Paper – Part 3 – Level 2 – A

We tend to consider our government the ideal government, yet there are many inconsistencies and downfalls of it as well that are not necessarily realized by the general public. It is true that our government grants us liberty and freedom and we are beyond lucky, but there is an abundance of ignorance and lack of logic in this "republic" and "democratic" government. we have.

The author of this passage's intended central idea was to make the audience come to realize the ignorance of the country, and ignorance not entirely meant in a bad way either. Her critical tone helps to deliver this point in which America is most "consistent in their inconsistency". The tone makes the reader feel that women's suffrage is important.

Anchor Level 2-A

The response introduces a central idea (*The author of this passage's intended central idea was to make the audience come to realize the ignorance of the country*) and a writing strategy (*Her critical tone helps to deliver this point*). The response demonstrates a superficial analysis of the author's use of tone to develop the central idea (*The tone makes the reader feel that women's suffrage is important*). The response presents ideas inadequately in an attempt to support analysis (*there is an abundance of ignorance and lack of logic in this "republic" and "democratic" government. we have*) and the use of evidence to support the *critical tone* is limited to the words "*consistent in their inconsistency*". The response exhibits inconsistent organization of ideas and information by first setting up the central idea by comparing our *liberty and freedom* to *an abundance of ignorance and lack of logic* in government, then in the next paragraph restating the central idea but identifying the *ignorance* as *not entirely meant in a bad way*, and concluding the same paragraph by identifying *tone* as helping to make *the reader feel that women's suffrage is important*, failing to create a coherent response. The response lacks a formal style, using language that is inappropriate (*we are beyond lucky and not entirely meant in a bad way either*). The response demonstrates partial control of conventions with occasional errors (*intended, deliver, inconsistency*.) that do not hinder comprehension.

One main idea developed by the author was to stress the United States government and our importance. As citizens we have to understand our role in America. For example, the author states how important of a date November 2nd is. November 2nd is the voting day for Americans, being a true American citizen consist of getting out to vote. The author often goes back on history to show how far America has come or what exactly something means.

For example one historical event that is reflected on is women's right to vote. Although America has been down at points, it continues to develop and be inspired for the better of its people.

The major theme of this passage is the definition of a republic.

The author defines a republic as a form of government in which the laws are enacted by representatives elected by the people. Although a republic seems to be just and sensible, however

Anchor Paper – Part 3 – Level 2 – B

the author points out the unjust of male ignorance. The author also makes unjust clear by comparing the "little" male ignorance, to that of a female which is considered a big deal and the reason America didn't want females to vote.

Anchor Level 2–B

The response introduces a central idea (*As citizens we have to understand our role in America*) and a writing strategy (*theme*). The response demonstrates a superficial analysis of the author's use of theme to develop the central idea (*The major theme of this passage is the definition of a republic*). The response presents ideas inconsistently and inadequately in an attempt to support analysis (*one historical event ... is womens right to vote and the author also makes unjust clear ... America didn't want females to vote*), making use of some evidence that may be irrelevant (*November 2nd is the voting day for Americans*). The response exhibits inconsistent organization of ideas and information, by first stressing the importance of voting in America, then reflecting on how *America ... continues to develop and be inspired for the better*, then defining a republic, and finally concluding with a comparison of male and female ignorance, failing to create a coherent response. The response lacks a formal style, using language that is basic, inappropriate, or imprecise (*stress the United States government and our importance and goes back on history*). The response demonstrates emerging control of conventions with some errors (*for Americans, being; Although a republic seems ... sensible, however; author also makes unjust clear*) that hinder comprehension.

The United States government has been changing throughout an entire life time. They've been changing how we do things, when we do things, and how we do things. However, change does happen with voting ages and how the representatives of the United States get chosen.

Some people believe race and sex can be controlled and how its depicted through governmental decisions.

Everyone's equal and should be allowed to vote.

Irony is shown in this work of literature. It shows tells you have to be 21 to vote, nowadays you have to be 18. It also states the people shouldn't have a say in who represents them, and how we do. Women were also criticized in when they vote, saying how ignorant and less ~~intelligent~~ they are, recently we almost had a female president.

The United States have changed there views on a person's worth and value. Now women can vote, black people can vote, and 18 year olds can vote.

Decisions made in a place where you live, you should have a say in. Some changes may be for the best and may be for the worst, we just know change is there.

Anchor Level 2–C

The response introduces a confused central idea (*change does happen with voting ages and how the representatives of the United States get chosen*) and a confused writing strategy (*irony*), stating *it tells you have to be 21 to vote, nowadays you have to be 18*. The response demonstrates a minimal analysis of the author’s use of irony to develop the central idea (*Women were also criticised in when they vote, saying how ignorant and less intellectual they are*). The response presents ideas inaccurately (*It also states the people shouldn’t have a say in who represents them and Women were also criticised in when they vote*) in an attempt to support analysis, making use of some evidence that may be irrelevant (*recently we almost had a female president*). The response exhibits inconsistent organization of ideas and information by first introducing the general idea of change in the United States electoral system (*changing how we do things, when we do things*), then discussing issues of equality, and concluding with changes in *a person’s worth and value*. The response lacks a formal style, using language that is imprecise (*They’ve been changing how we do things and The United States have changed there views*). The response demonstrates emerging control of the conventions with some errors (*life time; 21 to vote, nowadays you; for the worst, we just know*) that hinder comprehension.

Anchor Paper – Part 3 – Level 1 – A

There was a few elements and techniques shown in the paragraphs that the Author used. One technique was Imagery. This makes a picture in my head as i read the story about women not being able to vote.

Anchor Level 1–A

The response introduces a central idea (*women not being able to vote*) and writing strategy (*Imagery*). The response demonstrates a minimal analysis of the author's use of imagery to develop the central idea. The response presents no evidence from the text. The response is minimal, making assessment of organization, language, and conventions unreliable.

Anchor Paper – Part 3 – Level 1 – B

The author uses the literary element in the Passage. It helps to develop the central idea of republican gov.

Anchor Level 1–B

The response introduces an incomplete central idea (*republican gov*) and writing strategy (*literary element*). The response presents little evidence from the text (*the central idea of republican gov*). The response is minimal, making assessment of organization, language, and conventions unreliable.

Part 3 – Practice Paper – A

At the time this text was written, women's suffrage was one of, if not the most pressing issues the nation was facing. The author primarily uses tone to try to convince readers that in order for the United States to truly be a republic, women must be granted the right to vote.

The author is clearly a suffragist whose main goal and hopeful effect in writing this passage is to earn the right to vote for all women and people. She makes a strong argument, especially in lines 36-38, "There is... people." This statement proves to men that their government is not a true republic, since the representatives are elected by only half the people instead of the whole population. While she makes a good point here, her persuasive power is weakened by striking right at the pride of men with her multiple uses of "ignorance" from line 58-63. Truly ignorant men are not bound to live that.

The primary literary techniques used by the author is tone. Throughout the passage, her tone is very harsh and critical of the voting men of the time. Going back to the same few sentences on ignorance and adding lines 41-42 "Now... intelligent" one can see that the author is not exactly commending the intelligence of men. In fact, the majority of the text is focused on criticizing men, with the occasional paragraph bent to persuasion of why women have just as

Part 3 – Practice Paper – A

meets of a claim to suffrage as men do.

Through the use of tone and other literary elements, the author posed a strong argument for the right of women to vote.

Part 3 – Practice Paper – B

IN the ~~text~~ presented the author uses the literary element point of view to develop their text.

The author is trying to get the point across that election day is right around the corner along with stressing the importance this day has.

The speaker of this text is using point of view to show the men of New York that they have a big decision to make. She says, "They have never had so serious a problem to solve before." Her argument is that women should have suffrage just like men, and that men are being ignorant by not letting women vote. ^{Because} She is a woman, her ~~view~~ point of view is important in proving this argument. She represents women, and she views the problem from a woman's perspective.

The speaker says, "There is still another half of the people who have not elected representatives." In other words this means that if the government is for the people, then why haven't all of the people been given the right to vote? The speaker shows her point of view by saying "I wonder why we have made it so easy for male ignorance and so hard for female ignorance." The speaker proves that there are intelligent women out there by showing ~~is~~ her perspective through reasoning. However, ignorant men can vote because they are male, while intelligent females are not permitted to vote. As a woman, the speaker feels strongly that women are ~~not~~ people too and should be given the right to vote.

The author seems to be trying to subliminally push across why in a republic all people should be treated equal. Without telling the society as a whole she [redacted] simply discusses the flaws of hypocrisy that shine bright in this "equal but unequal" society. First she uses the republic ideals to give the reader a correct definition of the beliefs which it stands for. She then foreshadows the idea of women's suffrage slightly at the beginning of the passage.

However, it seems as if women's suffrage becomes the supreme issue in this passage. The use of the Republic was solely for the purpose of showing the beliefs of the society, then refuting these beliefs based on the examples of hypocrisy like the fact that it is ok to be an ignorant man, but ignorance in women should be frowned upon. She simply states "I wonder why we have made it so easy for male ignorance and so hard for female ignorance." Her ideal republic would be one with clear cut rules for all and not certain subdivisions for different types of people.

Part 3 – Practice Paper – E

~~Now I want to~~ Whenever a republic prescribes the qualifications as applying equally to all the citizens ~~of the~~ republic, when the Republic says in order to vote, a citizen must be twenty-one years of age, if applies to all alike, there is no discrimination against any race.

When the government says that a citizen must be a native-born citizen or a naturalized citizen then applies to all:

Practice Paper A – Score Level 4

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

Practice Paper B – Score Level 1

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

Practice Paper C – Score Level 3

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

Practice Paper D – Score Level 2

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

Practice Paper E – Score Level 0

The response must be scored no higher than a 0 since it is totally copied from the text with no original writing.

**Map to the Common Core Learning Standards
Regents Examination in English Language Arts (Common Core)
June 2014**

Question	Type	Credit	Weight	Standard
1	MC	1	1	RL.4(11–12)
2	MC	1	1	RL.4(11–12)
3	MC	1	1	RL.5(11–12)
4	MC	1	1	RL.3(11–12)
5	MC	1	1	L.4a(11–12)
6	MC	1	1	RL.3(11–12)
7	MC	1	1	RL.2(11–12)
8	MC	1	1	RL.4(11–12)
9	MC	1	1	RL.3(11–12)
10	MC	1	1	RL.3(11–12)
11	MC	1	1	RL.4(11–12)
12	MC	1	1	RL.5(11–12)
13	MC	1	1	RL.3(11–12)
14	MC	1	1	RL.6(11–12)
15	MC	1	1	RI.2(11–12)
16	MC	1	1	L.4a(11–12)
17	MC	1	1	RI.2(11–12)
18	MC	1	1	RI.4(11–12)
19	MC	1	1	RI.3(11–12)
20	MC	1	1	RI.2(11–12)
21	MC	1	1	L.5(11–12)
22	MC	1	1	RI.2(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 June 2014 Regents Examination in English Language Arts (Common Core)* will be posted on the Department's web site at <http://www.p12.nysed.gov/assessment/> by Thursday, June 26, 2014.

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.