



**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> </ul>	<ul style="list-style-type: none"> <li>-introduce a confused or incomplete central idea or writing strategy 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 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 a 0.

The story "The Intelligence Test" is told from a first person point of view narrative which highlights the struggles of a deaf girl navigating a world where the greater population assumes that her condition equates with being stupid. The central idea revolves around this girl desperately wanting to be accepted into a special school for the deaf but needing to pass a test which, ironically, assumes the same lack of knowledge as the rest of the population, even though its administrators seem to understand the group of students they cater to. Through the 1st person narrative, we can understand the narrator's shock when she discovers that her final test question that caused her so much distress was also focused on a belief of simplicity that she did not expect from this specialized school for the deaf.

Being deaf, she goes through many struggles that those with good hearing might not endure. She struggles with people assuming the worst about her, "...people think that because you're deaf, you're slow." (Line 1). The overall assumption that those with sensory disabilities are less intelligent will always loom over the fact that they are actually very smart. "I'm not a fool, profoundly deaf, yes, but not at all stupid." (Line 10). Another struggle those with these disabilities must endure is the lack of accommodations or recognition. "...it was hard to get the teachers to remember I was deaf." (Lines 26-27). Deaf people go through many struggles, just to live a normal life.

While the overall assumption is that those who are hard of hearing are stupid, it is quite the opposite. "If you're deaf you're often as sharp as a tack because you have to pick up so much from the other senses." (Lines 2-3) Deaf people have their own way of getting through life. They use the tools around them to adapt in a predominantly hearing world. "I mean, if you look at the way people clench their fists, or bite their lips, or just fidget, you know exactly what's going on." (Lines 4-5).

It's clear that her expectation was that those from a school for the deaf would realize this. Her first encounter with one of the teachers/administrators, Caroline, revealed an understanding of the deaf simply through her action of waiting to be face to face with the narrator before speaking with her. However, the discovery of more of the same, came through her struggle with trying to identify a specific type of cheese as opposed to simply identifying an object as generic-cheese. "They all seemed to be dissolving into tears and shaking one another's hands... Caroline had as many tears... as Mum and Dad... after nearly killing myself trying to work out what variety it was, the word "cheese" was all they had wanted me to say. Imagine." (Lines 65-68).

This first person point of view narrative supports the author in showing that despite the false assumptions, hard of hearing folk can be highly intelligent and survive just fine.

## **Anchor Level 4–A**

### **CONTENT AND ANALYSIS:**

- The response introduces a well-reasoned central idea (*The central idea revolves around this girl desperately wanting to be accepted into a special school for the deaf but needing to pass a test which, ironically, assumes the same lack of knowledge as the rest of the population*) and a writing strategy that clearly establishes the criteria for analysis (*a first person point of view narrative ... highlights the struggles of a deaf girl navigating a world where the greater population assumes that her condition equates with being stupid*).
- The response demonstrates a thoughtful analysis of the author’s use of *first person point of view* to develop the central idea (*Through the 1<sup>st</sup> person narrative, we can understand the narrator’s shock when she discovers that her final test question ... was also focused on a level of simplicity*).

### **COMMAND OF EVIDENCE:**

- The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*She struggles with people assuming the worst about her, “... people think that because you’re deaf, you’re slow”; “If you’re deaf you’re often as sharp as a tack because you have to pick up so much from the other senses”; the discovery of more of the same, came through her struggle with trying to identify a specific type of cheese ... “They all seemed to be dissolving into tears... after nearly killing myself trying to work out what variety it was, the word “cheese” was all they had wanted me to say. Imagine.”*).

### **COHERENCE, ORGANIZATION, AND STYLE:**

- The response exhibits logical organization of ideas and information to create a cohesive and coherent response, with an opening paragraph that introduces the central idea and writing strategy, followed by a body paragraph that focuses on how the main character *goes through many struggles that those with good hearing might not endure*, a second body paragraph that supports how *Deaf people have their own way of getting through life*, a third body paragraph that narrows the focus to the specific case of the text and how it proved *more of the same*, dashing her *expectation ... that those from a school for the deaf would realize ... hard of hearing folk can be highly intelligent*, as stated in the conclusion.
- The response establishes and maintains a formal style, using precise language and sound structure (*While the overall assumption is that those who are hard of hearing are stupid, it is quite the opposite and This first person point of view narrative supports the the author in showing that despite false assumptions, hard of hearing folk can be highly intelligent*).

### **CONTROL OF CONVENTIONS:**

- The response demonstrates control of conventions with infrequent errors [*slow.*” (*Line 1*). *The; accomodations; administraters*].

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

In "The Intelligence Test" by Maeve Binchy, the excerpt develops a central idea that just because somebody has a disability, that doesn't make them less smart. In the excerpt, the main character is deaf, but she doesn't let it hold her back. She says, "I mean, if you look at the way people clench their fists, or bite their lips, or just fidget, you know exactly what's going on." (lines 4-5). Even though she is deaf, she uses her other senses to make up for it, not letting it hinder her. Later in the excerpt, she is taking an intelligence test to try to get into a good school. After the test, she thinks "the fact that I thought this was too easy a question had just settled everything." (lines 69-70). She easily passed the test, proving how her disability doesn't make her any less intelligent.

In the excerpt, diction is used to emphasize the central idea. Words such as "slow" and "fool" show people's initial thoughts about her being deaf. These illustrate that people think that disabilities only limit people, making them less than people without disabilities. Later on, words like "terrific" and "astounded" are used to show what the main character is actually capable of. Her deafness doesn't hold her back, and she is no less intelligent than people who can hear.

## **Anchor Level 4–B**

### **CONTENT AND ANALYSIS:**

- The response introduces a clear central idea (*In “The Intelligence Test” by Maeve Binchy, the excerpt develops a central idea that just because somebody has a disability, that doesn’t make them less smart*) and a writing strategy (*In the excerpt, diction is used to emphasize the central idea*) that establish the criteria for analysis.
- The response demonstrates an appropriate analysis of the author’s use of diction to develop the central idea (*These [words] illustrate that people think that disabilities only limit people, making them less than people without disabilities and Her deafness doesn’t hold her back, and she is no less intelligent than people who can hear*).

### **COMMAND OF EVIDENCE:**

- The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*She says, “I mean, if you look at the way people clench their fists, or bite their lips, or just fidget, you know exactly what’s going on”; Words such as “slow” and “fool” show people’s initial thoughts about her being deaf and Later on, words like “terrific” and “astounded” are used to show what the main character is actually capable of*).

### **COHERENCE, ORGANIZATION, AND STYLE:**

- The response exhibits logical organization of ideas and information to create a cohesive and coherent response, first introducing and exemplifying the central idea with a focus on *proving how her* [the main character’s] *disability doesn’t make her any less intelligent*, followed by a discussion of how the author’s word choices help strengthen the support of the central idea.
- The response establishes and maintains a formal style, using precise language and sound structure (*Even though she is deaf, she uses her other senses to make up for it, not letting it hinder her and She easily passed the test, proving how her disability doesn’t make her any less intelligent*).

### **CONTROL OF CONVENTIONS:**

- The response demonstrates control of conventions with infrequent errors [*on.* ” (*lines 4-5*). *Even; thinks* “*the*”].

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

In the excerpt from "The Intelligence Test" by Maeve Binchy, the main idea portrayed is that when overcome with a sense of longing for something, one will work even harder than necessary to achieve their dream. The author uses conflict to bring out this essential idea.

In a constant struggle against society, the protagonist always feels the need to show that she is not inferior to those who have the ability to hear and ~~understand~~ and that "If you're deaf, you're often sharp as tack..." (line 2). It's a conflict she feels every day and that's why she so desperately wanted to go to this special school. "I was desperate to go to St. Martin's". There is also the aspect of her conflicting with herself, trying her hardest to get all answers of the intelligence test correct. When faced with a simple question, she overthought it to the point where "I'm afraid I have no idea" she had to say. The euphoria felt when she finally overcomes this conflict and achieves her dream is tangibly felt.

## **Anchor Level 3–A**

### **CONTENT AND ANALYSIS:**

- The response introduces a clear central idea (*the main idea portrayed is that when overcome with a sense of longing for something, one will work even harder than necessary to achieve their dream*) and a writing strategy that establishes the criteria for analysis (*The author uses conflict to bring out this essential idea*).
- The response demonstrates an appropriate analysis of the author’s use of conflict to develop the central idea (*It’s a conflict she feels every day and that’s why she so desperately wanted to go to this special school and There is also the aspect of her conflicting with herself, trying her hardest to get all answers of the intelligence test correct*).

### **COMMAND OF EVIDENCE:**

- The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (“*I was desperate to go to St. Martin’s*” and *When faced with a simple question, she overthought it to the point where “I’m afraid I have no idea” she had to say*).

### **COHERENCE, ORGANIZATION, AND STYLE:**

- The response exhibits logical organization of ideas and information to create a cohesive and coherent response, with an opening paragraph that introduces the central idea and the writing strategy, followed by a paragraph that explains and demonstrates both the external (*the protagonist always feels the need to show that she is not inferior*) and internal (*There is also the aspect of her conflicting with herself*) conflicts as experienced by the main character, and how this influenced her in achieving *her dream*.
- The response establishes and maintains a formal style, using precise language and sound structure (*In a constant struggle against society* and *The euphoria felt when she finally overcomes this conflict and achieves her dream is tangibly felt*).

### **CONTROL OF CONVENTIONS:**

- The response demonstrates partial control of conventions with occasional errors (*excerp*; *acheive*; *protaganist*; *sharp as tack*; *desprately*; *Martin’s”*; *idea*” *she*) that do not hinder comprehension.

In The Intelligence Test by Maeve Binchy the central idea of the story is ones limitations does not define their intelligence. Throughout the story we see how the narrator does not let her disability hold her back this is shown in the first paragraph "I look at people's faces all <sup>the</sup> time and I watch to see what kind of mood they're in." (line 3-4). She can read people so well that she doesn't need to hear they're tone, or what they say. All she needs is to see, this is just one of many things that she does to not let her disability hold her back and show her intelligence.

The literary element used most in The Intelligence test is irony. Through this story we hear about how hard this intelligence test is and how her education depends on her results, and she flies through the first parts of the test and struggles on trying to find out what type of cheese it is in the picture. The author shows this irony ~~in the~~ "It was shaped like a triangle, I turned the card round about until I could get a better look at it..." "It could be Cheshire," I said doubtfully, "A slice of Cheshire taken from the block but it might be Cheddar. I'm torn between the two of them." (lines 57-58, ~~63-64~~ 63-64). She worries in the stories ~~about~~ about this test, and shows her intelligence when she sees ~~different~~ cheese and tries to figure the type when all they wanted was cheese.

## **Anchor Level 3–B**

### **CONTENT AND ANALYSIS:**

- The response introduces a clear central idea (*the central idea of the story is ones limitations does not define their intelligence*) and a writing strategy (*The literary element used most in The Intelligence test is irony*) that establish the criteria for analysis.
- The response demonstrates an appropriate analysis of the author’s use of irony to develop the central idea (*She can read people so well that she doesn’t need to hear they’re tone, or what they say and She worries ... about this test, and shows her intellegance when she sees cheese and tries to figure the type when all they wanted was cheese*).

### **COMMAND OF EVIDENCE:**

- The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*this is shown in the first paragraph “I look at people’s faces all the time and I watch to see what kind of mood they’re in” and we hear about how hard this intelligence test is ... The author shows this irony in “It was shaped like a triangle ... “It could be Cheshire,’ I said doubtfully. ‘A slice of Cheshire taken from the block but it might be Cheddar. I’m torn between the two of them.”*).

### **COHERENCE, ORGANIZATION, AND STYLE:**

- The response exhibits acceptable organization of ideas and information to create a coherent response, with an initial paragraph that presents the central idea and writing strategy with an emphasis on explaining and exemplifying the central idea, followed by a second paragraph that focuses on how irony is used to demonstrate the narrator’s intelligence.
- The response establishes and maintains a formal style, using appropriate language and structure (*Throughout the story we see how the narrator does not let her disability hold her back and this is just one of the many things that she does to not let her disability hold her back*), although some inexactness exists (*they’re* for “their”; *too* for “to”; *She worries in the stories about*).

### **CONTROL OF CONVENTIONS:**

- The response demonstrates emerging control of conventions with some errors (*ones limitations; difine; Througout; narrorator; back this; paragraph “I; see, this; iorny; flys; struggles on trying*) that hinder comprehension.

In this passage there's a lot of opinions on a main idea. In this passage the main idea is "Life is completely different when you're deaf." The author uses a lot of context in lines 44-45. In lines 44-45 the author says "you have to try so hard when you're deaf to pick up the words". The author's mood/tone in this sentence throws out that it's really not easy being deaf. Also, in lines 35-40 the main character talks about a girl that's described with "long dark curly hair and a big smile"; when she came up to her the main character seemed a little puzzled/confused on why someone would actually wanna talk to her. Main focus of this passage is being deaf isn't really that easy. Not to mention having to go to a different school playing different games that regular school wouldn't life is different.

## **Anchor Level 2–A**

### **CONTENT AND ANALYSIS:**

- The response introduces a central idea (*In this passage the main idea is “Life is compleatly different when you’re deaf*) and a writing strategy (*The authors mood/tone*).
- The response demonstrates a superficial analysis of the author’s use of the writing strategy to develop the central idea (*The authors mood/tone in this sentence throws out that its really not easy being deaf*) although one attempt involves an inaccuracy (*the main charanter seemed a little puzzled / confused on why someone would actually wanna talk to her*).

### **COMMAND OF EVIDENCE:**

- The response presents ideas inadequately in an attempt to support analysis (*the author says “you have to try so hard when you’re deaf to pick up the words”*) and may be irrelevant (*a girl thats described with “long dark curly hair and a big smile”*).

### **COHERENCE, ORGANIZATION, AND STYLE:**

- The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, consisting of a single paragraph that begins with a central idea of *life* being *different* for the Deaf and shifts to *being deaf isnt really that easy*. Explanations offered as support are vague and contain misinterpretations of the text.
- The response lacks a formal style, using language that is basic (*there’s alot of opinions and talks about a girl*) and imprecise (*on a main idea; throws out that; confused on why; wanna*).

### **CONTROL OF CONVENTIONS:**

- The response demonstrates partial control of conventions with occasional errors (*alot; compleatly; contex; says “you; authors mood; its really; charclater; thats described; smile”, when; isnt; wouldnt life*) that do not hinder comprehension.

The central idea is to getaway from the bad things".  
The literary devise is characterization. The intelligence test is telling a storie about a young girl who have a dream of getting to a better school with kids like her. kids has been mess to her an "clench there fists, or bite there lips" because she to slow an it scary her this young girl is characterize as desperate so she pray to St. Martin an get in to another school but first have to takes a test to proof she was intelligent. She take it an passed!

## **Anchor Level 2–B**

### **CONTENT AND ANALYSIS:**

- The response introduces a confused and incomplete central idea (*The central idea is to getaway from the bad things*) and a writing strategy (*The literary devise is characeterization*).
- The response demonstrates a minimal analysis of the author’s use of the writing strategy to develop the central idea (*this yung gril is characeterize as desprate*).

### **COMMAND OF EVIDENCE:**

- The response presents ideas inconsistently and inaccurately in an attempt to support analysis (*Kids has been mean to her an “clench there fists, or bite there lips” because she to slow an it scary her and this yung gril is ... desprate so she pray to St. Martin*).

### **COHERENCE, ORGANIZATION, AND STYLE:**

- The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, consisting of a single paragraph with a focus on the *gril ... as desprate to getaway from the bad things*, with the explanation of her reasons for and partial attempt to do so being based on misinterpretations of the text, and concludes with more accuracy (*but frist have to takes a test ... She take it an passed* ).
- The response lacks a formal style, using language that is basic (*have a dream of geting to a better school with kids like her and She take it an passed* ) and imprecise (*to* for “too”; *an* for “scary her”; *an* for “and”; *to proof*).

### **CONTROL OF CONVENTIONS:**

- The response demonstrates emerging control of conventions with some errors (*getaway; things*; *literary*; *devise*; *characeterization*; *inteligence*; *teling*; *storie*; *yung gril who have*; *geting*; *kids has*; *her this*; *is characeterize as*; *in to*; *anuther*; *frist*) that hinder comprehension.

In the article "The Intelligence Test"; it's about a girl that's always doubting herself because she's deaf. A theme for this passage is that don't always be doubting yourself when you are going through hard and Rough times. Goes and happens to everyone. Clearly don't think negative when your in a position, not only does the make the situation worse but hurts yourself. Having depression is not safe to have while going thru bad times, effects the brain, everyday needs + wants for you to handle.

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## **Anchor Level 1–A**

### **CONTENT AND ANALYSIS:**

- The response introduces a confused central idea (*its about a girl that's always doubting herself because she's deaf*) and a writing strategy (*A theme for this passage is that don't always be doubting yourself when you are going through hard and Rough times*).
- The response demonstrates no analysis of the author's use of theme to develop the central idea.

### **COMMAND OF EVIDENCE:**

- The response presents little evidence from the text, only mentioning the title and making a reference to a girl *doubting herself because she's deaf*.

### **COHERENCE, ORGANIZATION, AND STYLE:**

- The response exhibits little organization of ideas and information, consisting of only one paragraph in which several ideas are introduced, but not developed.
- The response lacks a formal style, using language that is basic, inappropriate, and imprecise (*Goes and happens to everyone; your for you're; not only does the make; but hurts yourself; effects for "affects"; needs + wants*).

### **CONTROL OF CONVENTIONS:**

- The response demonstrates partial control of conventions with occasional errors (*its; thats; Rough; position, not only; worse but; thru; times. effects*) that do not hinder comprehension.

### **\* CONDITION CODE:**

Although the response exhibits Level 1, 2, and 3 criteria, it is a personal response, making little reference to the task or text and can be scored no higher than a 1.

## **Anchor Paper – Part 3 – Level 1 – B**

This excerpt from "The Intelligence Test" by Maeve Binchy is a fond moment of a deaf girl attempting to get into her dream school.

### **Anchor Level 1-B**

#### **CONTENT AND ANALYSIS:**

- The response introduces an incomplete central idea (*This excerpt ... is a fond moment of a deaf girl attempting to get into her dream school*).
- The response demonstrates no analysis of the author's use of a writing strategy to develop the central idea.

#### **COMMAND OF EVIDENCE:**

- The response presents little evidence from the text, stating only that *it is about a deaf girl attempting to get into her dream school*.

#### **COHERENCE, ORGANIZATION, AND STYLE:**

- The response is minimal, making assessment unreliable.

#### **CONTROL OF CONVENTIONS:**

- The response is minimal, making assessment unreliable.

In the text The Intelligence Test a good Claim would be "~~Being deaf does not define you.~~" This Claim is good because the text shows that just because you are deaf it does not mean you are any less of a person. "You know the way it is: people think that because you're deaf, ~~you're~~ you're slow. In fact nothing could be further from the truth." (lines 1-2). There is a lot of misconceptions when it comes to people who may be hearing impaired. All of them are false. Being deaf does not make you "slow", if anything it makes you ~~not~~ catch on to things faster. When you ~~lose~~ lose your sense of hearing all your other senses are enhanced. And that is a fact. "If you're deaf you're often as sharp as a tack because you have to pick up so much from the other senses." (lines 2-3). Just because some one can not hear your tone of voice does not mean they cannot tell ~~you~~ your body language. Being able to "read the room" is something that deaf people do that most hearing ~~people~~ people can't. Being deaf does not slow you down<sup>or</sup> make you stupid. It ~~not~~ does not define you.

Imagry is the best literary term to help prove this claim. Imagry is the image the author tries to show the reader through their writing. "I look at peoples faces all the time and I watch to see what kind of mood they're in. I mean if you look at the way people clench their fists, or bite their lips, or just fidget, you know exactly what's going on." (lines 3-5). This ~~is~~ image ~~is~~ helps to show how just because she cannot hear does not mean she does not read ~~the~~ peoples body language to ~~down~~ see if they are upset. "And

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### Part 3 – Practice Paper – A

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then everything changed. They all seemed to be dissolving into tears and shaking one another's hands and hugging me." (lines 65 - 66). This shows how happy everyone was that she had gotten into the school. This proves the claim because she did it, she had gotten into the school/ she that she wanted to get into and her being deaf did not stop her.

**Part 3 – Practice Paper – B**

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The central idea in the text about the deaf because the passage talk about the deaf boy. The quote "You know the way it is: people think that because you are deaf!" the author's use of one writing statement "If you're deaf you're often as sharp as a tack because you have a pick up so much from other senses. That means [who] people is deaf they need to for their life use they need to use they're brain, sense, and taste. While deaf people go to go outside or walk they flow the fine body other senses. The strong and though evidence from the text to support my analysis" I mean if you look Lucy people scratch their fist, or bite their nail lips?!

### Part 3 – Practice Paper – C

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She was going to be leaving soon. Well, first I thought it was a kind of a joke. They were things like a five-year old would know about the colors of traffic lights and about who was the Taoiseach of Ireland and who was prime minister of traffic lights and about who was the Taoiseach of Ireland and animal did st. And then everything changed. They all seemed to be dissolving into tears and shaking Dad had. and the fact that I thought this was too easy a question had just settled everything.

In "The Intelligence Test" by Maeve Binchy, the author uses conflict to convey the central idea that everyone is different, but others hide their real powers.

There are many "disabilities" one may have in this world, but this example, being depth, allows you to pick upon body language. The quote "... people think that because you're deaf, you're slow... If you're deaf you're often as sharp as a tack because you have to pick on so much more" (The Intelligence Test, Maeve Binchy 1-3). This shows how people with deafness can "sharp" even someone who isn't. This proves my central idea by proving others are able to "hide" their super power and just be better than others.

Now when you meet someone you introduce yourself, but not at a check for the depth. A other super power is picking up on non-verbal signs. For example the main character is able to pickup on a teacher's disappointment without hearing her speak or without knowing her. "... there was something sad about the way she spoke of if she was going to be leaving soon" (Maeve Binchy 44-45) This prove that people without certain senses are able to use it as a super power and work to help identify

**Part 3 – Practice Paper – D**

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stuff going on in their surroundings.

In conclusion, A disability is something that you let hold you back. it can only hurt you if you let it. The main character uses her power for good things like Identifying peoples feelings and being more aware of her surroundings.

The author conveys the central idea that overthinking may cause one to misunderstand simple things. This means that if you think about something for too long and too hard you may make something simple ~~way~~ more complicated for yourself. According to the passage it states "The drawing was very simple, too simple; there were no real clues." (57-58). This exemplifies how the triangle, which turned out to just be cheese was overcomplicated and misunderstood by the author because she was overthinking. This is significant because it shows how if you overthink you can misunderstand simple things.

In addition the author uses the literary element hyperbole to convey the central idea that one can complicate simple things. Hyperbole is the exaggeration of certain statements, that are not meant to be taken literally. Evidence of this is shown in line 67 when the author says "Apparently after ~~nearly~~ all my nearly killing myself trying to work out what variety it was, the word "cheese" was all they had wanted me to say." (67-68) This exemplifies the use of a hyperbole because the author ~~was~~ not literally ~~was~~ killing herself trying to do the work. The use of this literary device is ~~central to~~ significant to the central idea because it shows the extent of how overthinking can affect a person. Overthinking can really stress one out. Hence, the author's use of a hyperbole is central to the development of the passage.

**Practice Paper A – Score Level 3**

Holistically, this response best fits the criteria for Level 3. The response introduces a clear central idea and a writing strategy, demonstrates an appropriate analysis of the author’s use of the writing strategy to develop the central idea, presents sufficient evidence, exhibits acceptable organization of ideas while maintaining a formal style and demonstrating partial control of conventions that do not hinder comprehension.

**Practice Paper B – Score Level 1**

Holistically, this response best fits the criteria for Level 1. The response introduces an incomplete central idea, but no writing strategy and demonstrates no analysis of the author’s use of a writing strategy to develop the central idea, exhibiting little organization of ideas and information, using language that is often incoherent while demonstrating emerging control of conventions with some errors that hinder comprehension.

**Practice Paper C – Score Level 0**

Holistically, this response best fits the criteria for Level 0. The response is totally copied from the text, with no original writing, and must be scored a 0.

**Practice Paper D – Score Level 2**

Holistically, this response best fits the criteria for Level 2. The response introduces a central idea and a writing strategy, demonstrates a superficial analysis of the author’s use of the writing strategy to develop the central idea, presents ideas inadequately, exhibiting inconsistent organization of ideas and is lacking a formal style, using basic and imprecise language while demonstrating emerging control of conventions with some errors that hinder comprehension.

**Practice Paper E – Score Level 4**

Holistically, this response best fits the criteria for Level 4. The response introduces a well-reasoned central idea and a writing strategy, demonstrates a thoughtful analysis of the author’s use of the writing strategy, which is effectively supported by specific and relevant evidence that is logically organized to create a cohesive and coherent response, maintaining a formal style while exhibiting precise language and sound structure with infrequent errors.

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

<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	RL.5 (11-12)
3	MC	1	1	L.4 (11-12)
4	MC	1	1	RL.2 (11-12)
5	MC	1	1	RL.3 (11-12)
6	MC	1	1	RL.6 (11-12)
7	MC	1	1	RL.5 (11-12)
8	MC	1	1	RL.4 (11-12)
9	MC	1	1	L.4 (11-12)
10	MC	1	1	RL.2 (11-12)
11	MC	1	1	L.4 (11-12)
12	MC	1	1	L.5 (11-12)
13	MC	1	1	RL.6 (11-12)
14	MC	1	1	RL.2 (11-12)
15	MC	1	1	L.5 (11-12)
16	MC	1	1	L.4 (11-12)
17	MC	1	1	RI.2 (11-12)
18	MC	1	1	RI.3 (11-12)
19	MC	1	1	RI.4 (11-12)
20	MC	1	1	RI.5 (11-12)
21	MC	1	1	RI.2 (11-12)
22	MC	1	1	RI.4 (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	RL.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 2024 Regents Examination in English Language Arts will be posted on the Department's web site at <https://www.nysesd.gov/state-assessment/high-school-regents-examinations/> on the day of the examination. Conversion charts provided for previous administrations of the Regents Examination in English Language Arts must NOT be used to determine students' final scores for this administration.**

### **Online Submission of Teacher Evaluations of the Test to the Department**

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online evaluation form for State assessments. It contains spaces for teachers to respond to several specific questions and to make suggestions. Instructions for completing the evaluation form are as follows:

1. Go to <https://www.nysesd.gov/state-assessment/teacher-feedback-state-assessments>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.