



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

<b>Criteria</b>	<b>4 Responses at this Level:</b>	<b>3 Responses at this Level:</b>	<b>2 Responses at this Level:</b>	<b>1 Responses at this Level:</b>
<b>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</b>	-introduce a well-reasoned central idea and a writing strategy that clearly establish the criteria for analysis	-introduce a clear central idea and a writing strategy that establish the criteria for analysis	-introduce a central idea and/or a writing strategy	-introduce a confused or incomplete central idea or writing strategy and/or
<b>Command of Evidence: the extent to which the response presents evidence from the provided text to support analysis</b>	-demonstrate a thoughtful analysis of the author's use of the writing strategy to develop the central idea	-demonstrate an appropriate analysis of the author's use of the writing strategy to develop the central idea	-demonstrate a superficial analysis of the author's use of the writing strategy to develop the central idea	-demonstrate a minimal analysis of the author's use of the writing strategy to develop the central idea
<b>Coherence, Organization, and Style: the extent to which the response logically organizes complex ideas, concepts, and information using formal style and precise language</b>	-present ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis	-present ideas sufficiently, making adequate use of relevant evidence to support analysis	-present ideas inconsistently, inadequately, and/or inaccurately in an attempt to support analysis, making use of some evidence that may be irrelevant	-present little or no evidence from the text
<b>Control of Conventions: the extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling</b>	-exhibit logical organization of ideas and information to create a cohesive and coherent response	-exhibit acceptable organization of ideas and information to create a coherent response	-exhibit inconsistent organization of ideas and information, failing to create a coherent response	-exhibit little organization of ideas and information
	-establish and maintain a formal style, using precise language and sound structure	-establish and maintain a formal style, using appropriate language and structure	-lack a formal style, using language that is basic, inappropriate, or imprecise	-use language that is predominantly incoherent, inappropriate, or copied directly from the task or text
			-are minimal, making assessment unreliable	-are minimal, making assessment unreliable
			-demonstrate emerging control of conventions with some errors that do not hinder comprehension	-demonstrate a lack of control of conventions with frequent errors that make comprehension difficult
			-are minimal, making assessment unreliable	-demonstrate emerging control of 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 a 0.

Surfing, a beloved sport in many coastal regions, is often understood by those who are less familiar with it as a lighthearted game of "fun in the sun." In "Playing Doc's Games," William Finnegan corrects this interpretation and explores the emotional component of surfing. Throughout the text, the narrator describes using figurative language the deep significance that surfing has in his life. Finnegan uses metaphor to convey the central idea that surfing is a highly emotional discipline.

At one point in the passage, the narrator observes another surfer's tumultuous but ultimately successful ride. Describing the emotional reaction of this stranger, he reflects upon how he, too, ~~often~~ often finds surfing to be an emotionally intense experience. "Riding a serious wave is for an accomplished surfer what playing, say, Chopin's Polonaise in F-Sharp Minor might be for an accomplished pianist," says the narrator. Here, Finnegan is employing metaphor by saying that those two experiences literally are the same. Of course, they are not, but the comparison between surfing and playing piano provides a frame of reference that readers can use to better understand

how surfing can act as an emotional outlet. Later, while discussing the mental processes and social conventions involved in surfing, the narrator states that "Everyone out there is starring in his own movie." Therefore, he explains, it is considered annoying when someone bothers another surfer with tales of his own accomplishments. Here, Finnegan can again be observed using metaphor to better demonstrate the emotional aspect of surfing. Though no one on the beach is literally starring in a movie, they are described as such in order to show how surfing can be a self-centered experience. The use of metaphor throughout the passage allows the author to help his readers better understand what surfing is like emotionally.

The role that surfing plays as not only a physical discipline but also an emotional one is emphasized repeatedly through the text. Using figurative language enables the author to more accurately explain a little-understood experience that would be difficult to convey in more literal terms. To conclude, Finnegan's usage of metaphor in "Playing Doc's Games" conveys the central idea

---

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

---

that the sport of surfing can be  
a deeply emotional activity.

---

**Anchor Level 4–A**

The response introduces a well-reasoned central idea and a writing strategy (*Finnegan uses metaphor to convey the central idea that surfing is a highly emotional discipline*) that clearly establishes the criteria for analysis. The response demonstrates a thoughtful analysis of the author's use of metaphor to develop the central idea (*Here, Finnegan is employing metaphor by saying that those two experiences literally are the same. Of course, they are not, but the comparison ... provides a frame of reference that readers can use to better understand how surfing can act as an emotional outlet and Though no one on the beach is literally starring in a movie, they are described as such ... to show how surfing can be a self-centered experience*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis ("Riding a serious wave is for an accomplished surfer what playing, say, Chopin's Polonaise in F-Sharp Minor might be for an accomplished pianist," says the narrator and the narrator states that "Everyone out there is starring in his own movie"). The response exhibits logical organization of ideas and information to create a cohesive and coherent response, first introducing a central idea and the writing strategy of metaphor, followed by a paragraph that cites two metaphors from the text and explains how they allow the author to help his readers better understand what surfing is like emotionally, and ending with a concluding paragraph that restates the author's intent and strategy (*To conclude, Finnegan's usage of metaphor in "Playing Doc's Games" conveys the central idea that the sport of surfing can be a deeply emotional activity*). The response establishes and maintains a formal style, using precise language and sound structure (*Describing the emotional reaction of this stranger, he reflects upon how he, too, often finds surfing to be an emotionally intense experience*). The response demonstrates control of conventions with infrequent errors (*describes using ... language the and tumultuos*).

The central idea presented in the text is the idea of respect for others and adhering to unwritten code. The author relates this to the sport of surfing, specifically in the context of Ocean Beach in Northern California, which was crowded at the time the narrator describes their experience due to the unusually good waves for that time of the year.

To develop this central idea, the author mainly uses the setting of the beach.

Ocean Beach, according to the author, is typically a surfing spot with serious waves, and on this particular day sometime during or after February, there was a swell that attracted an abnormally large amount of surfers. The central idea began to develop when the narrator noticed a surfer struggling to ride a ~~big~~ wave, as the narrator compared successfully riding a challenging wave to a pianist successfully performing a difficult piece of music. This sense of pride in oneself and pride in one's actions is directly associated with the adherence to an unwritten code of mutual respect between surfers, as the narrator goes on to describe the seriousness surfing is treated with by those who go out on the water.

Because the setting of a beach with good waves acts as a stress reliever for so many, being respectful of one another and being socially aware as a surfer is extremely important. This is an instance that can be treated as a microcosm for the broader idea that being polite and aware is important in building relationships with others. The central idea is hammered home by the narrator by discussing respect in a surfing line; essentially, you must know your place in line based on your skill level, which goes hand in hand with social and self awareness. Furthermore, the idea of respect is portrayed by the narrator ~~by~~ through the example of talking to strangers while surfing. The principle is that you should not talk too much, or none of the other surfers will respect you.

The central idea that unwritten codes must be learned and adhered to is characterized by the setting of surfing at Ocean Beach due to the specific decorum you must uphold as a surfer at serious surfing locations.

## **Anchor Level 4–B**

The response introduces a well-reasoned central idea (*The central idea presented in the text is the idea of respect for others and adhering to unwritten code*) and a writing strategy (*To develop this central idea, the author mainly uses the setting of the beach*). The response demonstrates a thoughtful analysis of the author's use of setting to develop the central idea (*This sense of pride in oneself and pride in one's actions is directly associated with the adherence to an unwritten code of mutual respect between surfers and Because the setting of a beach with good waves acts as a stress reliever for so many, being respectful of one another and being socially aware as a surfer is extremely important*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*The central idea began to develop when the narrator noticed a surfer struggling to ride a wave and The central idea is hammered home by the narrator by discussing respect in a surfing line; essentially, you must know your place in line based on your skill level*). The response exhibits acceptable organization of ideas and information to create a coherent response, first introducing the central idea and writing strategy, followed by a paragraph that focuses on how the Ocean Beach setting has *a swell that attracted an abnormally large amount of surfers* and *can be treated as a microcosm* that encourages an atmosphere of both *social and self awareness* as well as *respectfulness*, and concluding with a summation (*The central idea that unwritten codes must be learned and adhered to is characterized by the setting of surfing at Ocean Beach due to the specific decorum you must uphold as a surfer at serious surfing locations*). The response establishes and maintains a formal style, using appropriate language and structure (*Furthermore, the idea of respect is portrayed by the narrator through the example of talking to strangers while surfing*) with some imprecision (*amount* for “number”; *principality* for “principle”, *you should not talk too much, or none of the other surfers will respect you*). The response demonstrates control of conventions with infrequent errors (*narrator ... their and day sometime*).

In the excerpt from "Playing Doc's Games" the author William Finnegan talks about the finer details of surfing and its social aspects that go ~~unnoticed~~ unnoticed. Finnegan explains that ~~humble~~ humbleness is something expected when surfing. In the text, Finnegan uses diction to express that surfing and surf culture value humbleness and humility.

One example of diction being used appears at the end of the excerpt. Finnegan talks about ~~how~~ how he wanted to talk about the beauty he saw in the wave. He says he's unable to because "A surf crowd is a delicate social unit..." and "permission is required before you inflict your exploits on anyone" (lines 61-63). Here Finnegan describes the crowd a "delicate social unit". He particularly uses ~~the word~~ the word "delicate" to show that the crowds are sensitive and do not wish to be bothered. This idea is furthered when Finnegan uses the word "inflict" to show ~~that~~ that bragging or discussing the waves one surfer is generally frowned upon.

Another example of Finnegan using diction to show his central idea comes right after. He talks about the unwritten rules and how "garrulity among strangers there were correspondingly firm" (lines 68-69).

---

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

---

Finnegan uses the word "garrulity" first to establish that talking is kept minimal as to respect the surfers. He also ~~the~~ uses the word "firm" to show that these rules were set in place. Through diction Finnegan is able to show that surfers value respect of each other and humility.

---

### **Anchor Level 3-A**

The response introduces a clear central idea and a writing strategy (*Finnegan uses diction to express that surfers and surf culture value humbleness and humility*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of diction to develop the central idea (*He particularly uses the word "delicate" to show that the crowds are sensitive and do not wish to be bothered* and *This idea is furthered when Finnegan uses the word "inflict" to show that bragging or discussing the waves one surfed is generally frowned upon*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*Finnegan ... wanted to talk about the beauty he saw ... He says he's unable to because "A surf crowd is a delicate social unit..." and He talks about the unwritten rules and how "garrulity among strangers there were correspondingly firm*). The response exhibits acceptable organization of ideas and information to create a coherent response, with an introductory paragraph that presents the central idea and the writing strategy, followed by a second paragraph that focuses on two examples of diction by analyzing the word choices *delicate* and *inflict*, and a third paragraph that discusses the use of the words *garrulity* and *firm* (*Finnegan uses the word "garrulity" first to establish that talking is kept minimal as to respect the surfers. He also uses the word "firm" to show that these rules were set in place*), and concluding with a summative statement (*Through diction Finnegan is able to show that surfers value respect of each other and humility*). The response establishes and maintains a formal style, using appropriate language and structure (*Finnegan talks about the finer details of surfing and its social aspects that go unnoticed and of for "towards"*). The response demonstrates control of conventions with infrequent errors (*particularly, miminal, eachother*).

The central idea of this passage is: It takes special skills to ride a serious wave. One writing strategy Finnegan uses to support this central idea is imagery. He creates a picture to support the idea when he mentions: "... a surfer I didn't recognize ... fought to keep his balance as the wave, which was about twice his height, jacked and began to pitch... he managed to steer around it... he was in full command..." (25-30) meaning, there will be hardships and doubts but once one keeps trying, they will find achievements. Another example would be: "... the next wave to come through held up nicely... and handed me a swift, swooping surefooted first tide." (56-58) This imagery emphasizes that a person can do almost anything, risks and <sup>the</sup> right knowledge are an important aspect of that.

Another example is "The most revealing moment is the pullout, the end of a ride, which usually provokes a mixed grimace of relief, distress, elation, and dissatisfaction." (38-39). This shows how hard it is and all.

Finnegan mentions the surfer who actually rides a high tide, it shows that others miss out on opportunities because they don't have the knowledge. This backs up the central idea that surfing takes special skills.

### **Anchor Level 3–B**

The response introduces a clear central idea (*It takes special skills to ride a serious wave*) and a writing strategy (*One writing strategy Finnegan uses to support this central idea is imagery*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author’s use of imagery to develop the central idea (*He creates a picture ... meaning, there will be hardships and doubts and This imagery emphasizes that a person can do almost anything, risks and the right knowledge are an important aspect of that*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (“*a surfer I didn’t recognize ... fought to keep his balance as the wave, which was about twice his height, jacked and began to pitch*” and *Another example is “The most revealing moment is the pullout, the end of a ride, which usually provokes a mixed grimace of relief, distress, elation, and dissatisfaction*”). The response exhibits acceptable organization of ideas and information to create a coherent response, with an opening paragraph that introduces the central idea and the writing strategy of *imagery* and presents an analysis of two examples of how imagery shows skillful surfing, followed by a second paragraph that further exemplifies this idea (*This shows how hard it is and all*), and a concluding paragraph that reinforces and sums up the central idea (*This backs up the central idea that surfing takes special skills*). The response establishes and maintains a formal style, using appropriate language and structure (*once one keeps trying, they will find achievements*), although occasional informal phrases (*This shows how hard it is and all*) and some imprecision (*tide* for “wave”) are present. The response demonstrates partial control of conventions with occasional errors (*passage is:; doubts but; risks and the right knowledge are an ... aspect; tide, it; oppurtunities*) that do not hinder comprehension.

In the article, Playing Doe's Game, the author William Finnegan showed ~~the reader how a surfer really feels compared to what others assume through juxtaposition.~~ how a surfer really feels compared to what others assume through juxtaposition.

Through juxtaposition, Finnegan showed a comparison between the feelings of a surfer. Non-surfers believe that surfing is a relaxing thing. Finnegan said, "The assumption, common among non-surfers, that riding waves is a slaphappy, lighthearted business-fun in the sun..." (line 40-41). However, people who surf disagree with this assumption. It states, "Even in unchallenging waves, the faces of surfers as they ride become terrible masks of fear, frustration, anger. The most revealing moment is the pullout, the end of a ride, which usually provokes a mixed grimace of relief, distress, elation and dissatisfaction" (line 36-39). ~~William Finnegan put these two important information next to each other, juxtaposing them so readers can truly see the difference between non-surfers and surfers.~~

### **Anchor Level 3–C**

The response introduces a central idea (*the author William Finnegan showed how a surfer really feels compared to what others assume*) and a writing strategy (*through juxtaposition*). The response demonstrates a superficial analysis of the author’s use of juxtaposition to develop the central idea (*Through juxtaposition, Finnegan showed a comparison between the feelings of a surfer. Non-surfers believe that surfing is a relaxing thing*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (“*The assumption, common among non-surfers, that riding waves is a slaphappy, lighthearted business—fun in the sun*” and “*Even in unchallenging waves, the faces of surfers as they ride become terrible masks of fear, frustration, anger*”). The response exhibits acceptable organization of ideas and information to create a coherent response, with an introductory paragraph that implies a central idea and introduces the writing strategy of juxtaposition, followed by a second paragraph that compares the attitudes of surfers and non-surfers using two supporting quotes and a concluding paragraph consisting of a one-sentence summation (*Finnegan put these ... next to each other, juxtaposing them so readers can truly see the difference between non-surfers and surfers*). The response establishes and maintains a formal style, using appropriate language and structure (*However, people who surf disagree with this assumption*) with some imprecision (*these two important information*). The response demonstrates partial control of conventions with occasional errors (*Finnegan showed ... what others assume through juxtaposition, comparison between ... a surfer, line 40–41*) that do not hinder comprehension.

Sports can always be competitive and frustrating especially when you are really trying your hardest and still failing. You can see the main characters point of view through his watching people from a distance knowing how they are ~~feeling~~ feeling while surfing. The main character has had exsperience like this before and see's it all the time because they also surf and understands the frustration a surfer goes through when they fail. Just watching the surfers ~~expressions~~ expressions the main character can tell exactly what they are feeling. With the main ~~charaters~~ characters exsperience they know that all the stories everyone hears about surfing just being fun in the sun and is all about having a good time is false because its actually quit stressful. Seeing all the people on the Beach trying to do there aggression really shows.

## **Anchor Level 2–A**

The response introduces a clear central idea (*Sports can always be competitive and frustrating especially when you are really trying your hardest and still failing*) and a writing strategy (*You can see the main characters point of view through his watching people from a distance knowing how they are feeling while surfing*) 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 (*The main character has had experience like this before and sees it ... and understands the frustration a surfer goes through and Just watching the surfers expressions the main character can tell exactly what they are feeling*). The response presents ideas inadequately in an attempt to support analysis by including one generalized and paraphrased statement of evidence from the text (*With the main characters experience they know that all the stories everyone hears about surfing just being fun in the sun ... is false because it's actually quite stressful*). The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, consisting of one paragraph of predominantly generalized statements that transitions from the main character and his understanding of other surfers' frustrations to a final comment about *the people on the Beach* and how *their aggression really shows*. The response lacks a formal style (*You can see*), using language that is basic and imprecise (*quite* for “quite” and *Seeing all the people on the Beach trying to do their aggression really shows*). The response demonstrates emerging control of conventions with some errors (*competitive; especially; characters point; distance knowing; character ... they; experience; sees; a surfer ... they; surfers expressions the; its actually; the Beach*) that hinder comprehension.

In the excerpt of "Playing Doc's Game" the literary element setting is brought up. It is setting because they are set on the beach.

They all like to surf and they go to a beach in California called Ocean Beach and they have the biggest waves in the country so that's where they would always like to go and surf the biggest waves. But they're really dangerous and could get hurt. But they do it anyways. And then they get attacked by 2 diving birds and they need to get back to shore so he starts paddling back and gets back safely.

In the excerpt of "Playing doc's game" the literary element setting is to show how the story is set up and the moral of the story you don't have to anything you don't want to do.

## **Anchor Level 2–B**

The response introduces a central idea in the final sentence (*the moral of the story you don't have to anything you don't want to do*) and a writing strategy (*The literary element that is brought up is setting because they are set on the beach*). The response demonstrates a superficial analysis of the author's use of setting to develop the central idea (*so that's where they would always like to go and surf the biggest waves. But they're really dangerous ... But they do it anyways*). The response presents ideas inadequately and inaccurately (*They All like to surf and they go to a beach in California ... and they have the biggest waves in the country and they get attacked by 2 diving birds and they need to get back to shore so he starts Peddling back and gets back safely*) in an attempt to support analysis. The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, with an introductory paragraph that presents the writing strategy of setting and a body paragraph that contains two attempts at support of an implied central idea that does not appear until the final paragraph. The response lacks a formal style, using language that is basic and imprecise (*The literary element that is brought up and setting is to show how the story is set up and the moral of the story you don't have to anything*). The response demonstrates emerging control of conventions with some errors (*excerpt ... they are; California; Ocean beach; country so; waves ... could get hurt. But; they need ... he starts*) that hinder comprehension.

The central idea in Playing Doc's game, in most California Surf spots are which is ocean beach are safety raided. As many people are surfing at ocean beach as people scramble for waves. As this narrators is talking about his experience of surfing for the first time. And how the vibe was at the ocean Beach. One conflict is when he noticed a surfer struggling. As he fought to keep his balance as the wave, which was about twice his height, jacked and began to pitch. However he managed to steer it, though and then put into the next section and set a high line across a long green wall.

## **Anchor Level 2–C**

The response introduces a confused central idea (*The central idea in Playing Doc's game is in most California surf spots which is ocean beach are safety raided*) and a writing strategy (*One conflict is when he noticed a surfer struggling*). The response offers no analysis of the author's use of conflict to develop the central idea. The response presents ideas inadequately and inaccurately (*safety raided* and *this narrators is talking about his experence of surfing for the first time*), making use of some evidence that is irrelevant (*As he fought to keep his balance ... he managed to steer it, though and then put into the next section and set a high line across a long green wall*). The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, consisting of one paragraph stating an unclear central idea and a series of loosely connected sentences which include a writing strategy that does not support the central idea. The response lacks a formal style, using language that is basic, inappropriate (*And how the vibe was at the ocean Beach*), and imprecise (*safety* for “safely” and *As many people are, surfing at ocean beach as people scramble for waves*). The response demonstrates emerging control of conventions with some errors (*Playing ... game; spots which is; ocean beach; are, surfing; this narrators is; However he* and a lack of quotation marks when using phrases directly copied from the text) that hinder comprehension.

The central idea of the text is to explain how there is more to surfing than just having fun in the sun. This, however, isn't true. If you're doing something freely and you're not having fun, then ~~what~~ what are you doing? I know when I go surfing I go around with friends and have a good time in the water. For example, when I went to Fiji this spring, I surfed 12-foot ~~cloudbreak~~ cloudbreak with some surf legends, and we had a blast, regardless of how dangerous it actually was. I had some great conversations with those guys while we were out in the water. One of which was Taylor. He was the best surfer there. His family owned Huntington surf shop and let me tell you, that guy could surf. I'm still a grom, and even I know that surfing should just be fun regardless of who is around you or how big it is. Fiji was the best surf trip ever. I stayed in Tavarua. Everyday I woke up, ate breakfast, then surfed some of the best breaks in the world. Cloudbreak, swimming pools, tari rights, ~~and~~ and restaurants were all my favorite breaks. Look, I've surfed ~~the~~ pipeline and other famous breaks such as lower trestles, but nothing compared to the beauty and perfection of Tavarua. Everything was a fantasy there. It was almost too good to be true. I loved that place.

## **Anchor Level 1–A**

The response introduces a central idea (*The central idea of the text is to explain how there is more to surfing than just having fun in the sun*) with no analysis of the author’s use of a writing strategy to develop the central idea. The response presents little or no evidence from the text. The response exhibits acceptable organization of ideas and information to create a coherent response by introducing a central idea from the text, then refuting the central idea by recounting personal experiences (*I know when I go surfing I joke around and I know that surfing should just be fun*) concluding with descriptions of a surfing vacation (*nothing compared to the beauty and perfection of Tavarua and I loved that place*). The response lacks a formal style, using language that is basic (*He was the best surfer there*) and imprecise (*had a blast and with those guys*), as well as using slang (*12-foot cloudbreak and I’m still a grom*). The response demonstrates partial control of conventions with occasional errors (*and let me tell you surfing should just be fun ... how big it is*) and capitalization errors for surfing-related proper nouns (*Hunington surf shop, tavi rights, pipeline, lower trestles*) that do not hinder comprehension. The response is personal, making little to no reference to the task or text and can be scored no higher than a 1.

---

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

---

The central idea of this text is beaches. It talks about good and bad wheather. Who high the waves get. And when its the best time to visitor. And it talks about how not a lot of people go there. It uses a lot of symbols.

---

#### **Anchor Level 1–B**

The response introduces an incomplete central idea (*The central idea of this text is beaches*) and a writing strategy that merely mentions symbolism (*It uses a lot of symbols*) in the last sentence. The response demonstrates no analysis of the writing strategy to develop the central idea. The response presents little evidence from the text (*It talks about good and bad wheather*). The response exhibits little organization of ideas and information, consisting of one paragraph describing the beach (*it talks about how not a lot of people go there*), and a concluding sentence that introduces a writing strategy (*symbols*) but does not explain how it is used, failing to create a coherent response. The response is minimal, making assessment of language and conventions unreliable.

Part 3 – Practice Paper – A

Throughout the text "Playing Doc's Games", the author clearly exhibits the central idea he finds great pride and fulfillment in surfing. In the text, the author gives a detailed explanation of a day spent at Ocean Beach, where he surfs the waves in the company of an unusually large crowd. He explains that while the beach is typically exclusive, used only by a small group of surfers, the extension of favorable conditions due to a long winter has spurred a large gathering at the beach. This has brought out pride in the author. He "presents] the horde whose spidery silhouettes [he] could barely see, gliding and thrashing in the glare beyond the shore break" (lines 15-17). He seems to feel that this beach in a way belongs to him and the others who dominate the waves, not to those who are amateurs. He has pride in his abilities acknowledging how he catches a good wave, "shrugging off the efforts of two guys farther out to catch it" and completing a "swift, swooping, surefooted first ride" (lines 56-58). He has a clear passion and pride in what he does, and in his mind he flaunts that over the less-experienced surfers present.

In order to establish the central idea that he has great pride and fulfillment in his surfing, the author uses the literary device of diction. Throughout the text, the author uses words to describe Ocean Beach and surfing that demonstrates his passion for it. For example, he describes the ocean when he says "this green-gold world of glassy low-tide peaks" (lines 22-23). Here, the words "green-gold" and "glassy" create a beautiful image of the surf, showing that the

---

### Part 3 – Practice Paper – A

---

author takes pride in the ~~the~~ beauty of the ocean and his sport. The author later describes how he feels after his ride when he states, "Paddling back out, I burned to tell somebody about the wave - about the great crack the lip had made as it split the surface behind me, about the mottled amber upper hollows of the inside wall" (lines 59-61). Here, the word "burned" clearly shows the passion ignited in the author when he surfs, while the word "amber" further expresses the idea that the author takes pride in the beauty of the waves. The author also describes what he sees is shock in the eyes of nearby birds after he surfs, acknowledging "their big, surprised eyes staring" (line ~~74~~ 74). Here the words "surprised" and "staring" show that the author realizes the extent of his surfing abilities, even as he describes the birds as awestruck. Thus, through specific word choices, the author is able to communicate the idea that he has a strong sense of pride and great appreciation for surfing.

---

In the excerpt from "Playing Doc's Game," the mindset of a surfer is shown. They give a closer look into what happens when people go surfing and the rules that are unspoken but still applied when lots of people go surfing. Through the use of point-of-view, loneliness and isolation is further displayed.

The author of the passage illustrates the mindset they have when surfing through first person point-of-view. People think surfing is very carefree when "intense technical concentration is essential, but many less selfless emotions also crowd around." (36)

To many, this activity is just fun with nothing else really involved. The author points out that there is much more that goes into surfing and there is often anger, frustration, and fear involved. Surfers also have the unspoken rule that they can't talk about their exploits or else they're shunned, even hated. "I burned to tell somebody about the wave." (59) This person had no one to tell about their amazing experience with a great wave. If they had talked to someone, people would look down upon them and they could potentially be placed at the bottom of the queue to go out again. They're isolated because of guidelines and not knowing them could get someone shunned. "the unwritten limits on garrulity among strangers there were correspondingly firm." (69) Surfers are not fans of those who don't follow their rules and teens because of this reason. The author wanted to tell someone about their opportunity so when the chance to talk to someone arose, they took it. "Two black grebes popped out of the foam beside me, their spindly necks like feathered periscopes, their big surprised eyes staring. I murmured, "Did you see my wave?" (74) Being a surfer takes more than others think. This person needed to

---

**Part 3 – Practice Paper – B**

---

someone about how great their wave was and the best option was some bird that happened to come out of the water.

The excerpt displays the loneliness and ~~fun~~ hidden rules surfers face when they are out on the waves.

The point-of-view gives a more personal approach to the situation and shows how people feel during the activity.

---

In "Playing Doc's Games" by William Finnegan is tell us that in life good and bad things will come to you but you have to choose the best one for you.

According to the message in lines 9 through 10 it says "nearby towns and cities didn't want to know about Ocean Beach, because while it sometimes got great waves, it just as often ferociously intimidating." Well this piece of evidence tell us that people choose what they want to see, what is good for them, they go to Ocean Beach when it got great waves but sometimes ~~if~~ they don't want to go because they feel intimidating by the Ocean Beach.

William Finnegan uses personification to develop the central idea of "In life good and bad things will come to you but you have to choose the best one for you". Personification is when you give human qualities to an object, personification is used in line 52 it says "In an ~~age~~ aggressive crowd where waves were smoke". This is an example of personification because the author is describing

---

Part 3 – Practice Paper – C

---

waves, like they were ~~sense~~ score  
of something. In other words people  
will choose what is good for  
them, they will have the finally  
decision about what to do in  
life.

---

Overcoming an obstacle is one of the hardest things that a person can do. Not only is it difficult, but one is often left disappointed, not getting the great outcome they thought they would. In the short story "Playing Dor's Games" by William Finnegan, this idea of bittersweet victory is portrayed through the use of metaphor.

The main character is passionate about riding waves, that much is obvious. However, that 'bittersweet' part mentioned above is used when describing their day at the beach. Looking out, onto ~~the~~ beach, our John or Jane Doe comments on the "Spidery silhouettes... ~~the~~ gliding and thrashing in the glow beyond the shore break." (Lines 15-17) This metaphor shows that the surfer is disappointed with what the beach has become.

The surfer also describes the ride in like passing a "snarling mastiff" (line 21), which will make the ride more difficult but more rewarding in the end. Both metaphors show the main character's passion and determination.

Once the surf is over, the main character is disappointed, not only in his own ride, but that there was no one there to share the moment he got off the waves with them. They say that "everyone is the star of their own movie," but that permission is required before you put your exploits on someone else."

---

Part 3 – Practice Paper – D

---

(line 62) This, again, shows disappointment and a bittersweet attitude toward victory.

In conclusion the author portrayed the idea of bittersweet victory through the use of metaphor.

---

---

Part 3 – Practice Paper – E

---

In the Playing Doc's Game  
by William Finnegan talks about  
how approval from others is  
the central idea. The evidence is  
~~from~~ the use of Rhetorical questions.

**Practice Paper A – Score Level 4**

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

**Practice Paper B – Score Level 3**

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

**Practice Paper C – Score Level 2**

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

**Practice Paper D – Score Level 3**

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

**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**  
**v202**

<b>Question</b>	<b>Type</b>	<b>Credit</b>	<b>Weight</b>	<b>Standard</b>
1	MC	1	1	RL.2 (11-12)
2	MC	1	1	L.5 (11-12)
3	MC	1	1	RL.5 (11-12)
4	MC	1	1	RL.4 (11-12)
5	MC	1	1	RL.4 (11-12)
6	MC	1	1	L.4 (11-12)
7	MC	1	1	RL.3 (11-12)
8	MC	1	1	RL.3 (11-12)
9	MC	1	1	RL.5 (11-12)
10	MC	1	1	RL.2 (11-12)
11	MC	1	1	L.5 (11-12)
12	MC	1	1	RL.3 (11-12)
13	MC	1	1	L.4 (11-12)
14	MC	1	1	RL.4 (11-12)
15	MC	1	1	RI.5 (11-12)
16	MC	1	1	RI.2 (11-12)
17	MC	1	1	RI.3 (11-12)
18	MC	1	1	RI.3 (11-12)
19	MC	1	1	RI.3 (11-12)
20	MC	1	1	L.4 (11-12)
21	MC	1	1	RI.2 (11-12)
22	MC	1	1	RI.4 (11-12)
23	MC	1	1	L.5 (11-12)
24	MC	1	1	RI.6 (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 v202 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 <https://www.surveymonkey.com/r/8LNLLDW>.
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.