

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

REGENTS EXAMINATION

IN

ENGLISH LANGUAGE ARTS

Tuesday, August 13, 2019 — 8:30 to 11:30 a.m., only

The possession or use of any communications device is strictly prohibited when taking this examination. If you have or use any communications device, no matter how briefly, your examination will be invalidated and no score will be calculated for you.

A separate answer sheet has been provided for you. Follow the instructions for completing the student information on your answer sheet. You must also fill in the heading on each page of your essay booklet that has a space for it, and write your name at the top of each sheet of scrap paper.

The examination has three parts. For Part 1, you are to read the texts and answer all 24 multiple-choice questions. For Part 2, you are to read the texts and write one source-based argument. For Part 3, you are to read the text and write a text-analysis response. The source-based argument and text-analysis response should be written in pen. Keep in mind that the language and perspectives in a text may reflect the historical and/or cultural context of the time or place in which it was written.

When you have completed the examination, you must sign the statement printed at the bottom of the front of the answer sheet, indicating that you had no unlawful knowledge of the questions or answers prior to the examination and that you have neither given nor received assistance in answering any of the questions during the examination. Your answer sheet cannot be accepted if you fail to sign this declaration.

DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

Part 1

Directions (1–24): Closely read each of the three passages below. After each passage, there are several multiple-choice questions. Select the best suggested answer to each question and record your answer on the separate answer sheet provided for you. You may use the margins to take notes as you read.

Reading Comprehension Passage A

Brooklyn

Eilis Lacey, sitting at the window of the upstairs living room in the house on Friary Street, noticed her sister walking briskly from work. She watched Rose crossing the street from sunlight into shade, carrying the new leather handbag that she had bought in Clerys in Dublin [Ireland] in the sale. Rose was wearing a cream-coloured cardigan over her shoulders. Her golf clubs were in the hall; in a few minutes, Eilis knew, someone would call for her and her sister would not return until the summer evening had faded.

Eilis’s bookkeeping classes were almost ended now; she had a manual on her lap about systems of accounting, and on the table behind her was a ledger where she had entered, as her homework, on the debit and credit sides, the daily business of a company whose details she had taken down in notes in the Vocational School the week before.

As soon as she heard the front door open, Eilis went downstairs. Rose, in the hall, was holding her pocket mirror in front of her face. She was studying herself closely as she applied lipstick and eye make-up before glancing at her overall appearance in the large hall mirror, settling her hair. Eilis looked on silently as her sister moistened her lips and then checked herself one more time in the pocket mirror before putting it away.

Their mother came from the kitchen to the hall. ...

Rose reached into her handbag and took out her purse. She placed a one-shilling piece on the hallstand. “That’s in case you want to go to the pictures,” she said to Eilis.

“And what about me?” her mother asked.

“She’ll tell you the story when she gets home,” Rose replied. ...

All three laughed as they heard a car stop outside the door and beep its horn. Rose picked up her golf clubs and was gone.

Later, as her mother washed the dishes and Eilis dried them, another knock came to the door. When Eilis answered it, she found a girl whom she recognized from Kelly’s grocery shop beside the cathedral.

“Miss Kelly sent me with a message for you,” the girl said. “She wants to see you.”

“Does she?” Eilis asked. “And did she say what it was about?”

“No. You’re just to call up there tonight.” ...

Miss Kelly slowly came down the stairs into the hallway and turned on a light.

“Now,” she said, and repeated it as though it were a greeting. She did not smile. ...

“I hear you have no job at all but a great head for figures.”

“Is that right?”

“Oh, the whole town, anyone who is anyone, comes into the shop and I hear everything.” ...

“And we are worked off our feet every Sunday here. Sure, there’s nothing else open.

And we get all sorts, good, bad and indifferent. And, as a rule, I open after seven mass,¹ and between the end of nine o'clock mass until eleven mass is well over, there isn't room to move in this shop. I have Mary here to help, but she's slow enough at the best of times, so I was on the lookout for someone sharp, someone who would know people and give the right change. But only on Sundays, mind. The rest of the week we can manage ourselves. And you were recommended. I made inquiries about you and it would be seven and six a week, it might help your mother a bit." ...

"Well?" Miss Kelly asked.

Eilis realized that she could not turn down the offer. It would be better than nothing and, at the moment, she had nothing. ...

Rose, at thirty, Eilis thought, was more glamorous every year, and, while she had had several boyfriends, she remained single; she often remarked that she had a much better life than many of her former schoolmates who were to be seen pushing prams² through the streets. Eilis was proud of her sister, of how much care she took with her appearance and how much care she put into whom she mixed with in the town and the golf club. She knew that Rose had tried to find her work in an office, and Rose was paying for her books now that she was studying bookkeeping and rudimentary accountancy, but she knew also that there was, at least for the moment, no work for anyone in Enniscorthy, no matter what their qualifications.

Eilis did not tell Rose about her offer of work from Miss Kelly; instead, as she went through her training, she saved up every detail to recount to her mother, who laughed and made her tell some parts of the story again.

"That Miss Kelly," her mother said, "is as bad as her mother and I heard from someone who worked there that that woman was evil incarnate.³ And she was just a maid in Roche's before she married. And Kelly's used to be a boarding house as well as a shop, and if you worked for her, or even if you stayed there, or dealt in the shop, she was evil incarnate. Unless, of course, you had plenty of money or were one of the clergy."

"I'm just there until something turns up," Eilis said.

"That's what I said to Rose when I was telling her," her mother replied. "And don't listen to her if she says anything to you." ...

One day at dinnertime Rose, who walked home from the office at one and returned at a quarter to two, mentioned that she had played golf the previous evening with a priest, a Father Flood, who had known their father years before and their mother when she was a young girl. He was home from America on holidays, his first visit since before the war. ...

"Anyway," Rose said, "I invited him in for his tea when he said that he'd like to call on you [the mother] and he's coming tomorrow." ...

Father Flood was tall; his accent was a mixture of Irish and American. Nothing he said could convince Eilis's mother that she had known him or his family. His mother, he said, had been a Rochford.

"I don't think I knew her," her mother said. "The only Rochford we knew was old Hatchethead."

¹seven mass — church service at 7 A.M.

²prams — baby carriages

³incarnate — in bodily form

Father Flood looked at her solemnly. “Hatchethead was my uncle,” he said.

“Was he?” her mother asked. Eilis saw how close she was to nervous laughter. ...

80 Rose poured more tea as Eilis quietly left the room, afraid that if she stayed she would be unable to disguise an urge to begin laughing.

When she returned she realized that Father Flood had heard about her job at Miss Kelly’s, had found out about her pay and had expressed shock at how low it was. He inquired about her qualifications.

85 “In the United States,” he said, “there would be plenty of work for someone like you and with good pay.” ...

“In Brooklyn, where my parish is, there would be office work for someone who was hard-working and educated and honest.”

“It’s very far away, though,” her mother said. “That’s the only thing.” ...

90 “It would be a great opportunity, especially if you were young,” Father Flood said finally. ...

Eilis felt like a child when the doctor would come to the house, her mother listening with cowed respect. It was Rose’s silence that was new to her; she looked at her now, wanting her sister to ask a question or make a comment, but Rose appeared to be in a sort of dream. As Eilis watched her, it struck her that she had never seen Rose look so beautiful.

95 And then it occurred to her that she was already feeling that she would need to remember this room, her sister, this scene, as though from a distance. In the silence that had lingered, she realized, it had somehow been tacitly arranged that Eilis would go to America. Father Flood, she believed, had been invited to the house because Rose knew that he could arrange it. ...

—Colm Tóibín
excerpted and adapted from *Brooklyn*, 2009
Scribner

- 1 The first three paragraphs serve to introduce
- (1) a contrast between the sisters
 - (2) Rose’s condescension toward her sister
 - (3) the competition between the sisters
 - (4) Eilis’s concern about her sister
- 2 Lines 17 through 20 show Rose’s
- (1) impatience with her mother
 - (2) restlessness in her home
 - (3) satisfaction with her work
 - (4) thoughtfulness toward her sister
- 3 The dialogue in lines 30 through 34 depicts Miss Kelly as
- (1) indecisive
 - (2) abrupt
 - (3) jealous
 - (4) bitter
- 4 The statement “And we are worked off our feet” (line 35) illustrates that Miss Kelly’s shop is
- (1) disorderly
 - (2) bustling
 - (3) bankrupt
 - (4) treasured
- 5 Eilis’s attitude toward Rose in lines 46 through 50 can best be described as
- (1) protective
 - (2) critical
 - (3) admiring
 - (4) indifferent
- 6 The phrase “no work for anyone in Enniscorthy, no matter what their qualifications” (lines 53 and 54) supports a central idea about Eilis’s
- (1) respect for Miss Kelly’s successful business
 - (2) incentive to accept any employment
 - (3) pressure to pursue further education
 - (4) envy of Rose’s comfortable situation
- 7 The author’s choice of the word “mentioned” (line 67) as well as Father Flood’s comments (lines 86 and 87) most likely indicate that Rose is
- (1) afraid that her mother will object to Father Flood’s visit
 - (2) anticipating that Eilis will help her with the meal
 - (3) careful about ensuring that Father Flood feels welcomed
 - (4) subtle about putting her plan for Eilis in motion
- 8 The recognition that a job “had somehow been tacitly arranged” (line 97) suggests that
- (1) an agreement was made without Rose’s permission
 - (2) actions were taken to deceive Eilis’s family
 - (3) an agreement was made without Eilis’s knowledge
 - (4) actions were taken to limit Father Flood’s influence
- 9 Which quotation best reflects a central idea in the passage?
- (1) “All three laughed as they heard a car stop outside the door and beep its horn” (line 21)
 - (2) “ ‘Miss Kelly sent me with a message for you,’ the girl said. ‘She wants to see you’ ” (line 26)
 - (3) “Rose, at thirty, Eilis thought, was more glamorous every year, and, while she had had several boyfriends, she remained single” (lines 46 and 47)
 - (4) “ ‘In the United States,’ he said, ‘there would be plenty of work for someone like you and with good pay’ ” (lines 84 and 85)

Reading Comprehension Passage B

Slam, Dunk, & Hook

Fast breaks. Lay ups. With Mercury's¹
Insignia on our sneakers,
We outmaneuvered to footwork
Of bad angels. Nothing but a hot
5 Swish of strings like silk
Ten feet out. In the roundhouse
Labyrinth our bodies
Created, we could almost
Last forever, poised in midair
10 Like storybook sea monsters.
A high note hung there
A long second. Off
The rim. We'd corkscrew
Up & dunk balls that exploded
15 The skullcap of hope & good
Intention. Lanky, all hands
& feet...sprung rhythm.
We were metaphysical² when girls
Cheered on the sidelines.
20 Tangled up in a falling,
Muscles were a bright motor
Double-flashing to the metal hoop
Nailed to our oak.
When Sonny Boy's mama died
25 He played nonstop all day, so hard
Our backboard splintered.
Glistening with sweat,
We rolled the ball off
Our fingertips. Trouble
30 Was there slapping a blackjack
Against an open palm.
Dribble, drive to the inside,
& glide like a sparrow hawk.
Lay ups. Fast breaks.
35 We had moves we didn't know

¹Mercury — Roman god who acted as a messenger to the gods

²metaphysical — superhuman

We had. Our bodies spun
On swivels of bone & faith,
Through a lyric slipknot
Of joy, & we knew we were
40 Beautiful & dangerous.

—Yusef Komunyakaa
“Slam, Dunk, & Hook”
from *Pleasure Dome: New and Collected Poems*, 2004
Wesleyan University Press

- 10 The images in lines 6 through 12 create a sense of
- (1) youth ending
 - (2) anxious movement
 - (3) time stopping
 - (4) imaginative strategy
- 11 In the context of the poem as a whole, lines 24 through 26 present
- (1) an example of the players’ excitement with the game
 - (2) a shift in the players’ expectations
 - (3) a contrast to the players’ feelings of invincibility
 - (4) an illustration of the players’ skill
- 12 Lines 32 through 36 most clearly reflect the players’
- (1) competition
 - (2) agility
 - (3) insecurity
 - (4) devotion
- 13 In the context of the poem as a whole, the mythological allusions best reflect the players’ sense of being
- (1) popular
 - (2) extraordinary
 - (3) competent
 - (4) successful
- 14 Which quotation best reflects a central idea of the poem?
- (1) “We’d corkscrew / Up & dunk balls that exploded” (lines 13 and 14)
 - (2) “We were metaphysical when girls / Cheered on the sidelines” (lines 18 and 19)
 - (3) “Glistening with sweat / We rolled the ball off / Our fingertips” (lines 27 through 29)
 - (4) “Of joy, & we knew we were / Beautiful & dangerous” (lines 39 and 40)

Reading Comprehension Passage C

How We Make Sense of Time

“What is the difference between yesterday and tomorrow?” The Yupno man we were interviewing, Danda, paused to consider his answer. A group of us sat on a hillside in the Yupno Valley, a remote nook high in the mountains of Papua New Guinea.¹ Only days earlier we had arrived on a single-engine plane. After a steep hike from the grass airstrip, we found ourselves in the village of Gua, one of about 20 Yupno villages dotting the rugged terrain. We came all the way here because we are interested in *time*—in how Yupno people understand concepts such as past, present and future. Are these ideas universal, or are they products of our language, our culture and our environment?

As we interviewed Danda and others in the village, we listened to what they said about time, but we paid even closer attention to what they did with their hands as they spoke. Gestures can be revealing. Ask English speakers about the difference between yesterday and tomorrow, and they might thrust a hand over the shoulder when referring to the past and then forward when referring to the future. Such unreflective movements reveal a fundamental way of thinking in which the past is at our backs, something that we “leave behind,” and the future is in front of us, something to “look forward” to. Would a Yupno speaker do the same?

Danda was making just the kinds of gestures we were hoping for. As he explained the Yupno word for “yesterday,” his hand swept backward; as he mentioned “tomorrow,” it leaped forward. We all sat looking up a steep slope toward a jagged ridge, but as the light faded, we changed the camera angle, spinning around so that we and Danda faced in the opposite direction, downhill. With our backs now to the ridge, we looked over the Yupno River meandering² toward the Bismarck Sea. “Let’s go over that one more time,” we suggested.

Danda obliged, again using his hands to enliven his explanation. But as we expected, his gestures had changed. As he referred to “yesterday,” he now gestured, not backward, but forward. As he explained “tomorrow,” he gestured back over his shoulder, up toward the ridge. Inconsistent as these movements may seem, Danda was not confused. His gestures expressed the Yupno way of understanding time, one in which the future is not something in front of you—it is uphill. By having interviewees change sitting positions, we were able to show that it does not matter whether the slope is in front of you, behind you, to your left or to your right. The Yupno conception of time is not anchored to the body, as the Western one is, but to the world and its contours. By investigating cases such as these, we and other researchers are starting to piece together an answer to a question that has puzzled thinkers for centuries: How are human beings able to make sense of time?

Humans, like creatures ranging from amoebas and bees to mockingbirds and elephants, come with built-in equipment for perceiving some aspects of time, such as the rhythms of night and day, the waxing and waning of the moon, and the turning of the seasons. What separates humans from other animals is that we do not stop at merely sensing time’s passage. We tackle time head-on—or at least we try. We dice it into units, even ones that go beyond what is perceivable, such as milliseconds, or that transcend our life span, such as millennia. We depict time graphically, talk about it ceaselessly and even make gestural models of it in the air as we talk. In short, humans everywhere create and rely on time

¹Papua New Guinea — an oceanic country, north of Australia

²meandering — winding

concepts—ideas about the nature of time that allow us to make plans, follow recipes, share memories and discuss possible futures.

45 But what are our time concepts made of? What is going on in the mind of a speaker of
Yupno, or English for that matter, when answering our question about the difference
between yesterday and tomorrow? Recent research in cognitive science³ is uncovering a
surprising answer. Across cultures, human time concepts depend, in large part, on
50 metaphor—in particular, on what cognitive scientists call conceptual metaphor, in which we
think about something, in this case time, in terms of something else, in this case space.
Thus, we build our understanding of duration, of time’s passage and of sequences of events
out of familiar spatial ideas such as size, movement and location. The latest findings reveal
that this basic “time is like space” metaphor appears to be universal around the world—yet
it also takes strikingly different forms from one culture to the next. ...

55 We sometimes imagine ourselves inside the sequence of events, with past, present and
future conceptualized as locations where we once were, currently are and will be. This
internal perspective on time motivates English expressions such as “the week ahead of us.”
When we take the external perspective, however, we view the succession of events from the
outside, much like watching a lineup of people all moving in one direction. This external
60 perspective motivates phrases such as “a reception follows the ceremony.”

These basic ideas about time are expressed spatially⁴ in a dazzling variety of unrelated
languages, across cultures that differ in every way imaginable. The idea that temporal⁵
sequences are like queues⁶ of people is found, for example, in Tamil (India), Maori (New
Zealand), Greenlandic (Greenland) and Sesotho (South Africa), where the idea that “spring
65 follows winter” can be expressed as “spring is in the footprints left by winter.”

But now we come to a wrinkle. Even as people of all cultures lean on spatial concepts
for understanding time, exactly *which* spatial metaphors they use can vary. Take the internal
perspective, future-in-front metaphor mentioned earlier, found in English and many other
languages. This metaphor was long thought to be universal, but in 2006 members of our
70 team investigated a striking counterexample in South America. In Aymara, a language
spoken high in the Andes, many phrases suggest the opposite metaphor is at work. For
example, the expression “a long time ago” could be loosely rendered in Aymara as “a lot of
time in front.” Analysis of video-recorded interviews with 30 speakers showed conclusively
that Aymara speakers gesture according to this future-behind, past-in-front metaphor. The
75 pattern is especially strong among older speakers who do not speak Spanish, which has the
future-in-front metaphor common to English and most European languages. ...

The human reliance on spatial metaphors for abstract thinking may have deep
evolutionary roots and is not likely to change any time soon. The particular metaphors we
lean on, however, are a product of culture—not of biological evolution—and are much
80 more malleable.⁷ Literacy is a recent and rapid achievement in the scope of the human saga,
but it already has had profound consequences for how people conceptualize⁸ time. New

³cognitive science — the study of the mind and its processes

⁴spatially — with gestures

⁵temporal — relating to time

⁶queues — lines of people

⁷malleable — adaptable

⁸conceptualize — form ideas about

85 spatial metaphors for our dearest abstract concepts will almost certainly enter the picture as our culture evolves. E-mail in-boxes show the most recent items at the top, but text messages go the other way, with the newest at the bottom. And so we must wonder: Which way will time flow next?

—Kensy Cooperrider and Rafael Núñez
excerpted from “How We Make Sense of Time”
Scientific American Mind, November/December 2016

- 15 A primary function of the first paragraph is to introduce
- (1) a challenge to the author’s research
 - (2) the goals of the author’s research
 - (3) an ease of accessing the Yupno villages
 - (4) the hardness of life in the Yupno villages
- 16 As used in line 13, the word “unreflective” most nearly means
- (1) unreliable
 - (2) unnatural
 - (3) unconscious
 - (4) uncertain
- 17 The details in lines 21 through 25 show that the author
- (1) wanted to influence the way Danda would react
 - (2) had a theory about how Danda would respond
 - (3) needed to complete the interview with Danda before dark
 - (4) had difficulty in communicating instructions to Danda
- 18 Lines 31 and 32 support a central idea by demonstrating
- (1) a contrast between small and large societies
 - (2) the difference in interpretation between cultures
 - (3) the relationship between language and customs
 - (4) a change in behavior adapted over time
- 19 Which statement best summarizes the information in lines 35 through 37?
- (1) Nature interferes with creatures’ awareness of time.
 - (2) All creatures align their behavior to lunar cycles.
 - (3) Physical size inhibits creatures’ adaptations to seasonal change.
 - (4) All creatures have some awareness of time.
- 20 The statements “We tackle time head-on” and “We dice it into units” (line 39) emphasize human attempts to
- (1) enjoy the passage of time
 - (2) structure the concept of time
 - (3) control the speed of time
 - (4) make efficient use of time

- 21 Which word helps clarify the meaning of “transcend” (line 40)?
- (1) “beyond” (line 40)
 - (2) “milliseconds” (line 40)
 - (3) “span” (line 40)
 - (4) “depict” (line 41)
- 22 Researchers found that humans can best understand time (lines 41 through 54) through
- (1) examination of philosophical explanations of change
 - (2) observation of the regularity in daily schedules
 - (3) using figurative language to express complex ideas
 - (4) recording the beginning, ending, and duration of events
- 23 The text is developed primarily through the use of
- (1) point counterpoint
 - (2) detailed examples
 - (3) parallel structure
 - (4) chronological sequence
- 24 Which quotation reflects a central idea of the text?
- (1) “By having interviewees change sitting positions, we were able to show that it does not matter whether the slope is in front of you, behind you, to your left or to your right” (lines 29 through 31)
 - (2) “Recent research in cognitive science is uncovering a surprising answer” (lines 47 and 48)
 - (3) “The latest findings reveal that this basic ‘time is like space’ metaphor appears to be universal around the world—yet it also takes strikingly different forms from one culture to the next” (lines 52 through 54)
 - (4) “New spatial metaphors for our dearest abstract concepts will almost certainly enter the picture as our culture evolves” (lines 81 through 83)
-

Part 2

Argument

Directions: Closely read each of the *four* texts provided on pages 13 through 20 and write a source-based argument on the topic below. You may use the margins to take notes as you read and scrap paper to plan your response. Write your argument beginning on page 1 of your essay booklet.

Topic: Should plastic shopping bags be banned?

Your Task: Carefully read each of the *four* texts provided. Then, using evidence from at least *three* of the texts, write a well-developed argument regarding whether or not plastic shopping bags should be banned. Clearly establish your claim, distinguish your claim from alternate or opposing claims, and use specific, relevant, and sufficient evidence from at least *three* of the texts to develop your argument. Do *not* simply summarize each text.

Guidelines:

Be sure to:

- Establish your claim regarding whether or not plastic shopping bags should be banned
- Distinguish your claim from alternate or opposing claims
- Use specific, relevant, and sufficient evidence from at least *three* of the texts to develop your argument
- Identify each source that you reference by text number and line number(s) or graphic (for example: Text 1, line 4 or Text 2, graphic)
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

Texts:

Text 1 – The Right Chemistry: Ban Plastic Bags? It’s Not So Simple

Text 2 – The Effects of Plastic Bags on Environment

Text 3 – Should Cities Ban Plastic Bags?

Text 4 – The Economic Effect of Plastic Bag Bans

Text 1

The Right Chemistry: Ban Plastic Bags? It's Not So Simple

...There's no question that plastic bags are a symbol of our throw-away culture and are an inviting target for scorn, because they are a visible sign of pollution. They can be seen fluttering from trees, floating in that much publicized patch of plastic detritus¹ in the middle of the Pacific Ocean and clogging sewers in parts of Asia. But the bags don't dive into the ocean, jump into sewers or take flight without help. Human help. We are the real problem. With proper recycling, reuse or disposal, benefits can outweigh risks.

What then are the perceived risks? Arguments usually revolve around the bags being made from oil, a non-renewable resource, the plastic being non-biodegradable,² the bags taking up space in landfills, the bags being unnecessary because of ready replacement by paper or reusable bags, and the bags leaving a large carbon footprint.³ Disposable bags are made of high-density polyethylene, which is manufactured from ethylene derived either from petroleum or natural gas. In Canada, the source is usually ethylene made from ethane, a component of natural gas that otherwise is commonly burned off.

Plastic bags do not biodegrade in a landfill, as we are often told. This is true, but modern landfills are designed to have a low oxygen environment to prevent biodegradation that would result in the formation of methane, a greenhouse gas. The purpose of a landfill is to seal in the contents and prevent substances from leaching⁴ out. Since plastic bags are highly compressible, they take up very little volume in landfills. In any case, plastic shopping bags are estimated to make up less than 1 percent of litter.

Paper shopping bags do not biodegrade in a landfill either and because of their greater mass they are a greater burden on the waste stream. Paper manufacture is an energy intensive process and requires the use of many chemicals. Cradle to grave calculations generally show that plastic bags have a lower carbon footprint than paper bags. "Biodegradable" bags are a marketing scheme; they don't degrade under normal conditions.

But why should we make an issue of plastic versus paper? Why not rely on reusable bags? Here too, the issue is not as simple as it seems. A cotton bag would have to be used about 130 times in order to have a carbon footprint that is less than that of a plastic bag. Growing cotton requires more pesticides than most crops and processing and transport require a great deal of energy. If the plastic bag is reused to line your garbage can, a cotton bag would have to be used over 300 times to have a lower global warming potential.

Reusable plastic bags are often made of laminated plastics and are not recyclable. Depending on the type of plastic, whether low density polyethylene, or non-woven polypropylene, a reusable bag would have to be used at least 10-20 times before it becomes more environmentally friendly than a disposable bag. There is also the issue of contamination if reusable bags are not cleaned properly. A warm trunk is an excellent incubator for bacteria originating from that trace of meat juice left in the bag.

If not reused for that next trip to the grocery store, or for lining garbage bins, or for collecting garbage in a car, or for picking up after pets, or for covering food in the fridge, disposable plastic bags are eminently recyclable into plastic lumber, trash cans, containers and new plastic bags.

¹detritus — debris

²non-biodegradable — unable to break down

³carbon footprint — the amount of greenhouse gas associated with a product

⁴leaching — leaking

Many municipalities⁵ and even countries have banned the giveaway of plastic bags or have introduced fees for them. That has resulted in the use of more paper bags, not an environmental plus, and an increase in the sales of plastic bags for garbage bins. ...

—Joe Schwarcz
excerpted from “The Right Chemistry: Ban Plastic Bags? It’s Not So Simple”
<http://montrealgazette.com>, March 25, 2016

⁵municipalities — communities

Text 2

The Effects of Plastic Bags on Environment

...There is no way to strictly limit the effects of plastic bags on the environment because there is no disposal method that will really help eliminate the problem. While reusing them is the first step, most people either don't or can't based on store policies. They are not durable enough to stand up to numerous trips to the store so often the best that citizens can do is reuse them when following pooper scooper laws.

The biggest problem with this is that once they have been soiled, they end up in the trash which then ends up in the landfill or burned. Either solution is very poor for the environment. Burning emits toxic gases that harm the atmosphere and increase the level of VOCs¹ [Volatile Organic Compounds] in the air while landfills hold them indefinitely as part of the plastic waste problem throughout the globe.

Even when citizens try to manage their plastic bag disposal, wind plays a role in carrying them away as litter. This litter is not biodegradable and thus where it lands it tends to stay for a long period of time. A bag that is eventually ripped to shreds from high winds or other factors doesn't disappear but instead is spread in smaller amounts throughout the area. This can cause more problems as these smaller pieces are carried away through storm drains and often end up in the waterways. ...

One of the greatest problems is that an estimated 300 million plastic bags end up in the Atlantic Ocean alone. These bags are very dangerous for sea life, especially those of the mammal variety. Any hunting mammal can easily mistake the size, shape, and texture of the plastic bag for a meal and find its airway is cut off. Needless deaths from plastic bags are increasing every year. ...

The environmental balance of the waterways is being thrown off by the rate of plastic bags finding their way into the mouths and intestinal tracts of sea mammals. As one species begins to die off at an abnormal rate, every other living organism in the waterway is impacted. There are either too many or too few and changes within the environment continue to kill off yet more organisms.

The indefinite period of time that it takes for the average plastic bag to break down can be literally hundreds of years. Every bag that ends up in the woodlands of the country threatens the natural progression of wildlife. Because the breakdown rate is so slow the chances that the bag will harmlessly go away are extremely slim. Throughout the world plastic bags are responsible for suffocation deaths of woodland animals as well as inhibiting soil nutrients.

The land litter that is made up of plastic bags has the potential to kill over and over again. It has been estimated that one bag has the potential to unintentionally kill one animal per every three months due to unintentional digestion or inhalation. If you consider the number of littered plastic bags ranges from 1.5 million to 3 million depending on location, this equals a lot of ecosystem-sustaining lives lost. ...

While it's a noble thought to place the plastic bags in the recycling bin every week, studies have proven that there are very few plants that actually recycle them. Most municipalities either burn them or send them off to the landfill after sorting. This is because it can be expensive to recycle this type of plastic. It doesn't melt down easily and is often not realistically able to be reused from its original form without considerable overhaul to the facility.

¹VOCs — carbon-based chemicals that easily become a vapor or gas at room temperature

45 The premise of recycling these bags is nice. Yet funding for the upgrades just has not happened and thus less than 1% of all bags sent to recycling plants worldwide end up in the recycling project. Most are left to become a pollution problem in one way or another. ...

—Jamey Wagner
excerpted and adapted from “The Effects of Plastic Bags on Environment”
www.healthguidance.org, 2017

Text 3

Should Cities Ban Plastic Bags?

This excerpt from a Wall Street Journal article includes a journalist’s introduction to the plastic bag ban issue and the viewpoints of an environmental expert, Todd Myers, against the ban.

Plastic bags are one of the most common items in everyday life. And they are at the heart of a fight raging in municipalities world-wide.

5 Many cities around the globe have already banned the ubiquitous¹ bags from stores, and activists are pushing for bans elsewhere. They argue that cities must spend vast sums to clean up the bags and the damages caused by them, money that’s better spent elsewhere. Not to mention that plastic bags are a blight on the environment, polluting waterways and other natural areas and killing off animals. Banning plastic bags, the activists say, will redirect funds to infrastructure² and spur entrepreneurial³ efforts to come up with alternatives to plastic. . . .

10 But there’s no evidence that banning bags helps the environment—and plenty of evidence that it may actually hurt. Bans yield little benefit to wildlife while increasing carbon emissions⁴ and other unhealthy environmental effects.

Little Harm to Wildlife

15 Let’s go through the arguments for banning bags. Ban backers cite impacts on marine life, but they consistently sidestep the actual data. The National Oceanic and Atmospheric Administration, for one, says there are currently no published studies about how many marine mammals die because of marine debris. Meanwhile, other sources of marine debris, such as discarded fishing gear, are recognized as a danger to sea life. Why the frenzy over *one* source—plastic bags—in the absence of evidence?

20 As for the pollution caused by plastic bags, consider a study by Ospar, the European organization working to protect the marine environment. The study found plastic shopping bags represented less than 3% of marine litter on European beaches, a figure that includes scraps of plastic from shredded bags.

25 Meanwhile, the claim that municipalities spend a substantial amount of their trash budget, let alone millions of dollars, on picking up plastic bags is hard to believe. In many cases, these claims are guesses by advocates instead of data based on actual studies, and cost is often thrown in as a justification after bans are enacted for political reasons. . . .

Some ban supporters claim plastics harm human health, even when studies from organizations like the Environmental Protection Agency, the Centers for Disease Control and Prevention, and Pacific Northwest National Labs show these claims are false or exaggerated.

30 Consider a study from the U.K. Environment Agency that found plastic grocery bags have the lowest environmental impact in “human toxicity” and “marine aquatic toxicity” as well as “global-warming potential” even after paper bags are used four times and reusable cotton bags are used 173 times. Why? Largely because paper and cotton bags come from crops that require fertilizer, pesticides, herbicides and the like.

¹ubiquitous — found everywhere

²infrastructure — fundamental facilities and structures, such as roads, bridges, and power supplies

³entrepreneurial — business leadership

⁴carbon emissions — greenhouse gases released into the atmosphere

Environmental Effects

35 Critics also say that ban opponents ignore the environmental impact of bags over the
course of their lifetime. But many studies do just that. The U.K. Environment Agency’s study,
for instance, compared the energy expended in creating, using and disposing of plastic, paper
and reusable bags to arrive at its figures. Consumers would have to use a cotton bag 173
40 times before they match the energy savings of one plastic bag, assuming 40% of bags are
reused—a percentage that’s actually *lower* than the rate in some cities.

Some critics say we need to ban bags because voluntary take-back programs don’t work.
But the point of the programs is simply to reuse bags, and consumers *already* reuse bags to
hold garbage or pick up after pets.

45 As for the idea that plastic bags cost consumers more, the reason grocery stores use plastic
instead of paper or other bags is that they cost less and hold more. Reusable bags are even
more expensive.

Let’s Be Honest

...Weighing the costs and benefits makes it clear that banning plastic bags yields little
benefit at very high cost. Unfortunately, the political symbolism of banning the bags is
powerful. It is often easier to ignore the science that indicates such bans may actually harm
50 the environment than to make an honest effort to weigh these issues. All of this is why plastic-
bag bans are more about environmental image than environmental benefit.

—excerpted from “Should Cities Ban Plastic Bags?”
www.wsj.com, October 8, 2012

Text 4

The Economic Effect of Plastic Bag Bans

A study from the National Center for Policy Analysis [NCPA] claims that a ban on plastic bags used by grocers and retailers can negatively impact sales in the ban area and increase sales among stores just outside the bag ban region. ...

5 During a one-year period, before and after the ban, the majority of stores surveyed in areas with a ban reported an overall average sales decline of nearly 6%. While the majority of respondents surveyed in areas without a ban reported an overall average sales growth of 9%. ...

10 The NCPA survey said that stores under the bag ban also experienced a 10% reduction in employment, while employment in stores outside of the ban slightly increased. [NCPA senior fellow, Pamela] Villarreal said that was particularly “alarming.”

“We often hear about the environmental effects of plastic bags, but the economic effects are generally ignored,” she said. “When you think about the unemployment rate in this country, any negative impact on employment is something to take notice of.”

15 The U.S. plastic bag manufacturing and recycling sector employs more than 30,000 workers in 349 communities across the nation, according to the American Progressive Bag Alliance, an organization representing the plastic bag manufacturing and recycling sector. ...

Leila Monroe, staff attorney for the oceans program at the Natural Resources Defense Council (NRDC), looks at the impact on jobs in a different way. She said bag bans provide an opportunity for the industry to innovate.

20 “They can pull together and look at how they can design better products that are truly durable and easily recyclable,” Monroe said. “I have no doubt that if the industry put in the time and investment to retool operations, they can ensure there aren’t job losses, but instead work on ways to move the industry forward.”

Plastic bag alternatives

25 As paper bags are starting to also get listed on the ban list, more attention is now focused on reusable bags. Reusable shopping bags can be made from fabric, woven synthetic fibers, or even polypropylene.

Vincent Cobb, founder of Reuseit.com, first launched the site in 2003 to offer alternatives to single-use plastic shopping bags. The site then expanded to include all types of reusable products. ...

30 Brad Nihls, VP [Vice President] of operations for Reuseit.com, said the company is all too aware that the reusable bag market is flooded with cheap quality, green-washing¹ products. He said the company warns customers about looking out for cheaply made reusable shopping bags.

35 “One item of concern with reusable shopping bags are the very cheap reusables that are often given away during promotions or selling at grocery stores for 99 cents,” he said. “The concern here is that while they are marketed as reusable shopping bags, they really are just a glorified disposable bag, which we feel is even more damaging than the single-use plastic shopping bags.” ...

40 When it comes to plastic shopping bag bans, Nihls said the company doesn’t view bans as a big “windfall” for the company. ...

¹green-washing — falsely claiming that a product is environmentally friendly

Some reports state that plastic bags are responsible for less than 1% of all litter. For instance, litter audit data from major Canadian municipalities show that plastic shopping bags are less than 1% of litter. In San Francisco, surveyors found that plastic bags consisted of 0.6% of the city’s litter before a local ban was enacted.

45 What can be lost in the debate between bans, taxes and consumer choice at the checkout, is the fact that plastic shopping bags are fully recyclable, when disposed of properly.

Still, a study conducted by Boustead Associates found that only 5.2% of plastic bags are recycled. ...

50 However, plastic bag recycling requires a different type of infrastructure than plastic bottles and containers. It’s been reported that when people put plastic bags in their curbside bin, it has the potential to clog machines at the recycling facilities.

“The problem with plastic bags is that they are extremely difficult, if not almost impossible, to recycle,” Monroe said. “At municipality recycling facilities, plastic bags have to be removed because the lightweight thin film can impact the recycling process.” ...

55 Recycling plastic bags can be turned into raw materials for fencing, decking, building and construction products, shopping carts and new bags, according to the American Chemistry Council.

Monroe points out that the 5% recycling of bags is still the current and, potentially, future reality.

60 “There’s just a large number of bags available where there is no incentive really to recycle them,” she said. “In contrast when bag bans and fees are put in place, they show it’s working to reduce waste.” ...

—Heather Caliendo
excerpted and adapted from “The Economic Effect of Plastic Bag Bans”
www.npr.com, February 6, 2013

Part 3

Text-Analysis Response

Your Task: Closely read the text provided on pages 22 and 23 and write a well-developed, text-based response of two to three paragraphs. In your response, identify a central idea in the text and analyze how the author’s use of *one* writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Use strong and thorough evidence from the text to support your analysis. Do *not* simply summarize the text. You may use the margins to take notes as you read and scrap paper to plan your response. Write your response in the spaces provided on pages 7 through 9 of your essay booklet.

Guidelines:

Be sure to:

- Identify a central idea in the text
- Analyze how the author’s use of *one* writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Examples include: characterization, conflict, denotation/connotation, metaphor, simile, irony, language use, point-of-view, setting, structure, symbolism, theme, tone, etc.
- Use strong and thorough evidence from the text to support your analysis
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

Text

The Edge of the Sea

The edge of the sea is a strange and beautiful place. All through the long history of Earth it has been an area of unrest where waves have broken heavily against the land, where the tides have pressed forward over the continents, receded, and then returned. For no two successive days is the shore line precisely the same. Not only do the tides advance and retreat in their eternal rhythms, but the level of the sea itself is never at rest. It rises or falls as the glaciers melt or grow, as the floor of the deep ocean basins shifts under its increasing load of sediments, or as the earth's crust along the continental margins warps up or down in adjustment to strain and tension. Today a little more land may belong to the sea, tomorrow a little less. Always the edge of the sea remains an elusive and indefinable boundary.

The shore has a dual nature, changing with the swing of the tides, belonging now to the land, now to the sea. On the ebb tide it knows the harsh extremes of the land world, being exposed to heat and cold, to wind, to rain and drying sun. On the flood tide it is a water world, returning briefly to the relative stability of the open sea.

Only the most hardy and adaptable can survive in a region so mutable, yet the area between the tide lines is crowded with plants and animals. In this difficult world of the shore, life displays its enormous toughness and vitality by occupying almost every conceivable niche. Visibly, it carpets the intertidal rocks; or half hidden, it descends into fissures and crevices, or hides under boulders, or lurks in the wet gloom of sea caves. Invisibly, where the casual observer would say there is no life, it lies deep in the sand, in burrows and tubes and passageways. It tunnels into solid rock and bores into peat and clay. It encrusts weeds or drifting spars¹ or the hard, chitinous² shell of a lobster. It exists minutely, as the film of bacteria that spreads over a rock surface or a wharf piling; as spheres of protozoa, small as pinpricks, sparkling at the surface of the sea; and as Lilliputian³ beings swimming through dark pools that lie between the grains of sand.

The shore is an ancient world, for as long as there has been an earth and sea there has been this place of the meeting of land and water. Yet it is a world that keeps alive the sense of continuing creation and of relentless drive of life. Each time that I enter it, I gain some new awareness of its beauty and its deeper meanings, sensing that intricate fabric of life by which one creature is linked with another, and each with its surroundings. . . .

The flats took on a mysterious quality as dusk approached and the last evening light was reflected from the scattered pools and creeks. Then birds became only dark shadows, with no color discernible. Sanderlings scurried across the beach like little ghosts, and here and there the darker forms of the willets stood out. Often I could come very close to them before they would start up in alarm—the sanderlings running, the willets flying up, crying. Black skimmers flew along the ocean's edge silhouetted against the dull, metallic gleam, or they went flitting above the sand like large, dimly seen moths. Sometimes they "skimmed" the winding creeks of tidal water, where little spreading surface ripples marked the presence of small fish.

The shore at night is a different world, in which the very darkness that hides the

¹spars — pieces of wood

²chitinous — tough, protective

³Lilliputian — tiny

distractions of daylight brings into sharper focus the elemental realities. Once, exploring the night beach, I surprised a small ghost crab in the searching beam of my torch. He was lying in a pit he had dug just above the surf, as though watching the sea and waiting. The blackness of the night possessed water, air, and beach. It was the darkness of an older world, before Man. There was no sound but the all-enveloping, primeval sounds of wind blowing over water and sand, and of waves crashing on the beach. There was no other visible life—just one small crab near the sea. I have seen hundreds of ghost crabs in other settings, but suddenly I was filled with the odd sensation that for the first time I knew the creature in its own world—that I understood, as never before, the essence of its being. In that moment time was suspended; the world to which I belonged did not exist and I might have been an onlooker from outer space. The little crab alone with the sea became a symbol that stood for life itself—for the delicate, destructible, yet incredibly vital force that somehow holds its place amid the harsh realities of the inorganic world. ...

Looking out over the cove I felt a strong sense of the interchangeability of land and sea in this marginal world of the shore, and of the links between the life of the two. There was also an awareness of the past and of the continuing flow of time, obliterating much that had gone before, as the sea had that morning washed away the tracks of the bird. ...

There is a common thread that links these scenes and memories—the spectacle of life in all its varied manifestations as it has appeared, evolved, and sometimes died out. Underlying the beauty of the spectacle there is meaning and significance. It is the elusiveness of that meaning that haunts us, that sends us again and again into the natural world where the key to the riddle is hidden. It sends us back to the edge of the sea, where the drama of life played its first scene on earth and perhaps even its prelude; where the forces of evolution are at work today, as they have been since the appearance of what we know as life; and where the spectacle of living creatures faced by the cosmic realities of their world is crystal clear.

—Rachel Carson
excerpted from *The Edge of the Sea*, 1955
Houghton Mifflin Company

The State Education Department / The University of the State of New York
Regents Examination in English Language Arts – August 2019

Scoring Key: Part 1

| Examination | Date | Question Number | Scoring Key | Question Type | Credit | Weight |
|-------------|------------|-----------------|-------------|---------------|--------|--------|
| RE ELA | August '19 | 1 | 1 | MC | 1 | 1 |
| RE ELA | August '19 | 2 | 4 | MC | 1 | 1 |
| RE ELA | August '19 | 3 | 2 | MC | 1 | 1 |
| RE ELA | August '19 | 4 | 2 | MC | 1 | 1 |
| RE ELA | August '19 | 5 | 3 | MC | 1 | 1 |
| RE ELA | August '19 | 6 | 2 | MC | 1 | 1 |
| RE ELA | August '19 | 7 | 4 | MC | 1 | 1 |
| RE ELA | August '19 | 8 | 3 | MC | 1 | 1 |
| RE ELA | August '19 | 9 | 4 | MC | 1 | 1 |
| RE ELA | August '19 | 10 | 3 | MC | 1 | 1 |
| RE ELA | August '19 | 11 | 3 | MC | 1 | 1 |
| RE ELA | August '19 | 12 | 2 | MC | 1 | 1 |
| RE ELA | August '19 | 13 | 2 | MC | 1 | 1 |
| RE ELA | August '19 | 14 | 4 | MC | 1 | 1 |
| RE ELA | August '19 | 15 | 2 | MC | 1 | 1 |
| RE ELA | August '19 | 16 | 3 | MC | 1 | 1 |
| RE ELA | August '19 | 17 | 2 | MC | 1 | 1 |
| RE ELA | August '19 | 18 | 2 | MC | 1 | 1 |
| RE ELA | August '19 | 19 | 4 | MC | 1 | 1 |
| RE ELA | August '19 | 20 | 2 | MC | 1 | 1 |
| RE ELA | August '19 | 21 | 1 | MC | 1 | 1 |
| RE ELA | August '19 | 22 | 3 | MC | 1 | 1 |
| RE ELA | August '19 | 23 | 2 | MC | 1 | 1 |
| RE ELA | August '19 | 24 | 3 | MC | 1 | 1 |

MC = Multiple-choice question

Regents Examination in English Language Arts – August 2019

Scoring Key: Parts 2 and 3

| Examination | Date | Parts | Scoring Key | Question Type | Max Raw Credit | Weight |
|-------------|------------|-------|-------------|---------------|----------------|--------|
| RE ELA | August '19 | 2 | - | ES | 6 | 4 |
| RE ELA | August '19 | 3 | - | R | 4 | 2 |

ES = Essay R = Response

The chart for determining students' final examination scores for the **August 2019 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 the previous administrations of the Regents Examination in English Language Arts must NOT be used to determine students' final scores for this administration.

FOR TEACHERS ONLY

The University of the State of New York
REGENTS HIGH SCHOOL EXAMINATION

ELA

ENGLISH LANGUAGE ARTS

Tuesday, August 13, 2019— 8:30 to 11:30 a.m., only

RATING GUIDE

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Check this web site at <http://www.p12.nysed.gov/assessment/> and select the link "Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents Examination period.

The following procedures are to be used for rating papers in the Regents Examination in English Language Arts. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Scoring the Regents Examination in English Language Arts*.

Mechanics of Rating

Scoring the Multiple-Choice Questions

For this exam all schools must use uniform scannable answer sheets provided by the regional scanning center or large-city scanning center. **If the student's responses for the multiple-choice questions are being hand scored prior to being scanned, the scorer must be careful not to make any marks on the answer sheet except to record the scores in the designated score boxes. Marks elsewhere on the answer sheet will interfere with the accuracy of the scanning.**

Before scannable answer sheets are machine scored, several samples must be both machine and manually scored to ensure the accuracy of the machine-scoring process. All discrepancies must be resolved before student answer sheets are machine scored. When machine scoring is completed, a sample of the scored answer sheets must be scored manually to verify the accuracy of the machine-scoring process.

Rating of Essay and Response Questions

- (1) In training raters to score student essays and responses for each part of the examination, follow the procedures outlined below:

Introduction to the Tasks

- Raters read the task and summarize it.
- Raters read the passages or passage and plan a response to the task.
- Raters share response plans and summarize expectations for student responses.

Introduction to the Rubric and Anchor Papers

- Trainer reviews rubric with reference to the task.
- Trainer reviews procedures for assigning holistic scores (i.e., by matching evidence from the response to the language of the rubric and by weighing all qualities equally).
- Trainer leads review of each anchor paper and commentary. (*Note:* Anchor papers are ordered from high to low within each score level.)

Practice Scoring Individually

- Raters score a set of five practice papers individually. Raters should score the five papers independently without looking at the scores provided after the five papers.
- Trainer records scores and leads discussion until raters feel comfortable enough to move on to actual scoring. (Practice papers for Parts 2 and 3 only contain scores, not commentaries.)

- (2) When actual rating begins, each rater should record his or her individual rating for a student's essay and response on the rating sheets provided in the *Information Booklet*, *not* directly on the student's essay or response or answer sheet. Do *not* correct the student's work by making insertions or changes of any kind.
- (3) Both the 6-credit essay and the 4-credit response must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point. **Teachers may *not* score their own students' answer papers.** The scoring coordinator will be responsible for coordinating the movement of papers, calculating a final score for each student's essay or response, and recording that information on the student's answer paper.

Schools are not permitted to rescore any of the open-ended questions on any Regents Exam after each question has been rated the required number of times as specified in the rating guide, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately.



New York State Regents Examination in English Language Arts
Part 2 Rubric
Writing From Sources: Argument

| Criteria | 6 | 5 | 4 | 3 | 2 | 1 |
|---|---|--|---|--|--|--|
| <p>Content and Analysis: the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of the texts</p> | <p>introduce a precise and insightful claim, as directed by the task</p> <p>-demonstrate in-depth and insightful analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims</p> | <p>-introduce a precise and thoughtful claim, as directed by the task</p> <p>-demonstrate thorough analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims</p> | <p>-introduce a precise claim, as directed by the task</p> <p>-demonstrate appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims</p> | <p>-introduce a reasonable claim, as directed by the task</p> <p>-demonstrate some analysis of the texts, but insufficiently distinguish the claim from alternate or opposing claims</p> | <p>-introduce a claim</p> <p>-demonstrate confused or unclear analysis of the texts, failing to distinguish the claim from alternate or opposing claims</p> | <p>do not introduce a claim</p> <p>-do not demonstrate analysis of the texts</p> |
| <p>Command of Evidence: the extent to which the essay presents evidence from the provided texts to support analysis</p> | <p>-present ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis</p> <p>-demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material</p> | <p>-present ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis</p> <p>-demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material</p> | <p>-present ideas sufficiently, making adequate use of specific and relevant evidence to support analysis</p> <p>-demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material</p> | <p>-present ideas briefly, making use of some specific and relevant evidence to support analysis</p> <p>-demonstrate inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material</p> | <p>-present ideas inconsistently and/or inaccurately, in an attempt to support analysis, making use of some evidence that may be irrelevant</p> <p>-demonstrate little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material</p> | <p>-present little or no evidence from the texts</p> <p>-do not make use of citations</p> |
| <p>Coherence, Organization, and Style: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language</p> | <p>-exhibit skillful organization of ideas and information to create a cohesive and coherent essay</p> <p>-establish and maintain a formal style, using sophisticated language and structure</p> | <p>-exhibit logical organization of ideas and information to create a cohesive and coherent essay</p> <p>-establish and maintain a formal style, using fluent and precise language and sound structure</p> | <p>-exhibit acceptable organization of ideas and information to create a coherent essay</p> <p>-establish and maintain a formal style, using precise and appropriate language and structure</p> | <p>-exhibit some organization of ideas and information to create a mostly coherent essay</p> <p>-establish but fail to maintain a formal style, using primarily basic language and structure</p> | <p>-exhibit inconsistent organization of ideas and information, failing to create a coherent essay</p> <p>-lack a formal style, using some language that is inappropriate or imprecise</p> | <p>-exhibit little organization of ideas and information</p> <p>-are minimal, making assessment unreliable</p> <p>-use language that is predominantly incoherent, inappropriate, or copied directly from the task or texts</p> |
| <p>Control of Conventions: the extent to which the essay demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p> | <p>-demonstrate control of conventions with essentially no errors, even with sophisticated language</p> | <p>-demonstrate control of conventions, exhibiting occasional errors only when using sophisticated language</p> | <p>-demonstrate partial control of conventions, exhibiting occasional errors that do not hinder comprehension</p> | <p>-demonstrate emerging control of conventions, exhibiting occasional errors that hinder comprehension</p> | <p>-demonstrate a lack of control of conventions, exhibiting frequent errors that make comprehension difficult</p> | <p>-are minimal, making assessment of conventions unreliable</p> |

- An essay that addresses fewer texts than required by the task can be scored no higher than a 3.
- An essay that is a personal response and makes little or no reference to the task or texts can be scored no higher than a 1.
- An essay that is totally copied from the task and/or texts with no original student writing must be scored a 0.
- An essay that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored a 0.

The debate over plastic bags has been happening since they were created, with arguments ~~centered~~^{centered} ~~around~~^{around} the environmental effects of using and producing plastic bags. Without proper knowledge and scientific fact, it's difficult not to hold the opinion exaggerating and demonizing the reality of plastic bags. However, once all the adjectives, speculations and biases are ~~with~~ rid of, what's presented is the reality that plastic bags do little harm to the environment compared to ^{the} "eco-friendly" options of reusable and paper bags; therefore, it's unreasonable and even harmful to ban plastic bags.

Plastic bag alternatives such as paper and synthetic bags ~~actually~~ fail to be eco-friendly, as demonstrated by their large carbon foot print, ~~and recyclability and~~ ~~biodegradability~~. According to Text 1, "a cotton bag would have to be used about 130 times in order to have a carbon foot print that is less than ~~than~~ that of a plastic bag" (line 26). With this quantitative evidence, it's implied that reusable cotton bags actually take more resources to produce, which in turn increases the amount of carbon emissions it takes to make one. What is the purpose of banning plastic bags and replacing them with reusable ones when ~~it is~~ it is more environmentally friendly to produce plastic bags? ~~Such~~ The argument for reusable bags ~~actually~~ contradicts itself in this manner; supporters advocate for ^{the} reusable option due to its speculated "eco-friendliness", yet the reality is that plastic bags are more "eco-friendly" to produce. Furthermore, "reusable plastic bags are often made of laminated plastics and are not recyclable." (text 1, line 31) Plastic bags, on the other hand, have the option of recyclability. With all the ~~the~~ faults of reusable ~~the~~ bags, it would be completely contradictory to replace plastic with reusable bags, as there isn't even an environmental benefit from switching — which is the whole point ~~of~~ of a reusable bag.

The economic effects of ~~prohibiting~~^{banning} plastic bags would also be detrimental, as the plastic bag industry houses numerous jobs, and there would

~~would~~ be a decline of sales in stores as a result. Text 4 describes this situation very well: "The US plastic bag manufacturing and recycling sector employs more than 30,000 workers in 349 communities across the nation" (line 14). By banning plastic bags, the only effect would be a stab at the economy and a loss of thousands of jobs. Coupled with the lack of benefits from reusable bags, banning plastic bags would ~~just~~ be unnecessarily harmful. Furthermore, studies indicate that "the majority of stores surveyed ~~where~~ in areas with a [plastic bag] ban reported an overall sales decline" (text 4, line 4), likely due to the costly alternative of reusable bags. If there are no economic or environmental benefits of banning plastic bags, there is no incentive to investigate a ban and no purpose will be served, other than a jab at the economy and environment.

Moreover, it is indicated that plastic bags actually do little harm to the environment. Statistics in text 3 illustrate the reality of the situation: "plastic shopping bags [represent] less than 3% of marine litter on European beaches" (line 19). With such little harm to wildlife, why isn't the public focusing more on bigger threats ~~than~~ instead of demonizing plastic bags? The ~~entire~~ total irrationality of the situation brings so much harm to ~~the~~ the environment, contradicting the entire ~~base~~ basis of which the argument against plastic bags stands on. Banning plastic bags would help lessen litter — 3% of it — but the focus needs to be turned to the other 97% destroying wildlife and their habitats. The ban would barely scratch the surface of litter issues.

Regardless of the factual, statistical evidence provided, some contractors may still believe that banning plastic ~~bag~~ bags would do more good than bad. Text 2 argues that "the environmental balance of the waterways is being thrown off by the rate of plastic bags finding their way into the ~~mouths~~ and intestinal tracts of sea animals." (line 22).

However, most of text 2's supporting evidence is speculation, not reality; there are only a few pieces of credible evidence that ~~are~~ are provided. In addition, text 2's argument against plastic bags ~~is~~ due to environmental harm is easily disproved and rendered meaningless, as there exists "no evidence that banning bags helps the environment" (text 3, line 9), and that ~~NOAA~~ "[NOAA]... says there are currently no published studies about how many marine mammals die because of marine debris" (text 3, line 13). This ~~lack~~ "absence of evidence" (text 3, line 11) detracts from the credibility of text 2's claims, since there are no concrete studies that have been done to support its position.

This isn't to say plastic bags and plastic products in general are beneficial to the environment, but rather to illustrate the utter environmental ~~uselessness~~ and economical uselessness of instigating a plastic bag ban. Plastic, of course, is an issue — it ~~isn't~~ is not biodegradable, and the buildup of plastic does affect the environment, only not so much when in terms of wildlife. However, there do exist solutions: ~~many~~ companies and innovators have developed plastic alternatives, such as hemp plastic and the like, which are biodegradable. Solutions to the plastic problem are ~~being~~ being developed steadily. In the meantime, however, solving the plastic problem by meaninglessly and ~~mindlessly~~ mindlessly banning plastic bags would do little to serve its ~~intended~~ intended purpose of helping the environment.

Anchor Level 6–A

The essay introduces a precise and insightful claim, as directed by the task (*what’s presented is the reality that plastic bags do little harm to the environment compared to the more “eco-friendly” options of reusable and paper bags; therefore, it’s unreasonable and even harmful to ban plastic bags*). The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*reusable cotton bags actually take more resources to produce ... What is the purpose of banning plastic bags and replacing them with reusable ones when it is more environmentally friendly to produce plastic bags and The economic effects of banning plastic bags would also be detrimental, as the plastic bag industry houses numerous jobs*) and to distinguish the claim from alternate or opposing claims (*Regardless of the factual, statistical evidence provided, some contractors may still believe that banning plastic bags would do more good than bad*). The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*“reusable plastic bags are often made of laminated plastics and are not recyclable” and “plastic shopping bags [represent] less than 3% of marine litter on European beaches”*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*According to Text 1 ... (line 26) and (text 4, line 4)*], although only the first line of directly quoted material is identified. The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, with an opening paragraph that clearly states the claim against banning plastic shopping bags, followed by three paragraphs that address the negative impact of banning plastic shopping bags (*If there are no economic or environmental benefits of banning plastic bags, there is no incentive to instigate a ban and no purpose will be served*) and through analysis and evidence discounts a counterclaim (*However, most of text 2’s supporting evidence is speculation, not reality; there are only a few pieces of credible evidence that are provided*), and a summative conclusion (*solving the plastic problem by meaninglessly and mindlessly banning plastic bags would do little to serve its intended purpose of helping the environment*). The essay establishes and maintains a formal style, using sophisticated language and structure (*Without proper knowledge and scientific fact, it’s difficult not to hold the opinion exaggerating and demonizing the reality of plastic bags and This “absence of evidence” ... detracts from the credibility of text 2’s claims, since there are no concrete studies that have been done to support its position*). The essay demonstrates control of conventions with essentially no errors, even with sophisticated language.

Plastic bags is an everyday commodity that is ubiquitous in every store and shop. Yet, this seemingly simple item is subject to a long and drawn out argument about whether it should be banned or not. This is due simply to the fact that plastic bags are said to damage the environment and kill living organisms. However, knowing this, why wouldn't plastic bags be already banned in every city, state and country? Well, the answer is quite complicated. You see, plastic bags are items that cause damage to the environment due to the time it takes for them ^{to} break down. But studies have shown that some, if not most, of these statements are over exaggerated and that "there's no evidence that banning bags helps the environment and plenty of evidence that it may actually hurt." (text 3 lines 9 and 10). Seeing this, one may now understand how complicated the problem is and why it is hard to reach a solid conclusion on the matter. Both sides present arguments and facts that are compelling. However, I believe that plastic bags should be banned due to their ability to damage the environment, their ability to kill marine organisms and their potential to pollute our cities and planet.

Plastic bags have the ability to damage, or severely damage, the ecosystem. According to text 2 lines 28-29, "every bag that ends up in the woodlands of the country threatens the natural progression of wildlife." This means that every plastic bag that ends up in a forest or any other ecosystem can hinder and harm the animals, and thus, disrupting the way of life for the entire ecosystem. This can then lead to another ecosystem and then another and so on and so forth, creating a domino effect that can

permanently stop the natural progression of wild life in that entire region. Furthermore, plastic bags can kill many woodland and marine organisms due to plastic bags accumulating in an ecosystem. According to text 2 lines 22-32, "the environmental balance of the waterways is being thrown off by the rate of plastic bags finding their way into the mouths and intestinal tracts of sea mammals. As one species begins to die off at an abnormal rate, every other living organism on the waterway is impacted" and that "plastic bags are responsible for suffocation deaths of woodland animals as well as inhibiting soil nutrients." Based on the textual evidence it is clear to see just how devastating plastic bags are to the environment and to animal life. Through the buildup of plastic bags within an ecosystem, not only will organisms die, but also, the land will be affected for years. The plastic bags impede the nutrients in the soil, thus prevented the growth of new flora and possibly new animal life as well.

In addition, plastic bags cause problems in our cities and pollute our planet. According to text 1 line 4, plastic bags are "clogging sewers in parts of Asia." This is a problem because the waste in sewers will accumulate and lead to growth of bacteria and germs which then leads to disease. Furthermore, plastic bags also pollute our planet. According to text 2 line 6-10, plastic bags "end up in the trash, which then ends up in the landfill or burned. Banning emits toxic gases that harm the atmosphere and increase the level of VOCs in the air while landfills hold them ~~hold them~~ indefinitely as part of the plastic waste problem throughout the globe." This means that when plastic bags are burned, the emissions created will

harm the atmosphere. Therefore, plastic bags not only harm the ecosystem and woodland life, it can also pollute our air, planet and cause problems to society.

Despite this, some people say that plastic bags shouldn't be banned. They say plastic bags don't cause as much harm as others claim. According to text lines 13-15, "The National Oceanic and Atmospheric Administration, for one, says there are currently no published studies about how many marine mammals die because of marine debris" and that "a study from the U.K. Environmental Agency that found plastic grocery bags have the lowest environmental impact in 'human toxicity' and 'marine aquatic toxicity'" (lines 30-31). These studies suggest plastic bags actually don't have that much of a negative impact in general. However, this form of pollution does ^{seriously} damage the environment and hurts sea and land life. If a ban can prevent this type of damage, then it should be put in place.

To conclude, the debate over whether or not plastic bags should be banned is a controversial topic as both sides have evidence and logical reasons for the ban or against it. Reusing plastic bags and making efforts to recycle plastic bags can somewhat mitigate the negative effects of plastic bags on the environment. However, the best solution is to ban plastic shopping bags, ^{in order} to dramatically decrease their disastrous impact on the world.

Anchor Level 6–B

The essay introduces a precise and insightful claim, as directed by the task (*plastic bags should be banned due to their ability to damage the environment, their ability to kill marine organisms and their potential to pollute our cities and planet*). The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*every plastic bag that ends up in a forest or any other ecosystem can hinder and harm the animals, and thus, hurting the way of life for the entire ecosystem* and *Based on the textual evidence it is clear to see just how devastating plastic bags are to the environment and to animal life*) and to distinguish the claim from alternate or opposing claims (*Despite this, some people say that plastic bags shouldn't be banned. They say plastic bags don't cause as much harm as others claim*). The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*"every bag that ends up in the woodlands of the country threatens the natural progression of wildlife"* and *plastic bags "end up in the trash, which then ends up in the landfill or burned ... Burning emits toxic gases that harm the atmosphere"*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*According to text 2 lines 28-29* and *According to text 3 lines 13-15*). The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, introducing both sides of the issue in the first paragraph (*plastic bags are items that cause damage to the environment ... But studies have shown that some, if not most, of these statements are over exaggerated*) and stating the claim in favor of banning plastic shopping bags. The essay then presents two paragraphs that support the claim (*plastic bags can kill many woodland and marine organisms due to plastic bags accumulating in an ecosystem and when plastic bags are burned, the emissions created will harm the atmosphere*) followed by a paragraph recognizing and refuting a counterclaim (*These studies suggest plastic bags actually don't have that much of a negative impact ... However, this form of pollution does clearly damage the environment*), and concluding with a summary paragraph (*the best solution is to ban plastic shopping bags in order to dramatically decrease their disasterous impact on the world*). The essay establishes and maintains a formal style, using sophisticated language and structure (*Both sides present arguments and facts that are compelling and the waste in sewers will accumulate and lead to the growth of bacteria and germs which then leads to disease*). The essay demonstrates control of conventions, exhibiting occasional errors (*Based on the textual evidence it is, thus prevented, midigate, disasterous*) only when using sophisticated language.

It is no hidden secret that petroleum has a huge environmental impact. When burned, petroleum can be used as a fuel ~~at~~^{at} the cost of the release of CO₂, a greenhouse gas, into the environment; ~~This would lead~~^{This would lead} to global warming, pollution, smog, and much more. One of the biggest issues is the creation of plastic, a non-biodegradable material that is used in many products of our everyday life. Plastic is used in our clothing, school supplies, kitchen tools, gadgets, books, ~~and~~^{smart} phones and, ~~most importantly,~~^{most importantly,} ~~plastic~~^{plastic} bags. Although plastic bags may seem to be harmless, they actually have a ~~huge~~^{huge} impact on the environment, plants and animals of the planet. Because of this, many countries have banned the use of plastic bags and instead looked ~~upon~~^{upon} alternatives ~~instead~~. However, the use of alternatives to grocery plastic bags may cause more harm than good. ~~All~~^{All} of which is due to the hidden secret behind the alternatives and the true nature of plastic bags.

The thought of banning plastic bags due to their environmental impact is extremely popular. ~~This idea~~^{This idea} is expressed throughout Text 2, "The Effects of Plastic Bags" on Environment. In the text, the ~~author~~^{writer} states that managing one's plastic bags is a difficult task that, if done carelessly, much more may occur. In ~~Text 2~~^{Text 2} lines 11-14, the writer states "when citizens try to manage their plastic bag disposal wind plays a role in carrying them away as litter. A bag that is eventually ripped to shreds from high winds or other factors doesn't disappear but instead is spread in smaller amounts throughout the area" essentially portraying how easy it is for plastic bags to escape anyone's hands to cause harm. Later on, in Text 2, lines 19-20, the writer states "Any hunting mammal can easily mistake the size, shape, and texture of the plastic bag for a meal and find its airway is cut off." Based on this, the author shows the dangers and difficulties of mismanaged plastic bags. ~~However,~~^{However,} this idea is false and

completely overexaggerated as it is not the actual case in real life, but rather irrational thoughts following Murphy's law. The fact is that plastic bags are not as environmentally destructive as commonly believed to be. As stated in Text 3, lines 9-10, "There's no evidence that banning bags helps the environment - and plenty of evidence that it may actually hurt." Text 3 states true facts and studies ~~dispute~~ dispute the idea that plastic bags must be banned. In text 3, it is stated that based on a study "plastic shopping bags represented less than 3% of marine litter on European beaches, a figure that includes scraps of plastic ~~from~~ from shredded bags." (lines 19-21) Later on, Text 3 states that a study made by the UK Environmental Agency stated that "plastic grocery bags have the lowest environmental impact in human footcity." (lines 30-31) "As clearly shown by Text 3, the claims made in Text 2 are extremely bogus and unrealistic.

The banning of plastic bags may seem like a good idea for all nations to follow. ~~Although~~ Although it may seem to help the environment, it may actually deteriorate it even more. This is because of the problem that comes to light when using alternatives to plastic bags. In ~~Text 1~~ Text 1, it is stated that alternatives may not work because they may be more inconvenient and just as or more harmful than actual plastic bags. In lines 20-21 and 23-24 of Text 1, it says "Paper shopping bags do not biodegrade ~~either~~ in a landfill either and because of their greater mass they are a greater burden on the waste stream... "Biodegradable" bags are a marketing scheme." Furthermore, in lines 26-30, it says "A cotton bag would be used about 130 times in order to have a carbon footprint that is less than that of a ~~plastic~~ plastic bag. Growing cotton requires more pesticides than most crops and processing and transport... If the plastic bag is ~~used~~ ^{recycled} to line your garbage can, a cotton bag would have to be used over 300 times to have a lower global warming potential." This shows that

alternatives to plastic bags are more damaging than plastic bags due to their usage, convenience, and production. Not only are plastic bags cheaper and easier to manufacture, but also much more environmentally friendly.

Overall, plastic bags are extremely useful tools that we use in our every day life. Although they may seem to be highly impacting the environment negatively, it is actually helping it. Most claims made against plastic bags are bogus and overly blown out of proportion to seem worse than the actual problem is. In reality, plastic bags are not the most toxic or environmentally damaging ~~man~~ made tool. Moreover, it is the only best and safe alternative as other alternatives are more damaging and expensive to make and sell. Because of this, there should not be a ban on plastic bags.

Anchor Level 5–A

The essay introduces a precise and thoughtful claim, as directed by the task (*Although plastic bags may seem to be harmless, they actually have a huge impact ... Because of this, many countries have banned the use of plastic bags ... However, the use of alternatives to grocery plastic bags may cause more harm than good*). The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*The banning of plastic bags may seem like a good idea ... Although it may seem to help the environment, it may actually deteriorate it even more and This shows that alternatives to plastic bags are more damaging than plastic bags ... Not only are plastic bags cheaper and easier to manufacture, but also much more environmentally friendly*) and to distinguish the claim from alternate or opposing claims (*Based on this, the author shows the dangers and difficulties of mismanaged plastic bags. However, this idea is false and completely overexaggerated*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*the writer states “Any hunting mammal can easily mistake the size, shape, and texture of the plastic bag for a meal and find its airway is cut off” and text 3 states that a study ... stated that “plastic grocery bags have the lowest environmental impact in ‘human toxicity’”*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*Text 2, lines 19-20 and Text 3, lines 9-10*). The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, with an introduction that presents the concerns surrounding the use of plastic in general and a claim based on the misconceptions of alternatives to plastic bag usage, followed by one body paragraph that addresses an *extremely popular* counterclaim that plastic bags have a major *environmental impact* and then refutes it (*The fact is that plastic bags are not as environmentally destructive as commonly believed to be*), and a second body paragraph that focuses on the *problem that comes to light when using alternatives to plastic bags*, with a conclusion that summarizes the main arguments and clarifies the claim (*Because of this, there should not be a ban on plastic bags*). The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*When burned, petroleum can be used as a fuel at the cost of the release of CO₂, a greenhouse gas, into the environment*). The essay demonstrates control of conventions, exhibiting occasional errors (*destructive, they ... it, seem worst than, bags ... it is*) only when using sophisticated language.

The argument of whether or not to ban plastic bags from being used in stores is a very heated topic. Those who have not researched the other options, or actually looked at the harm they create, may say that banning plastic bags is a good step in the right direction for saving our planet. However, the damage that banning plastic bags can create may be greater than the current damage caused by using plastic bags. Therefore, plastic bags should not be banned because the alternative options often create an even bigger problem.

Plastic bags are both economic and good for the economy. They are often reused by customers which saves them money by not having to buy bags for other purposes. The many secondary uses for plastic bags are listed in lines 37 and 38 of Text 1 which mentions how they can be "reused for the next trip to the grocery store, or for lining garbage bins, or for collecting garbage in a car, or for picking up after pets, or for covering food in the fridge." This quote shows some of the many other uses of plastic bags that cannot simply be replaced by paper or reusable bags. Besides consumers saving money by reusing them, plastic bags are also good for both business owners and employees. They are cheap and easy for store owners to buy and when stores were surveyed before and after a ban, most of the stores with the ban lost sales while those "without a ban reported an overall sales growth of 90%" (Text 4 lines 4-7). Lastly, the use of plastic bags

helps with employment as well. According to Text 4, lines 14 and 15, "The U.S. plastic bag manufacturing and recycling sector employs more than 30,000 workers in 349 communities across the nation."

However, many activists demand a ban on plastic bags and insist on the exclusive use of reusable or paper bags. As good of a plan as this may seem, these alternatives are not as good for the environment and may create more harm to the ecosystem than plastic bags. This is supported by Text 1, lines 20 and 21, that says, "Paper shopping bags do not biodegrade in a landfill either and because of their greater mass they are a greater burden on the waste stream." Furthermore, reusable bags are not a realistic fix either. "Consumers would have to use a cotton bag 173 times before they match the energy savings of one plastic bag" (Text 3 lines 38-39). Since reusable bags need to be cleaned often and may rip, it is unreasonable to expect that every customer uses their reusable bag almost 200 times before losing it, breaking it, or getting a new one. Overall, plastic bags generally have the same or less of an impact than some of its alternatives.

Despite the evidence presented by those in favor of not banning plastic bags, some may still believe that plastic bags are harmful to animals and people. However, a study from a U.K. Environment

Agency found that plastic grocery bags have the lowest environmental impact in 'human toxicity' and 'marine aquatic toxicity' as well as 'global warming potential' (Text 3 lines 30-32). This same text, in lines 14 through 16, disputes the argument that plastic bags hurt animals when it states The National Oceanic and atmospheric Administration says "there are currently no published studies about how many marine mammals die because of marine debris". As far as plastic bags being harmful to people, lines 27 and 28 state that "organizations like the Environmental Protection Agency, the Centers for Disease Control and Prevention, and Pacific Northwest National Labs show these claims are false or exaggerated".

Overall, plastic bags should not be banned because the cost is not greater than the reward. Plastic bags have many uses besides holding groceries, many of which cannot be replaced by paper or cotton bags. In addition, plastic bags are less harmful to wildlife and humans than we thought.

Anchor Level 5–B

The essay introduces a precise and thoughtful claim, as directed by the task (*However, the damage that banning plastic bags can create may be greater than the current damage caused by using plastic bags. Therefore, plastic bags should not be banned because the alternative options often create an even bigger problem*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*This quote shows some of the many other uses of plastic bags that cannot simply be replaced by paper or reusable bags and As good of a plan as this may seem, these alternatives are not as good for the environment and may create more harm to the ecosystem than plastic bags*) and to distinguish the claim from alternate or opposing claims (*However, many activists demand a ban on plastic bags and insist on the exclusive use of reusable or paper bags and Despite the evidence presented by those in favor of not banning plastic bags, some may still believe that plastic bags are harmful to animals and people*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*The many secondary uses for plastic bags are listed in ... Text 1 which mentions how they can be “reused for the next trip to the grocery store ... or for covering food in the fridge” and However, a study from a U.K. Environment Agency found that “plastic grocery bags have the lowest environmental impact in ‘human toxicity’ ... as well as ‘global warming potential’*”). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*lines 37 and 38 of Text 1*) and (*Text 3 lines 30-32*)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, with an opening paragraph that introduces a claim opposing a ban of plastic bags, followed by one paragraph that discusses their positive economic impact (*Besides consumers saving money by reusing them, plastic bags are also good for both business owners and employees*), and two body paragraphs that present and refute counterclaims that focus on the alternatives to plastic bags (*Overall, plastic bags generally have the same or less impact than ... alternatives*) and the harmful effects on *animals and people* (*This same text ... disputes the argument that plastic bags hurt animals and As far as plastic bags being harmful to people ... these claims are false*), with a conclusion that reiterates the claim and offers a brief summation. The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*Furthermore, reusable bags are not a realistic fix either*). The essay demonstrates control of conventions, exhibiting occasional errors (*buy and, every customer ... their, bags ... it’s*) only when using sophisticated language.

Over the course of the last couple of decades, companies and stores have been fighting activists who want to ban plastic bags. These companies claim that plastic bags do not have a large environmental impact and banning them would be expensive and pointless. However, plastic bags continue to pollute waterways and kill innocent animals. While companies are more concerned with how much money they make than the health of the planet they live on, activists are still working to help the environment in any way they can. This includes trying to get plastic bags banned. If people keep using plastic bags, they are going to have an exponentially negative affect on the planet. This is why plastic bags should be banned in all cities.

Although plastic bags are actually entirely recyclable, very few are ever recycled. "Only 5.2% of plastic bags are recycled (text 4, lines 47-48)." In addition to that, "less than 1% of all bags sent to recycling plants world wide end up in the recycling project (text 2, lines 45-46)." If so few plastic bags are being recycled, ~~is~~ is the fact that they are recyclable even relevant? For an object to ~~claim~~ claim it is environmentally friendly just because it is recyclable doesn't change the fact that it practically never gets recycled. That claim is meaningless unless it is acted on, which it so rarely is. Not only that, but plastic bags are expensive to recycle and often get caught in the machines. Some cities even have to pay to clean up all the plastic bags and to fix the problems they are causing (text 3, lines 4-5). Would they need

to be cleaned up if they were being recycled, or even reused? No, and that is exactly why it doesn't really matter that plastic bags are recyclable. They are hardly ever actually recycled.

~~Plastic~~ Plastic bags are also very bad for the environment. When they aren't recycled, they become a form of pollution. First, they end up in waterways. Second, they are blown around by the wind, which could cause them to land anywhere. From there, they get caught in trees or just land on the ground. They could ~~also~~ also end up in sewer systems. Plastic bags are everywhere, and they really shouldn't be. "300 million plastic bags end up in the Atlantic Ocean alone (text 2, lines 17-18)." It's no secret that once they're in the water, sea turtles and other marine animals can mistake them for food and eat them. Plastic bags are very bad for an animal to eat, any kind of animal. They can get stuck in the digestive tract or they can clog the airways of animals that inhaled them.

Companies claim that banning plastic bags is not energy efficient (text 3, lines 35-40). Is ~~being~~ being energy efficient truly more important than animals' lives? If banning plastic bags saves ~~the~~ the life of even one animal, will it not have been worth it? There are several cities that have already implemented this plastic bag ban, and other cities should follow. The use of plastic

bags is not efficient and it is not environmentally friendly. Through banning plastic bags, people hope to make a difference and help heal the environment that has been damaged by plastic pollution.

Anchor Level 5-C

The essay introduces a precise claim, as directed by the task (*If people keep using plastic bags, they are going to have an exponentially negative affect on the planet. This is why plastic bags should be banned in all cities*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*For an object to claim it is environmentally friendly just because it is recyclable doesn't change the fact that it practically never gets recycled and Its no secret that once they're in the water, sea turtles and other marine animals can mistake them for food*) and to distinguish the claim from alternate or opposing claims (*These companies claim that plastic bags do not have a large environmental impact and Although plastic bags are actually entirely recyclable ... That claim is meaningless unless it is acted on*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*In addition to that, "less than 1% of all bags sent to recycling plants world wide end up in the recycling project and Plastic bags are everywhere ... "300 million plastic bags end up in the Atlantic Ocean alone"*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(text 4, lines 47-48) and (text 2, lines 17-18)]. The essay exhibits acceptable organization of ideas and information to create a coherent essay, with an introduction that presents the issue and states a claim in favor of banning plastic bags, followed by one body paragraph that refutes the counterclaim that focuses on recycling and a second body paragraph that focuses on plastic bags being *bad for the environment*, and a conclusion that leads to a reaffirmation of the claim (*Through banning plastic bags, people hope to make a difference and help heal the environment that has been damaged by plastic pollution*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*If so few plastic bags are being recycled, is the fact that they are recyclable even relevant? and No, and that is exactly why it doesn't really matter that plastic bags are recyclable*). The essay demonstrates control of conventions, exhibiting occasional errors [45-46)."; *layd; can get ... can clog ... that inhaled*] only when using sophisticated language.

There has been a heated debate over whether or not plastic bags should be banned and it has sparked much controversy. People who support this claim say plastic bags cannot be recycled and are environmentally-unfriendly. Others who oppose the claim say it is not an environmental problem and banning them will have little to no effect. I agree with the claim that plastic bags should be banned. Plastic bags add to pollution, harm marine wildlife, and it cannot be recycled.

One reason that plastic bags should be banned is because they add to pollution. It states in text 1, lines 7-8, "... bags being made from oil, a non-renewable resource, the plastic being non-biodegradable," plastic bags are made from a non-renewable resource and cannot be broken down, which makes it harder to get rid of and adds to pollution. Likewise, it states in text 2, line 8, "Burning emits toxic gases that harm the atmosphere and increase the level of VOCs ..." To make matters worse, when burned; it creates toxic gases and pollutes the air. But it's not only pollution, it cannot be recycled.

Another reason plastic bags should be banned is because it cannot be recycled properly. In text 4, lines 50-51, it states, "It's been reported that when people put plastic bags in their curbside bin, it's has the potential to clog machines at the recycling facilities." plastic bags can't be recycled properly and cannot even be processed through recycling

machines. In addition, it states in text 2, lines 44-45, "Yet funding for the upgrades just has not happened, and thus less than 1% of all bags sent to recycling plants world wide end up in the recycling project." Only less than 1% of plastic bags that are sent to be recycled are actually recycled. Others would say otherwise and that plastic bags shouldn't be banned.

Opponents would disagree with the claim that plastic bags should be banned because it has little to no effect by banning plastic bags. In text 3, lines 10-11, "Bans yield little benefit to wildlife while increasing carbon emissions and other unhealthy environmental effects." Banning plastic bags will take a lot of time and effort but will have disadvantages on the environment. In text 3, lines 19-20, it states, "The study found plastic shopping bags represented less than 3% of marine litter..." Plastic bags make up the minority of marine waste. However, plastic bags have caused many other problems. Plastic bags have added on to pollution, harmed wildlife, and it cannot be recycled. Banning bags would be more beneficial than not banning them.

I agree that plastic bags should be banned because of its disadvantages on the environment. Others may say it may be worse trying to get rid of them so they shouldn't

be banned. But if plastic bags stay, they will eventually destroy the environment. There are more benefits to the environment by banning plastic bags. Thus, plastic bags should be banned because of all the harm and toxins it would give to the environment and wildlife if it stayed.

Anchor Level 4–A

The essay introduces a precise claim, as directed by the task (*I agree with the claim that plastic bags should be banned. Plastic bags add to pollution, harm marine wildlife, and it cannot be recycled*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*Plastic bags are made from a non-renewable resource and cannot be broken down, which makes it harder to get rid of and adds to pollution and Plastic bags can't be recycled properly and cannot even be processed through recycling machines*) and to distinguish the claim from alternate or opposing claims (*Opponents would disagree with the claim that plastic bags should be banned because it has little to no effect by banning plastic bags*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*"Burning emits toxic gases that harm the atmosphere"* and *"less than 1% of all bags sent to recycling plants world wide end up in the recycling project"*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*in text 1, lines 7-8 and in text 2, line 8*). The essay exhibits acceptable organization of ideas and information to create a coherent essay, first introducing the issue of banning plastic shopping bags and a claim favoring the ban, followed by two paragraphs of support that expound on the reasons for a ban (*To make matters worse, when burned; it creates toxic gases and pollutes the air*) and a paragraph addressing a counterclaim (*Plastic bags make up the minority of marine waste. However, plastic bags have caused many other problems*) concluding with a summation (*Thus, plastic bags should be banned because of all the harm and toxins*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*One reason that plastic bags should be banned is because they add to pollution and But if plastic bags stay, they will eventually destroy the environment*). The essay demonstrates control of conventions, exhibiting the repeated error in agreement (*Plastic bags ... and it*) and one repeated misspelling (*environment*) only when using sophisticated language.

When it comes to banning plastic bags, society, as a whole begins, to look at the environmental factors that will be affected. However, most of the claims and "statistics" we look at, are actually quite false. Banning plastic bags would barely have a positive nor negative effect on the environment. Why waste money that could be invested elsewhere on something as pointless as banning a plastic bag?

Plastic bags have been around for a very long time. Getting rid of them now won't be any good - at this point. They're not biodegradable and it already takes years - for just one to turn into shreds. However, the bag's non-biodegradable qualities is actually good for the environment. "Disposable bags are made of high-density polyethylene, which is manufactured from ethylene derived either from petroleum or natural gas.... modern landfills are designed to have a low oxygen environment to prevent biodegradation that would result in the formation of methane..." (Text 1, lines 10-16). The "negative impact" people assumes the bags to have is actually prevented by landfills. Even though such landfills are seen as eye-sores.

~~Although~~ Although, pollution isn't too much of an issue with these bags; plastic bags have been known to be harmful, to wildlife. "Every bag that ends up in the woodlands of the country threatens the natural progression of wildlife.... Throughout the world plastic bags are responsible for suffocation deaths of woodland animals..." (Text 2, Lines 28-32). Animals can unintentionally eat these bags; thinking that they were a source of food. Not realizing how harmful this "food source" would be to them. This not only happens to forest and woodland animals, but marine life as well.

"But there's no evidence that banning bags helps the environment -

and plenty of evidence that it may actually hurt. Bans yield little benefit to wildlife while increasing carbon emissions and other unhealthy environmental effects." (Text 3, Lines 9-11)." There is no solid proof that these bans on plastic bags are truly helpful. Official organizations, such as NOAA, the EPA, and the CDC, have backed the fact that there is no evidence. "The National Oceanic and Atmospheric Administration, for one, says ~~there~~ there are currently no published studies about how many marine mammals die because of marine debris." (Text 3, Lines 13-15)." The so-called "claims" we hear about ~~no~~ plastic bags being seriously harmful to animals are not true. Most are made from speculation rather than actual studies being conducted. Society is so ready to jump and say something is bad for the environment without looking at the real facts; and the dangers alternative options come with.

Alternatives to plastic bags, such as paper bags + reusable bags, are actually more harmful. "Paper shopping bags do not biodegrade in a landfill either, and because of their greater mass they are a greater burden on the waste stream. Paper manufacture is an energy intensive process and requires the use of many chemicals." (Text 1, Lines 20-22)." Along with paper manufacture, almost the same amount of chemicals goes into the production of other reusable bags. These alternatives are supposed to help the environment; not harm it further.

With harmful, rather than helpful, alternatives, the ban on plastic bags is a lose-lose situation. It would be very useless to put funding towards banning an item that doesn't cost much to make, yet provides many jobs at the same time. Instead of banning them, we need to work to find ways to better recycle these

bags into something more useful - once their one-use life cycle is over.

Anchor Level 4-B

The essay introduces a precise claim, as directed by the task (*Banning plastic bags would barely have a positive nor negative effect on the environment. Why waste money that could be invested elsewhere on something as pointless as banning a plastic bag?*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*The “negative impact” people assumes the bags to have is actually prevented by landfills*) and to distinguish the claim from alternate or opposing claims (*The so-called “claims” we hear about plastic bags being seriously harmful to animals are not true. Most are made from speculation rather than actual studies being conducted*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*“Disposable bags are made of high-density polyethylene, which is manufactured from ethylene derived either from petroleum or natural gas ... modern landfills are designed to have a low oxygen environment to prevent biodegradation”* and *“Paper shopping bags do not biodegrade in a landfill either and because of their greater mass they are a greater burden on the waste stream”*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*Text 3, Lines 13-15*] and [*Text 1, Lines 20-22*]. The essay exhibits acceptable organization of ideas and information to create a coherent essay by first introducing the claim, then following with a paragraph that reinforces the claim (*Getting rid of them now won’t be any good - at this point*), a paragraph that addresses the danger to wildlife and one that focuses on a counterclaim, then concluding with a summative paragraph (*Instead of banning them, we need to work to find ways to better recycle these bags into something more useful - once their one-use life cycle is over*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*This not only happens to forest and woodland animals, but marine life as well*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*begins, to; its; landfills. Even; CDC; have; speculation*) that do not hinder comprehension.

The idea of banning plastic bags has been very controversial. Many people believe that plastic bags should be banned while others believe the opposite. There are many reasons that prove that banning plastic bags will bring positive outcomes.

One reason of ~~the~~ why plastic bags should be banned is that it's a major source of pollution and toxic substances. For example, "There's no question that plastic bags are a symbol of our throw away culture and are an inviting target for scorn, because they are a visible sign of pollution." (Text 1, lines 1-2). This shows how pollution is a visible negative outcome of having plastic bags. Another example is, "Burning emits toxic gases that harm the atmosphere and increase the level of VOCs ..." (Text 2, line 8). This proves that the toxic substances being released are affecting the atmosphere. Without pollution and toxic substances, the environment and atmosphere will be much more better and healthy.

Another reason plastic bags should be banned is because they are dangerous for sea life and different mammals. For example; "Any hunting mammal can easily mistake the size, shape, and texture of the plastic bag for a meal and find it's airway is cut off" (Text 2, lines 19-20). This shows how plastic bags are leading to many deaths of mammals. If plastic bags were banned, mammals wouldn't be in danger nor will the sea life.

Many argue that ~~for~~ plastic bags shouldn't be banned because it's inexpensive and hold more than any other bag. But, cleaning after the bags and fixing damages are

much more expensive. For Example, "They argue that cities must spend vast sums to clean up the bags and the damages caused by them..." (Text 3, lines 4-5). It may be cheap for + affordable for the consumers, but ~~as~~ the outcome requires sums of money to fix. Without the plastic bags, that money can be spent better elsewhere.

Plastic bags should be banned because it's harming the environment and atmosphere, it's leading to the death of mammals, and it's repair cost is very high. Without plastic bags, everything will change to good.

Anchor Level 4-C

The essay introduces a reasonable claim, as directed by the task (*There are many reasons that prove that banning plastic bags will bring positive outcomes*). The essay demonstrates some analysis of the texts (*This proves that the toxic substances being released are affecting the atmosphere and This shows how plastic bags are leading to many deaths of mammals*) but insufficiently distinguishes the claim from alternate or opposing claims (*Many argue that plastic bags shouldn't be banned because it's inexpensive and hold more than any other bag*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*"There's no question that plastic bags are a symbol of our throw away culture and are an inviting target for scorn, because they are a visible sign of pollution"* and *"Any hunting mammal can easily mistake the size, shape, and texture of the plastic bag for a meal and find it's airway is cut off"*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 2, line 8) and (Text 3, lines 4-5)]. The essay exhibits acceptable organization of ideas and information to create a coherent essay, first introducing the claim, then following with two body paragraphs supporting the claim (*One reason of why plastic bags should be banned is that it's a major source of pollution and toxic substances and they are dangerous for sea life and different mammals*) and a paragraph addressing the counterclaim, ending with a summative conclusion (*Plastic bags should be banned because it's harming the environment and atmosphere, it's leading to the death of mammals, and it's repair cost is very high*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*It may be affordable for the consumers, but the outcome requires sums of money to fix. Without the plastic bags, that money can be spent better elsewhere*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*controversial, of why, vissible, much more better, bags ... it's*) that do not hinder comprehension.

Could plastic bags be so bad that people are willing to ban them? People around the world want to ban plastic bags because of it being litter but also harder to recycle. Other people feel like it's not okay to ban plastic bags since it also affects the economy. In this argument plastic bags shouldn't be banned because the economy can be damaged and not all plastic bags are being litter.

Plastic bags are used in multiple ways. "During a one-year period, before and after the ban, the majority of stores surveyed in areas with a ban reported an overall average sales decline of nearly 6%. While the majority of respondents surveyed in areas without a ban reported an overall average sales growth of 9%." (Text 4 lines 4-7) In places with a ban people stopped shopping at, people without a ban more people went to, this damaged the economy in the places with the ban but also some people also lost their jobs as well. "The study found plastic shopping bags represented less than 3% of marine litter on European beaches..." (Text 3 lines 19 and 20.) Not all litter in the ocean is just the plastic bags. The litter in the ocean is more than a plastic bag meaning people put other things in the ocean that might end up hurting the marine animals. Therefore plastic bags shouldn't be banned.

Plastic bags hurt the environment. "Even when citizens try to manage their plastic bag disposal wind plays a role in carrying them away as litter. This litter is not biodegradable and thus where it lands it tends to stay for a long period

of time" (Text 2 lines 10-13). Plastic bags will be litter for a time that no one will know will end. This makes it harder on the environment to live on if there are biodegradables around to mess it up, which will kill home of animals or just kill animals.

Plastic bags have it's positive and negative effects on the environment and the economy but it shouldn't be banned when humans and other elements help make this object so dangerous to the world.

Anchor Level 3-A

The essay introduces a reasonable claim, as directed by the task (*In this arrgeument plastic bags shouldn't be baned because the economy can be dammage and not all plastic bags are being litter*). The essay demonstrates some analysis of the texts (*In places with a ban people stopped shopping ... This damnage the economy and Not all litter in the ocean is just the plastic bags*), but insufficiently distinguishes the claim from alternate or opposing claims (*Plastic bags hurt the envierment*). The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*"Durning a one year period ... the majority of stores surveyed in areas with a ban reperted an overall average sales decline of nearly 6% and "The study found plastic shopping bags represented less than 3% of marine litter on European beaches,..."*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 4 lines 4-7*) and (*Text 3 lines 19 and 20*)]. The essay exhibits some organization of ideas and information to create a mostly coherent essay, first introducing the issue (*Could plastic bags be so bad that people are willing to ban them?*) and the claim (*plastic bags shouldn't be baned*), then following with a paragraph that supports the claim (*Therefor plastic bags shouldnt be banned*), a paragraph addressing a counterclaim (*This makes it harder on the enviorment to live on*) and concluding with a summation. The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*Other people feel like it's not okay to ban plastic bags since it also effects the economy and there are biodegradables around to mess it up*). The essay demonstrates emerging control of conventions, exhibiting occasional errors (*bags ... it; litter but also harder; arrgeument; can be dammage; Durning; bag meaning; Therefor plastic bags; envierment; up. Which; negivative; dangerous*) that hinder comprehension.

Over the last decade the ozone layer got destroyed. ~~One~~ One of the many reasons is there is a lot of pollution from landfill. Of the biggest things in the landfill is plastic bags. We must ban plastic shopping bags. It should be unlawful for any store to give out plastic bags.

As we know these bags don't always land up in the garbage. A lot of bags get shredded up into sewer drains which clogs drains. After it ~~goes~~ goes through the drains it flows into the sea or ocean. As stated in Text two "These bags are very dangerous for sea life especially those of the mammal variety. The mammals eat the bags and die". How can we let this happen? It's killing ^{innocent} ~~the~~ mammals.

Another big problem is the streets are full of garbage. While plastic bags ~~are~~ is not the main issue of unsanitary cities ~~summarized~~, but it definitely is a big problem. As Text one explains "They ^{bags} can be seen fluttering from trees, floating in that much polluted patch of plastic detritus in the middle of the ocean." They obviously don't just land up there. Someone puts them there. If we ban these bags we would have a much cleaner environment.

Even if you say ~~plastic~~^{paper} bags ~~are also getting banned~~ are also getting baned, so what will we use? The solution is simple ~~as stated in text four~~ as stated in text four reusable shopping bags can be made from fabric, woven synthetic fibers, or even polypropylene! Lets be honest how hard is it to reuse a bag; and for the store owners they can save thousands of dollars on bags.

The Pros. easily win the cons. as can be seen above. so why should we have ~~plastic~~ bags over paper bags.

Anchor Level 3-B

The essay introduces a reasonable claim, as directed by the task (*We must ban plastic shopping bags*). The essay demonstrates some analysis of the texts (*A lot of bags gets shredded up into sewer drains, which clogs drains* and *If we ban these bags we would have a much cleaner environment*), but insufficiently distinguishes the claim from alternate or opposing claims (*Even if you say paper bags are also getting baned, so what will we use?* and *how hard is it to reuse a bag*). The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*“These bags are very dangerous for sea life especially those of the mammal variety and “They [bags] can be seen fluttering from trees, floating in that much publicized patch of plastic detritus in the middle of the ocean”*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material, identifying only the text (*As stated in Texts two* and *as stated in text Four*) but not providing the line numbers. The essay exhibits some organization of ideas and information to create a mostly coherent essay, with an opening paragraph that introduces the claim, two paragraphs that support the claim and address a counterclaim, and a brief conclusion that promotes *paper bags*. The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*Of the biggest things in the landfill is plastic bags* and *The Pros easily win the cons*). The essay demonstrates emerging control of conventions, exhibiting occasional errors (*ten decade, know these, drains it, bags is, citys, defennitly, obvisly, bags we, environment, Lets be Honest*) that hinder comprehension.

Evidently in the world we have an occurring topic that is used in every day lives and that is plastic bags should they be banned, Paper or plastic. I think we should ban plastic bags they don't break and dissolve in to the earth it stays for long periods of time. They even can be seen everywhere causing pollution getting stuck in pipes of water drains when it rains recycling bags that are plastic don't do much.

I think plastic bags should be banned because on line 5 text 1 "Bags don't dive into the ocean. ~~Jump~~ into the sewers or take flight without help. We are the real problem with proper recycling, reuse or disposal benefits can outweigh risks. ~~we~~ ~~are~~ ~~with~~ ~~this~~ plastic bags are used in supermarkets in malls shopping food, clothes, accessories, and some throw it in the garbage bins that are provided on the streets. But some don't follow this rule and just leave it outside which is then carried by the wind which can travel all the way to the ocean harming wild life or even the wood where animals are located.

on text 2 Line 21-35 "It has been estimated that one bag has the potential to unintentionally kill one animal per every 3 months

due to digestion. Line 23 text 1) Finding thier way
into the mouths and intestinal tracts of sea animals
However some might disagree that we should
because on text 4 Line 51 " bag bans are ~~the~~
more about enviornmental image then enviornmental
benefit although that might be true. But just because
its a small threat now doesn't mean it cant potentially
pose a threat the future to prevent that i think
its better to fix the problem now by bannig
plastic bags and use paper or biodegradable
bags.

Anchor Level 3-C

The essay introduces a reasonable claim, as directed by the task (*I think we should ban plastic bags they dont break and dissolve in to the earth it stays for long periods of time*). The essay demonstrates some analysis of the texts (*But some dont follow this rule and just leave it outside which is then carried by the wind which can travel all the way to the ocean harming wild life or even the wood where animals are located*), but insufficiently distinguishes the claim from alternate or opposing claims (*However Some might disagree that we should and i think its better to fix the problem now by bannig plastic bags*). The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*"Bags dont dive into the ocean. Jump into the sewers or take Flight without help and It has been estimated that one bag has the potential to untintently kill one animal per every 3 months due to digestion*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material, at times providing inexact information (*line 5 text 1 should be "lines 4-6 text 1" and text 4 Line 51 should be "text 3 Line 51"*). The essay exhibits some organization of ideas and information to create a mostly coherent essay by introducing a claim that calls for the banning of plastic bags, followed by a paragraph that is meant to support the claim but sometimes takes the opposite course (*"...with proper recycling, reuse or disposbal benefits can outweigh risks"*) and is in some places incoherent, then a paragraph consisting of quoted material about the danger plastic bags pose to animals, and a concluding paragraph that addresses a counterclaim. The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*Eviendety in the world we have an occuring topic that is used in every day lifes and that is plastic bags should they be banned paper or plastic*). The essay demonstrates a lack of control of conventions (*Eviendety, bags should, dont, dissolve, earth is, rains recycling, disposbal, accecories, untintently, 51", enviolmental, i think, bannig, biodigrabble*), exhibiting frequent errors that make comprehension difficult.

People said they plastic bags should be banded because they be in the ocean. But I don't think they should be band because if people don't throw them out of windows or out on the ground then they won't be in the ocean. It's ~~just~~ ^{some} people need to start cleaning up after they selfs when they throw them out ~~where~~ (text 4, ~~page~~ 41)

"Some people reports state that plastic bags are responsible for less than 1% of all litter."

So when ~~people~~ ^{they} band ~~plastic~~ plastic bags what are people going to use what they have to ~~carry~~ ^{take} their groceries out to the car? I would like for plastic bags stay in stores because it's more use for. Lots of older people like them because some of them reuse them.

(text 3, ~~line~~ ^{line} 47) says "Weighing the cost and benefits makes it clear that banding plastic bags yields benefits at a very high cost." People say that they should band plastic bags because they cost a lot of money. But I think by us paying taxes on groceries at the store for our food should pay for the plastic bags that stores have at the ~~store~~ stores. I think if they want the plastic bags should be an over the place they should have plastic bags to where people should recycle them for 5 cents a bag so people could get money and for the world

Should stay clean as it should. (text 3, lines 14-15)
says "...there are currently no pushed studies about how many marine mammals die because of marine debris". Some people don't think before they throw things on the ground because they're so use/growing up of seeing older people or the people around them throw plastic bags/trash out so it's like a habit because they caught on to what they see and hear. I don't think the bags should be banded because of what people are doing to them, if people clean up after them self then maybe plastic bags wouldn't be banded.

Anchor Level 2-A

The essay introduces a claim (*I don't think they should be band because if people don't throw them out of windows or out on the ground then they won't be in the ocean*). The essay demonstrates confused or unclear analysis of the texts (*So when they band plastic bags what are people going to use when they have to take their groceries out to the car? and Some people don't think before they throw things on the ground ... so it's like a habit*), insufficiently distinguishing the claim from alternate or opposing claims (*People say that they should band plastic bags because they cost a lot of money*). The essay presents ideas inconsistently and inaccurately, in an attempt to support analysis (*"Some people reports state they plastic bags are responsible for less than 1% of all litter"* and *"Weighing the cost and benefits makes it clear that banding plastic bags yields benefits at a very high cost"*), making use of some evidence that may be irrelevant. The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(text 4, paragraph 41) and (text 3, line 47)] while also copying some text inaccurately. The essay exhibits inconsistent organization of ideas and information, consisting of a single paragraph starting with a claim opposing a ban on plastic bags to keep them out of the ocean, followed by comments on litter (*It's just people need to start cleaning up after them selfs when they throw them out*), then comments on ways to pay for plastic bags (*people should recycle them for 5 cents a bag*), concluding with the idea of litter again (*if people clean up after them self then maybe plastic bags wouldn't be banded*), failing to create a coherent essay. The essay lacks a formal style, using some language that is inappropriate or imprecise (*if they want the plastic bags should be an over the place and because they so use/growing up of seeing*). The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*banded, band, dont, them selfs, less then, because its more, grosries, out so, habbit*) that make comprehension difficult.

Should plastic bags be banned?

plastic bags may be recyclable, but some are not recyclable, ~~by~~ the material are them made, It is a problem, it has to be burned ~~about~~ do that has a negative effect in the environmental. ^{is} contaminated, the air and water, even the atmosphere. Even the smoke that the burning plastic bags disperse affect the people make them sick.

In the text "I" talks about if banning plastic bag should help the environment, well on my opinion it will decrease a certain percentage of burning plastic bags, but still some others materials will keeping burning. "If the plastic bags is reused to line your garbage can, a cotton bag would have to be used ~~ore~~ 300 times to have a lower global warming potential" text I, line 29. According to the quote ~~not~~ all the plastic bags are made of plastic some are made of tamine and are not recyclable. So the plastic bags not all recyclable or renewable and we have to find a way to do not ~~to~~ throw them away and contaminated the environment.

Anchor Level 2–B

The essay introduces a claim (*plastic bags may be recyclable, but some are not ... It is a problem ... its contaminated, the air and water, even the atmosphere*). The essay demonstrates confused and unclear analysis of the texts (*it will decrease a certain percentage of burning plastic bags, but still some others materials will keeping burning and According to the quote not all the plastic bags are made of plastic some are made of tamine and are not recyclable*), failing to distinguish the claim from alternate or opposing claims. The essay presents ideas inconsistently and inaccurately, in an attempt to support analysis (*Even the smoke that the burning plastic bags disperse affect the peopple make them sick. In the text “1” talks about if banning plastic bag should help the environment and “If the plastic bags is reused ... a cotton bag would have to be used over 300 times to have a lower global warming potential” ... So the plastic bags not all recyclable or renewable*). The essay demonstrates little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material from Text 1 that fails to correctly identify line numbers (*text “1” talks and text 1, line 29*) and makes references to *burning* without acknowledging that this comes from Text 2. The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay. The essay is a single paragraph that moves from stating that plastic bags may or may not be recyclable, to the negative effects of burning plastic, to the impact of plastic as opposed to cotton reuse, then returns to a comment about recycling, and concludes with a confused return to the claim (*So the plastic bags not all recyclable or renewable and we have to find a way to do not throw them away and contaminated the environment*). The essay lacks a formal style, using some language that is imprecise (*by the material are them made, effect in the invironmental, on my opinion*). The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*banned? plastic; problem, it; contaminated; peopple; environment, well; others materials; will keeping burning; plastic some*) that make comprehension difficult.

Plastic bag should not be banned how are they gonna carry the stuff they get. And it will be managed more harder.

They should keep plastic to stop dropping or losing them. One detail is "reports state that plastic bags are responsible for less than 1% of all litter." This proves bag don't get throw on the floor or get lost. And how bags is in peoples every day doing as why would you ban it.

They should not ban bags cause peoples might need it for more than 1 item or other uses. Bag don't get wasted they can use again.

In conclusion, bag should stay in the world cause it helps out our community and environment in different ways.

Anchor Level 2–C

The essay introduces a claim (*Plastic bag shoud not be banned*). The essay demonstrates a confused and unclear analysis of the texts (*This proves bag dont get throw on the floor or get lost. And how bags is in peoples every day doings*), failing to distinguish the claim from alternate or opposing claims. The essay presents little evidence from one text that is not identified (*“reports state that plastic bags are responsible for less than 1% of all litter”*). The essay does not make use of citations. The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay. The essay consists of four brief paragraphs, opening with a negative claim based on superficial reasons, followed by two body paragraphs consisting of loosely connected sentences about plastic bag littering and reuse, and a concluding paragraph that offers a vague affirmation of the claim (*In conclussion, bag shoud stay in the world cause it helps out our comunity and enviroment in diferent ways*). The essay lacks a formal style, using some language that is inappropriate and imprecise (*gonna carry the stuff, losing for “losing”, cause for “because”, Bag dont get waisted they can use again*). The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*banned how; get. And; more harder; shoud; bag dont; get throw on; bags is; peoples; why woud you ban it.; migt; waisted; conclussion; bag shoud; comunity; enviroment; diferent*) that make comprehension difficult.

Plastic bags should not
be banned because shopping bags
are used for groceries. If we
didn't have plastic bags how
would we carry our groceries.

Anchor Level 1–A

The essay introduces a claim (*Plastic bags should not be banned because shopping bags are used for groceries*). The essay does not demonstrate any analysis of the texts. The essay presents no evidence from the texts and does not make use of citations. The essay is minimal, making assessment of coherence, organization, and style unreliable. The essay is minimal, making assessment of conventions unreliable.

I couldn't understand the paragraphs for myself it was kind hard. The fact that it asked us "Should Cities Ban Plastic Bags"? I really couldn't understand the paragraph. I only understood the Effects of Plastic Bags on Environment because the bag range is 1.5 million to 3 million depending on location, this equals a lot of ecosystem sustaining lives lost. The environmental balance of the waterways is being thrown off by the rate of plastic bags finding their way into the mouths and intestinal tracts of sea mammals. Most municipalities either burn them or send them off to the landfill after sorting. This is because it can be expensive to recycle this type of plastic. Reusable plastic bags are often made of laminated plastics and are not recyclable.

Anchor Level 1-B

The essay does not introduce a claim or demonstrate analysis of the texts. The essay presents evidence from Text 1 and Text 2 with no attempt to use it to support any analysis. The essay exhibits little organization of ideas and information, opening with some personal commentary, which is followed by a series of details copied from Texts 1 and 2. The essay uses language that is mostly copied directly from the task and texts. The original student writing is minimal, making assessment of conventions unreliable.

Part 2 – Practice Paper – A

Plastic shopping bags have been the topic of heated debates within the United States and Europe. Many opinions are out there on how to solve the issue of pollution or if there even is a problem to begin with. ~~Such~~ Such issues are not easily answered, but for the majority of these countries struggling with plastic bags the cons outweigh the pros of getting rid of them ~~completely~~ completely.

Many opinions disagree with this assertion by backing up the importance of the danger of plastic bag pollution and how they are non-biodegradable (Text 1, line 8). Another argument against my claim is that very little of plastic bags being recycled actually end up being recycled. In fact, only 1% of all recycled bags actually end up recycled (Text 2, line 45). All these negatives, however true they may be, do not outweigh the cons of getting rid of plastic bags.

First and foremost plastic bags are simply not as much of an environmental concern as other pollutants may be, making up only 3% of all litter in ^{European Beaches} ~~the world~~ to give an example (Text 3, line 20.)

There are also many bad economic outcomes foreseen if plastic bags were to be banned. Decline of sales and employment at places with banned bags would increase significantly and many of them would be likely to go out of business (Text 4, line 8-13). Other problems with throwing out the idea of plastic bags is what would replace them. Cotton or other fabric reusable bags are much greater detriments to the environment than their plastic brothers due to the high use of pesticides to grow the crops needed to produce the fabric (Text 3, line 33-34)

Although there are some minor pros of getting rid of plastic bags, their lack of danger as a pollutant, hard impact as cheap and easy goods and more environmentally beneficial creation was overall better.

In recent times, there has been a growing controversy over ~~the~~ the use of plastic bags. Should plastic bags continue to be used, or should they be banned? For many, it may seem like getting rid of these would be great for the world and the environment. However, it appears that placing bans on plastic bags only negatively impacts the economy and does not pose a significant benefit to the world's ecosystem.

It has been observed that banning plastic bags has immensely affected the economy. Within one year of placing a ban on plastic bags, ~~stores with the~~ stores in areas with the ban experienced a 6% decline of sales and a 10% reduction in employment (Text 4). ^{lines 4-5 and 8} The opposite effect happened in areas outside the ban. These stores reported a 9% growth in sales and a slight increase in employment ~~(Text 4)~~ (Text 4 line 5-7 and 9). By banning the use of plastic bags, stores are being hurt economically. It also affects individuals as the ban resulted in a lack of available jobs in a time where more jobs are needed. The ban of plastic bags will only ~~disrupt~~ disrupt the flow of the economy, making things more difficult for the average consumer.

The banning of plastic bags will also ~~provide~~ provide little benefit for the environment. The main reason for this is there are so many other factors harming the environment that cause more of an impact than plastic bags do. In fact, plastic bags only account for ~~less than~~ "less than 3% of marine litter on European beaches." (Text 3 line 19-20). ~~These~~ These littered shopping bags, therefore, have a very insignificant role in harming marine life. There are things such as "discarded fishing gear" that pose a greater threat to marine animals (Text 3 line 15-16). Since there are greater threats and plastic bags play so small a role in the environment, the world's focus should not be placed on banning plastic bags but rather on ~~larger issues~~. Solving larger issues.

However, some people say that plastic bags should be banned so they can be replaced with reusable bags. They say plastic bags will be harmful

for us and the environment due to the fact that they are not biodegradable (Text 1 line 8). In reality, plastic bags take up little space in landfills ~~and take up less than 1%~~. Since they are so compressible (Text 1 line 17),¹⁸ therefore, it is not much of a concern that they are non-biodegradable. ~~Plastic bags also account for less than 1% of litter (Text 1 lines 17-19). There are one many more things that have a more major impact on the environment and take up more space in landfills.~~ The concern for plastic bags in these aspects has been grossly exaggerated. As for paper bags, they would have to be used hundreds of times to equal the impact of one plastic bag. A paper bag would have to be used 4 times and a cotton bag would have to be used 173 times to make any difference (Text 3 line 32-33). This is because the way these bags are produced causes more of a negative impact on the environment than plastic bags do. Fertilizers, pesticides and herbicides are all used in the process of growing the cotton to make these bags (Text 3 line 34). In the end, it is more worthwhile to stick with plastic bags.

Despite ~~the~~ the major concerns held by many, banning plastic bags is not worth the effort. It will not greatly benefit the environment. It will only damage the economy and employment. If a difference really wants to be made in the world, we should focus on bigger issues ~~and not plastic bags~~. Still, every small effort counts. If we continue to use plastic bags, be mindful and don't litter.

Should plastic bags be banned? Yes, it should.

"They can be seen fluttering from trees, floating in that much publicized patch of plastic detritus in the middle of the Pacific Ocean and in clogging sewers in parts of Asia"

My point of view The they say it stop the Pacific Ocean flow and its mess the sewers " One of the estimated 300 million plastic bag end up in the Atlantic Ocean alone." They are pollution the water. For preventing all this, we shouldn't use plastic bags.

"Some reports state that plastic bags are responsible for less than 1% of all litter. They have not. Text 3 says "there are no published studies about how many marine mammals die." So if its not published we don't know how many die. it could be a lot. And it can be "expensive to recycle this type of plastic." I believe that plastic bags hurts the environment in different ways We need to stop using them so much.

How many times have you seen or used a plastic shopping bag? Have you caught sight of one caught up in some tree limbs, or floating upon a body of water that you are wading or dangling your feet in, or just drifting by your head as it flows along with the breeze? How many were used to carry your groceries home and, more importantly, how many of these were then tossed out? These are all such common occurrences that we take them for granted and, all too often, do not consider the damaging impact these bags are having upon our environment. When such time and thought are taken, it is clear to see the importance of supporting the recent drive to ban plastic grocery bags.

One argument that opponents of this ban often present is that plastic bags can be recycled at a facility or reused individually for multiple purposes like "lining garbage bins... or for picking up after pets" (Text 1, lines 37-38). While this may sound like a reasonable claim, the proposed rationale is faulty. In regard to recycling these bags, it has been noted that "while it's a noble thought to place plastic bags in a recycling bin every week, studies have proven that there are very few plants that actually recycle them. Most municipalities either burn them or send them off to the landfill" (Text 2, lines 38-40). Why this happens is because the reality is that recycling is an expensive and difficult process. Unknown to many is that "plastic bag recycling requires a different type of infrastructure than plastic bottles and containers" and "has the potential to clog machines at the recycling facilities" (Text 4, lines 49-51). Clogged machines obviously

can lead to their breakdown which, in turn, leads to unwanted repairs or replacement expenditures. In regard to the concept of use and reuse, while it is true these bags can be used for multiple purposes, there must come a time when their usefulness comes to an end. What happens then? Where do they go? Eventually, they will end up in the trash, either to be burned or buried in a landfill where they will either end up ~~either~~ emitting "toxic gases that harm the atmosphere" or held "indefinitely as part of the plastic waste problem" that exists globally (Text 2, lines 8-10). As a result of these details, it is clear to see that recycling plastic bags is simply not an option. In fact, it can lead to further, more detrimental, problems impacting both business costs and individual health.

The more serious issue that stems from the above is the fact that "only 5.2% of plastic bags are recycled" (Text 4, lines 47-48). This means that 94.8% of them are not. The sad reality is that many of these are the ones you see dangling from tree limbs, floating upon the water, or drifting by in the breeze. While the obvious negative impact of this is the unsightly litter that amasses, the real danger is evident in the impact these bags have upon the environment. These bags drifting by are not only not biodegradable, but they also eventually turn

to shreds which may pass through storm drains leading to waterways. This, along with the fact that "an estimated 300 million plastic bags end up in the Atlantic Ocean alone," leads to the deaths of a variety of marine life that mistakenly digests them as food (Text 2, lines 17-19). If these bags aren't ending up in the waterways, then they may be causing just as much harm in the woodlands. There are some equally startling facts supporting this reality. According to Text 2, "It has been estimated that one bag has the potential to unintentionally kill one animal per every three months due to unintentional digestion or inhalation" and with "15 million to 3 million" littered bags, "depending on location," one can only imagine the overall impact this has on wildlife and the ecosystem (Text 2, lines 34-37). It is hard to ignore these facts and the truths they reveal. Millions of plastic bags are not being recycled and, instead, are killing off our marine and woodland wildlife. This, in turn, upsets the ecosystem which will eventually negatively impact human existence.

In light of all these statistics, it is evident that the banning of plastic bags should be a priority. We, as a society, need to admit our well-intentioned practice of recycling them is no longer a viable option and that our environment and the living creatures we co-exist with must be our prime concern.

Though plastic shopping bags are very common they can also be very harmful. Many of us use plastic bags on the daily, but what happens when we're finished with the bag?

The bag gets thrown away and hurts animals in the ocean. For this reason plastic shopping bags should be banned.

In text 1 line 8 it states that plastic bags are non-biodegradable. Since it is harder for these bags to be broken down it gets put just the way it is into the ocean. After it's been in the ocean for such a long period of time many mammals may mistake it for a meal. (Text 2 lines 20-21)

Deaths from plastic bags have been increasing each year. This problem hasn't been getting better so therefore they should be banned. In line 27 and 28 of text 2 states that "for an average plastic bag it takes ~~about~~ "literally hundreds of years". This clearly isn't good for earth so it really want be good for these animals.

Plastic bags shouldn't be used but in replace of them there should be the reusable shopping bags. These bags would be beneficial because after the have been used once they

don't need to be thrown away. Easily they can be used over and over again.

Though there's not much proof banning plastic bags will be better, there's a lot of proof towards its risk factors (Text 3 line 9). It may actually be hurting many companies. They would be losing money because of the production it takes to make these plastic bags

Practice Paper A – Score Level 4

Holistically, this essay best fits the criteria for Level 4.

Practice Paper B – Score Level 5

Holistically, this essay best fits the criteria for Level 5.

Practice Paper C – Score Level 2

Holistically, this essay best fits the criteria for Level 2.

Practice Paper D – Score Level 6

Holistically, this essay best fits the criteria for Level 6.

Practice Paper E – Score Level 3

Holistically, this essay best fits the criteria for Level 3.



**New York State Regents Examination in English Language Arts
Part 3 Rubric**

Text Analysis: Exposition

| Criteria | 4 Responses at this Level: | 3 Responses at this Level: | 2 Responses at this Level: | 1 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 | -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 -present ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis | introduce a clear central idea and a writing strategy that establish the criteria for analysis -demonstrate an appropriate analysis of the author's use of the writing strategy to develop the central idea -present ideas sufficiently, making adequate use of relevant evidence to support analysis | -introduce a central idea and/or a writing strategy -demonstrate a superficial analysis of the author's use of the writing strategy to develop the central idea -present ideas inconsistently, inadequately, and/or inaccurately in an attempt to support analysis, making use of some evidence that may be irrelevant | -introduce a confused or incomplete central idea or writing strategy and/or -demonstrate a minimal analysis of the author's use of the writing strategy to develop the central idea -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 | -exhibit logical organization of ideas and information to create a cohesive and coherent response -establish and maintain a formal style, using precise language and sound structure | -exhibit acceptable organization of ideas and information to create a coherent response -establish and maintain a formal style, using appropriate language and structure | -exhibit inconsistent organization of ideas and information, failing to create a coherent response -lack a formal style, using language that is basic, inappropriate, or imprecise | -exhibit little organization of ideas and information -use language that is predominantly incoherent, inappropriate, or copied directly from the task or text -are minimal, making assessment unreliable |
| Coherence, Organization, and Style: the extent to which the response logically organizes complex ideas, concepts, and information using formal style and precise language | -demonstrate control of conventions with infrequent errors | -demonstrate partial control of conventions with occasional errors that do not hinder comprehension | -demonstrate emerging control of conventions with some errors that hinder comprehension | -demonstrate a lack of control of conventions with frequent errors that make comprehension difficult -are minimal, making assessment of conventions unreliable |
| Control of Conventions: the extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling | | | | |

- 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.

A central idea of this passage focuses on the recognition of the sea and its shoreline as an everchanging and vital force. The author effectively uses diction to express the observations made of this "spectacle" of the meeting of these two natural elements. Through the use of selective and specific word choice, the reader can experience both the variations and robustness created by this union.

The author's effective use of diction to portray this scene is evident in the various descriptions that focus on its vitality. The shore is described as being a "relentless drive of life whose inhabitants display "enormous toughness and vitality." One of these creatures, a little crab, is viewed as a "delicate, destructible, yet incredibly vital force that somehow holds its place." Words like "relentless" and "toughness" are not ones that would ordinarily be associated with a shoreline and its creatures. As used, however, they make the reader aware of the true energy and drive that exists within them.

Diction again plays an important role in allowing the reader to understand that this "meeting place" between land and sea is everchanging. Using the word "mutable" to describe this region immediately allows the reader to realize that nothing stays the same here. When speaking of the shore's dual nature, the author describes it as "changing with the swing of the tides, belonging now to the land, now to the sea." Using an expression like "the swing of" emphasizes the constant ebb and flow of the water as it changes the landscape of the shoreline, helping the reader to not only visualize,

but also to feel the rhythm of this phenomenon. The author goes on further to describe this "meeting of land and water" as "a world that keeps alive the sense of continuing creation" and the link of land and sea as "an awareness of the past, and of the continuing flow of time." The repetition of the word "continuing", when coupled with the word "flow" in the latter example, serves to complete an image of an ongoing progression of life, over time and space, and its everchanging nature as a result.

Anchor Level 4–A

The response introduces a well-reasoned central idea (*A central idea of this passage focuses on the recognition of the sea and its shoreline as an everchanging and vital force*) and a writing strategy (*The author effectively uses diction to express the observations made of this "spectacle" of the meeting of these two natural elements*) that clearly establish the criteria for analysis. The response demonstrates a thoughtful analysis of the author's use of diction to develop the central idea (*Words like "relentless" and "toughness" are not ones that would ordinarily be associated with a shoreline and its creatures. As used, however, they make the reader aware of the true energy and drive that exists within them and The author goes on further to describe this "meeting of land and water" as "a world that keeps alive the sense of continuing creation" and the link of land and sea as "an awareness of the past, and of the continuing flow of time"*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*The shore is described as being a "relentless drive of life whose inhabitants display "enormous toughness and vitality" and One of these creatures, a little crab, is viewed as a "delicate, destructible, yet incredibly vital force that somehow holds its place"*). The response exhibits logical organization of ideas and information to create a cohesive and coherent response by first introducing the central idea and writing strategy, next showing how *diction* expresses the *variations and robustness, created by the union of land and sea*, and illustrating through word choice the many mutations land and sea experience. The response ends with an emphasis on "flow" ... *to complete an image of an ongoing progression of life*. The response establishes and maintains a formal style, using precise language and sound structure (*Diction again plays an important role in allowing the reader to understand that this "meeting place" between land and sea is everchanging*). The response demonstrates control of conventions with infrequent errors.

Nature evolves and changes on its own without a measure of time and ~~the~~^a mere impression that humans exist. As people, we know that the world changes but it does so by starting anew each day and obliterating the past like the sea. The author of the text uses symbolism to develop the central idea presented in the text. Symbols such as the tide and the crab, symbolize the true meaning and purpose of life and what it substantially is made up of.

The text begins with a moment observing the tide of the ocean from the shore. The author explains the deeper interpretation of the tide ~~by~~ when she/he describes what it creates and its beauty. The author continues to create the image of the ocean using symbolism when she/he relates the ocean to "a world that keeps alive the sense of continuing creation and of relentless drive of life." This describes how nature and life continue to create and keep producing with no a natural tendency to keep existing. Life is about continuing on no matter what circumstance or situation. "The little crab alone with the sea became a symbol that stood for life itself..." The author uses the crab's situation to develop the idea that we become rooted in life and what it provides for us such as a home. Humans have to understand that life is not affected by us

but it continues to hold our existence together.

The author uses symbolism throughout this passage to allow the readers the importance of our world and the real meaning behind life. Certain things in our life or on earth mean a lot more than what they appear to be. Nature continues to evolve without any recognition that humans have left their imprints in Earth's history.

Anchor Level 4–B

The response introduces a well-reasoned central idea (*Nature evolves and changes on its own without a measure of time and a mere impression that humans exist*) and a writing strategy that clearly establish the criteria for analysis (*The author of the text uses symbolism to develop the central idea*). The response demonstrates a thoughtful analysis of the author's use of symbolism to develop the central idea (*The author explains the deeper interpretation of the tide when she/he describes what it creates and its beauty and The author uses the crab's situation to develop the idea that we become rooted in life*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*The author continues to create the image of the ocean using symbolism when she/he relates the ocean to "a world that keeps alive the sense of continuing creation and of relentless drive of life" and "The little crab alone with the sea became a symbol that stood for life itself..."*). The response exhibits a logical organization of ideas and information to create a cohesive and coherent response, with an opening that introduces the central idea and writing strategy, a body paragraph that discusses the symbolism of tides, oceans, nature and *life itself*, and closing with a summative conclusion (*Nature continues to evolve without any recognition that humans have left their imprints in Earth's history*). The response establishes and maintains a formal style, using precise language and sound structure (*Humans have to understand that life is not affected by us but it continues to hold our existence together*). The response demonstrates control of conventions with infrequent errors (*changes but and on no matter*).

Water is a mysterious substance that baffles those who try to understand it. In this text, the author illustrates the beauty of the sea and all it has to offer. The author is curious about the sea and attempts to convey its beauty to the reader. One way the author does this is through repetition.

The repetition, in lines 15-25, of the word "it" helps the reader understand the extent of the sea, along with its features. Starting ~~sent~~ consecutive sentences with "It tunnels...", "It encrusts...", and "It exists...", not only describes the sea, but also puts emphasis on the central idea. "It" is used throughout the paragraph in place of life. The repetition of "it", ~~and the~~ combined with detailed descriptions of life within the sea, conveys the beauty and vastness of the sea to readers. The author strategically used repetition to develop the idea that the sea is beautiful, yet strange.

Anchor Level 3–A

The response introduces a clear central idea (*The author is curious about the sea and attempts to convey its beauty to the reader*) and a writing strategy (*One way the author does this is through 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 repetition, in lines 15-25, of the word “it” helps the reader understand the extent of the sea, along with its features and The repetition of “it”, combined with detailed descriptions of life within the sea, conveys the beauty and vastness of the sea to readers*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*Starting consecutive sentences with “It tunnels ...”, “It encrusts ...”, and “It exists ...”, not only describes the sea, but also puts emphasis on the central idea*). 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 exemplifies the repetition used in the passage and explains how *the author strategically used repetition to develop the idea that the sea is beautiful, yet strange*. The response establishes and maintains a formal style, using appropriate language and structure (*Water is a mysterious substance that baffles those who try to understand it. In this text, the author illustrates the beauty of the sea and all it has to offer*). The response demonstrates control of conventions with infrequent errors.

Through the use of imagery, the author helps to show that the edge of the sea is both a beautiful place but also a mysterious place. The author uses this literary technique to show how the sea is both beautiful and also mysterious. As the author stated right in the opening of the text "The edge of the sea is a strange and beautiful place." (line 1)

"The shore has a dual nature, changing with the swinging of the tides, belonging now to the land, now to the sea... On the flood tide it is a water world, returning briefly to the realive stability of the open sea." ^(lines 11-14) This shows the image of tides coming in and out on the shore lines. It also helps to show how it can be a mystery, never knowing when land will go underwater or when it's to emerge again. To never know when or what the sea will do next."...yet the area between the tide lines is crowded with plants and animals... it lies deep in the sands, in burrows and tubes and passageways. ^(lines 16-21) ~~the~~ Shawn in this passage the beauty of the sea is shown, from the sea crowded with life to the wet gloom of sea caves. Both the sea's beauty and mystery is shown in the passage

The author does a wonderful job using imagery to show how the sea edge is strange yet beautiful at the same ~~time~~ time. There is multiple examples of imagery throughout the passage.

Anchor Level 3–B

The response introduces a clear central idea and a writing strategy (*Through the use of imagery, the author helps to show that the edge of the sea is both a beautiful place but also a mysterious place*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author’s use of imagery to develop the central idea (*This shows the image of tides coming in and out on the shore lines. It also helps to show how it can be a mystery, never knowing when land will go underwater or when it’s to emerge again and the beauty of the sea is shown, from the sea crowded with life to the wet gloom of sea caves*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*“The shore has a dual nature ... On the flood tide it is a water world, returning briefly to the relative stability of the open sea” and “... yet the area between the tide lines is crowded with plants and animals ... it lies deep in the sands, in burrows and tubes and passageways”*). The response exhibits acceptable organization of ideas and information to create a coherent response by establishing the central idea and writing strategy in the opening paragraph, then exemplifying and discussing imagery in the second paragraph, and concluding with a restatement of the central idea. The response establishes and maintains a formal style, using appropriate language and structure (*The author uses this literary technique to show how the sea is both beautiful and also mysterious*). The response demonstrates partial control of conventions with occasional errors (text *“The, nature, relative, Both ... is, There is*) that do not hinder comprehension.

In the text, the central idea in the text is that life is constantly going through changes and does not stay the same. In the text it states, "For no two successive days is the shore line precisely the same... It rises ~~or~~ or falls as the glaciers melt or grow."

In the text the author shows the ~~central idea~~ central idea that life is not constantly the same. In life someone goes through changes and has different experiences. The author shows the central idea in the text by comparing the shore line to someone's life.

In the text, the author uses an extended metaphor which is the shore line, to develop the central idea. In the text it states, "The shore is an ancient world... Each time that I enter it, I gain some new awareness of its beauty and its deeper meanings." The author uses the extended metaphor, the shore line, throughout the text to show the central idea to the reader. This extended metaphor helped to develop the central idea because the shore line is compared to life and in life you become aware of its beauty and deeper meanings. The shore line was used to compare it to life because a shore line changes, it is never precisely the same. Like life, no two people's lives are the same and throughout the course of life there will always be changes.

Anchor Level 3–C

The response introduces a clear central idea (*the central idea in the text is that life is constantly going through changes*) and a writing strategy (*The author shows the central idea in the text by comparing the shore line to someone’s life and the author uses an extended metaphor*) that establish the criteria for analysis. The response demonstrates a superficial analysis of the author’s use of the extended metaphor to develop the central idea (*This extended metaphor helped to develop the central idea because the shore line is compared to life and in life you become aware of its beauty and deeper meanings. The shore line was used to compare it to life because a shore line changes*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*In the text it states, “For no two successive days is the shore line precisely the same ... It rises or falls as the glaciers melt or grow” and In the text it states, “The shore is an ancient world ... Each time that I enter it, I gain some new awareness of its beauty and its deeper meanings”*). The response exhibits acceptable organization of ideas and information to create a coherent response, with an opening paragraph that introduces the central idea, focusing on the idea *that life is not constantly the same*, and a second paragraph that focuses on the author’s use of an *extended metaphor*. The response lacks a formal style, using language that is basic (*life is constantly going through changes and does not stay the same and someone goes through changes*) and repetitive throughout. The response demonstrates partial control of conventions with occasional errors (*successive; life and in life you; changes, it; people’s lifes, thought, couse*) that do not hinder comprehension.

One writing strategy that is demonstrated in the text is literary element. The literary element that I have chosen is simile. A simile is comparing something while using the words like or as. The author is using simile to say she likes the sea.

There is multiple pieces of evidence showing ~~how~~ how simile is demonstrated. One piece of evidence is when the author said, "sanderlings scurried across the beach like little ghosts..." that is a simile because it is comparing 2 things and using like. Another example is when the author was talking about the Black skinnars and how they are like "large, dimly seen moths". That's also a simile because it is comparing using like or as. Both these the author chose to show because she likes the sea and wants to show people the sea she loves.

~~As~~ As you can see the literary element simile is shown throughout the text. It shows the author likes the sea.

Anchor Level 2–A

The response introduces a central idea and writing strategy (*The author is using simile to say she likes the sea*) that is not introduced until the last sentence (*It shows the author likes the sea*). The response demonstrates a superficial analysis of the author’s use of simile to develop the central idea (*that is a simile because it is comparing 2 things and using like and Both these the author chose to show because she ... wants to show people the sea she loves*). The response presents ideas inadequately in an attempt to support analysis (*“sanderlings scurried across the beach like little ghosts ...”* and *“large, dimly seen moths”*). The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, providing a confusing first sentence (*One writting stragety that is demonstrated in the texts is literary element*) then defining simile (*A simile is comparing something while using the words like or as*), followed by a paragraph that presents little analysis beyond identifying two similes from the text that loosely connect to a central idea and concluding with a statement that *simile is shown throughout the text*, followed by an unsupported reiteration of the central idea. The response lacks a formal style, using language that is basic (*One piece of evidence is when the autor said and Another example is when the author was talking about*) and inappropriate (*comparing 2 things*). The response demonstrates partial control of conventions with occasional errors (*writting, stragety, there is multiple pieces of, As you can see the*) that do not hinder comprehension.

The central idea of the text is how beautiful the ~~water~~ oceans and seas are and the animals that live in them. The author uses literary element strategy, because the element that the author is talking about are the oceans and seas one example is: "the edge of the sea is a strange and beautiful place it talks about how it has a rhythm for example: "Not only do the tides retreat in their eternal rhythms but the level of the sea itself is never at rest. The author also talks about how hard it is to live in a place like that. "Only the most hardy and adaptable can survive in a region so mutable yet the area between the tidelines is crowded with plants and animals." One way the author develops this central idea is language use, the author uses relatively sophisticated words throughout the text.

Anchor Level 2–B

The response introduces a central idea (*The central idea of the text is how beautiful the oceans and seas are and the animals that live in them*) and a writing strategy (*one way the author develops this central idea is language use*). The response demonstrates a superficial analysis of the author’s language use to develop the central idea (*the author uses relatively sophisticated words throughout the text*). The response presents ideas inadequately and, at times, inaccurately (*“Not only do the tides retreat in their eternal rhythms but the level of the sea itself is never at rest and “only the most hardy and adaptable can survive in a region so mutable yet the area between the tide lines is crowded with plants and animals*) in an attempt to support analysis. The response exhibits inconsistent organization of ideas and information, consisting of one paragraph stating the central idea in the first sentence, followed by a somewhat unclear writing strategy (*the author uses literary element strategy. because the element ... are the oceans and seas*). Two loosely connected quotes follow, concluding with a writing strategy (*language use*) with no examples of its use (*the author uses relatively sophisticated words throughout the text*). The response lacks a formal style, using language that is basic (*the author is talking about*), inappropriate (*i.e.*) and imprecise (*uses literary element strategy*). The response demonstrates emerging control of conventions with some errors (*them. the; strategy. because; element ... are; place it; for example;; rhythms; animals. one; language use, the*) that hinder comprehension.

I think the author used literary language. I think this way because I see how the author is describing the sea and saying his or her own thoughts, also I know the author describes the flat lands of beach and the crabs. The author has a sense of putting the story into order of history and then his or her own opinions. The author basically went in that order that starts from shore to sea and then to crabs. The author described how at night the shore is a different world it's like a world of darkness and how it hides the distractions of day light. Then the author found a ghost crab he was antonished and amazed like he had saw ghost crabs before but that ~~part~~ was amazing if you were sitting and enjoying the beach sand and waves or shade the author really described a good way of life or history really the beach and the shore. He gave some opinions and literary details and showed us ~~at~~ dark and light side of the shore.

Anchor Level 2–C

The response introduces a central idea in the closing sentence (*He gave own opions and literay details and showed us dark and light side of the shore*) and implies a writing strategy of structure (*The author have a sense of putting the stroy into order of history and then his or her own opinions*). The response demonstrates a superficial analysis of the author’s use of structure to develop the central idea (*The author basically went in that order that starts from shore to sea and then to crabs*). The response presents ideas inadequately (*The author descrbed how at night the shore is a diffrent world ... it hides the distractions of day light* and *Then the author found a ghost crab*) in an attempt to support analysis. The response exhibits inconsistent organization, consisting of one paragraph that transitions from generalized statements about the author (*I think the author used litteray tehique. I think this way because I see how the author is descrbing the sea*) to presenting three stages of *putting the stray into order*, to concluding comments about how *the author really described a good way of life and showed us dark and light side of the shore*), failing to create coherent response. The response lacks a formal style, using language that is basic (*I think the author used litteray—tehinque*) and imprecise (*he was antsonished and amazed like he never saw ghost crabs before but that partcular one was amazing it was sitting and way of life or history really the beach and the shore*). The response demonstrates a lack of control of conventions with frequent errors (*litteray; thaghts, also; the authors descrbies; The author have; diffrent; world it’s like, day light; crab he; before but; partcular; histery really*) that make comprehension difficult.

In this story the author uses a lot of setting to describe the environments around the world. Setting is the places or time a story takes place. In this story the places the author describes are the coasts of the ocean and how it is always different.

Anchor Level 1–A

The response introduces a confused central idea and writing strategy (*the author uses a lot of setting to describe the environments around the world*). The response demonstrates superficial analysis of the author's use of setting to develop the central idea (*the places the author describes are the coasts of the ocean and how it is always different*). The response presents no evidence from the text other than the vague statement that the *author describes ... the coasts* after providing a definition of setting. The response is minimal, making assessment of coherence, organization, style and conventions unreliable.

Anchor Paper – Part 3 – Level 1 – B

The central idea of the text is that life adapts. Even in the harshest parts of the world life grows. The author uses ~~setting~~ setting to show this.

Anchor Level 1-B

The response introduces a confused central idea (*The central idea of the text is that life adapts*) and a writing strategy (*The author uses setting to show this*). The response demonstrates no analysis of the author's use of setting to develop the central idea. The response presents no evidence from the text. The response is minimal, making assessment of coherence, organization, style and conventions unreliable.

In the text, the author uses imagery to develop the idea that the sea ^{is} beautiful. The imagery is extremely descriptive and beautiful, just as the ^{edge of the} sea is. "... where tides have pressed forward over the continents, receded, and then returned," shows how mighty the sea is—which is a part of its beauty. "On the ebb tide it knows the harsh extremes of the land world, being exposed to heat and cold, to wind, to rain, and drying sun"—this imagery denotes what the sea's edge goes through and is very ~~describ~~ descriptive—especially the "drying sun." ^{What} What is inside the sea is very beautiful as well such as "...the area between the tide lines is crowded with plants and animals... displays its enormous toughness and vitality by occupying almost every conceivable niche"—the imagery is, again, very descriptive. ~~and colorful~~

There is more beauty in the sea, especially with the organisms in it. "... or lurks in the wet gloom of sea caves," "... as spheres of protozoa, small as pinpricks, sparkling at the surface of the sea," and "... as Lilliputian beings swimming through dark pools that lie between the sand" add to the beauty of the sea. The sea's environment is also beautiful—"Black skimmers flew along the ocean's edge silhouetted against the dull, metallic gleams..." The contrast in that piece of imagery previously mentioned provides a beautiful contrast.

The author evidently mentions that he or she

believes that the ^{edge of the} sea is full of beauty. However, the author uses imagery to further prove the beauty of the sea's edge, essentially, the imagery adds emphasis ~~to~~ ^{to} the beauty. The imagery is naturally appealing, not revolting; therefore, it is beautiful.

The central ideal of these stories are about how the under the water there is many weird but grate places in any it just talks about the gratefulness on the ocean and how much history are really under their. You should seek within and the land & sea link together with life. It can relate to it,

In this passage, the author's focus is on the vitality and sheer will to survive that living creatures possess. Life exists everywhere, even in constantly changing landscapes like the shore. Life is tenacious and the author reveres it. This is shown through their tone.

The author's tone is in awe, and highly respectful of the subject. Their diction proves this; They describe the creatures at the shore as "the most hardy and adaptable" and displaying "enormous toughness and vitality." They refer to this ecosystem as "intricate" and "mysterious," revealing their awe at nature's works. To this author, life is a "spectacle," it is something worth marveling at.

The open sea and the dry land connect in such beautiful way. The shore has so much details that it feels alive. The shore is delicate, mysterious, and destructive. ~~It's~~ The nature of ~~its~~ ~~beauty~~ the shore makes it very beautiful. The theme of the passage is that nature should be more acknowledge by more by its beauty.

The boundary between the sea and land keep changing. The ~~earth~~ ~~has~~ ~~more~~ ~~sea~~ ~~than~~ ~~land~~ shore boundary of sea keep rising and lowering. The author use the shore beauty as its theme. The author ~~use~~ compare shore as a beautiful thing. The passage uses many examples for the shore beauty. In the passage it says "There is common thread that links these scenes and memories." This illustrates that the shore can have the person have ~~to~~ ^{good} memories. It such beauty that person must observe every detail.

The main theme is beauty. That people should admire this beauty of the shore. That shore is lively and that's why it should be acknowledge many people.

In this text, we're introduced to a multifarious amount of symbols. These symbols are generally associated with positive ideas. Due to this, it's prevalent that the author uses ~~the~~ the literary device of symbolism in order to convey ~~the~~ the fundamental idea that the ~~shore~~ shore is a representation of ~~the~~ ~~past~~ a continuing reality.

The shore is associated with feelings of life. ~~the past~~ In the text, the author mentioned a bird that had ~~walked on the beach~~ left prints on the shore. The author then mentions how "the sea had that morning washed away the tracks of the bird". Basically the bird's mark on the shore represent the past. The shore washing away the tracks speak to the fact that the past is being expunged and therefore, the present is to continue to flow. Also, the author describes the shore as "a world that ~~exists~~ keeps alive the sense of continuing creation and "relentless drive of life". This illustrates how the shore symbolizes a continuing reality because in a sense, it's a form of continuous rebirth considering it constantly promotes creation. Thus, displaying how the ~~author~~ author uses ~~the~~ symbolism to speak to the idea that the shore represents a continuing reality.

Ultimately, the author uses specific word choice ~~and~~ and symbolism to convey the ~~idea~~ idea that shores are a continuous reality.

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 3

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

**Map to the Learning Standards
Regents Examination in English Language Arts
August 2019**

| Question | Type | Credit | Weight | Standard |
|----------------------------------|-------------|---------------|---------------|--|
| 1 | MC | 1 | 1 | RL.5 (11-12) |
| 2 | MC | 1 | 1 | RL.3 (11-12) |
| 3 | MC | 1 | 1 | RL.3 (11-12) |
| 4 | MC | 1 | 1 | RL.4 (11-12) |
| 5 | MC | 1 | 1 | RL.3 (11-12) |
| 6 | MC | 1 | 1 | RL.2 (11-12) |
| 7 | MC | 1 | 1 | RL.4 (11-12) |
| 8 | MC | 1 | 1 | L.4 (11-12) |
| 9 | MC | 1 | 1 | RL.2 (11-12) |
| 10 | MC | 1 | 1 | RL.4 (11-12) |
| 11 | MC | 1 | 1 | RL.5 (11-12) |
| 12 | MC | 1 | 1 | RL.4 (11-12) |
| 13 | MC | 1 | 1 | L.5 (11-12) |
| 14 | MC | 1 | 1 | RL.2 (11-12) |
| 15 | MC | 1 | 1 | RI.5 (11-12) |
| 16 | MC | 1 | 1 | L.4 (11-12) |
| 17 | MC | 1 | 1 | RI.3 (11-12) |
| 18 | MC | 1 | 1 | RI.2 (11-12) |
| 19 | MC | 1 | 1 | RI.3 (11-12) |
| 20 | MC | 1 | 1 | RI.4 (11-12) |
| 21 | MC | 1 | 1 | L.4 (11-12) |
| 22 | MC | 1 | 1 | RI.3 (11-12) |
| 23 | MC | 1 | 1 | RI.5 (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 August 2019 Regents Examination in English Language Arts* will be posted on the Department's web site at <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for previous administrations of the Regents Examination in English Language Arts must NOT be used to determine students' final scores for this administration.

Online Submission of Teacher Evaluations of the Test to the Department

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

1. Go to <http://www.forms2.nysed.gov/emsc/osa/exameval/reexameval.cfm>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.

Regents Examination in English Language Arts – August 2019

Chart for Converting Total Weighted Raw Scores to Final Exam Scores (Scale Scores)

(Use for the August 2019 examination only.)

| Weighted Raw Score* | Scale Score | Performance Level |
|---------------------|-------------|-------------------|
| 56 | 100 | 5 |
| 55 | 98 | 5 |
| 54 | 97 | 5 |
| 53 | 96 | 5 |
| 52 | 95 | 5 |
| 51 | 94 | 5 |
| 50 | 93 | 5 |
| 49 | 91 | 5 |
| 48 | 90 | 5 |
| 47 | 89 | 5 |
| 46 | 88 | 5 |
| 45 | 87 | 5 |
| 44 | 86 | 5 |
| 43 | 85 | 5 |
| 42 | 84 | 4 |
| 41 | 83 | 4 |
| 40 | 82 | 4 |
| 39 | 81 | 4 |
| 38 | 79 | 4 |
| 37 | 77 | 3 |
| 36 | 76 | 3 |
| 35 | 74 | 3 |
| 34 | 72 | 3 |
| 33 | 69 | 3 |
| 32 | 67 | 3 |
| 31 | 65 | 3 |
| 30 | 63 | 2 |
| 29 | 60 | 2 |
| 28 | 58 | 2 |

| Weighted Raw Score* | Scale Score | Performance Level |
|---------------------|-------------|-------------------|
| 27 | 55 | 2 |
| 26 | 53 | 1 |
| 25 | 50 | 1 |
| 24 | 47 | 1 |
| 23 | 45 | 1 |
| 22 | 42 | 1 |
| 21 | 39 | 1 |
| 20 | 36 | 1 |
| 19 | 33 | 1 |
| 18 | 31 | 1 |
| 17 | 28 | 1 |
| 16 | 24 | 1 |
| 15 | 21 | 1 |
| 14 | 18 | 1 |
| 13 | 15 | 1 |
| 12 | 12 | 1 |
| 11 | 10 | 1 |
| 10 | 9 | 1 |
| 9 | 8 | 1 |
| 8 | 6 | 1 |
| 7 | 5 | 1 |
| 6 | 4 | 1 |
| 5 | 4 | 1 |
| 4 | 3 | 1 |
| 3 | 2 | 1 |
| 2 | 1 | 1 |
| 1 | 1 | 1 |
| 0 | 0 | 1 |

To determine the student’s final exam score (scale score) find the student’s total weighted raw score in the column labeled “Weighted Raw Score” and then locate the scale score that corresponds to that weighted raw score. The scale score is the student’s final exam score. Enter this score in the space labeled “Scale Score” on the student’s answer sheet.

Schools are not permitted to rescore any of the open-ended questions on this exam after each question has been rated the required number of times, regardless of the final exam score. Schools are required to ensure that the weighted raw scores have been calculated correctly and that the resulting scale score has been determined accurately.

Because scale scores corresponding to weighted raw scores in the conversion chart change from one administration to another, it is crucial that for each administration the conversion chart provided for that administration be used to determine the student’s final exam score. The chart above can be used only for this administration of the Regents Examination in English Language Arts.

* For guidance in calculating the total weighted raw score see the *Information Booklet for Scoring the Regents Examination in English Language Arts* found at:

[High School General Information](http://www.p12.nysed.gov/assessment/hsgen/)
(<http://www.p12.nysed.gov/assessment/hsgen/>)