

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

## REGENTS EXAMINATION

IN

## ENGLISH LANGUAGE ARTS

**Tuesday, January 21, 2020 — 9:15 a.m. to 12:15 p.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

#### Caramelo

One would think now that she was living in Chicago, in the same city as her [favorite son] Inocencio, the Grandmother would find happiness. But no, that wasn't the case. The Grandmother was meaner than ever. She was unhappy. And didn't know she was unhappy, the worst kind of unhappiness of all. As a result, everyone was in a hurry to find her a house  
5 of some sort. A bungalow, a duplex, a brownstone, an apartment. Something, anything, because the Grandmother's gloominess was the contagious kind, infecting every member of the household as fiercely as the bubonic plague.

Because Baby [Inocencio's brother] and Ninfa's apartment had room to accommodate a guest, it was understood the Grandmother would stay with them until she could find a  
10 house of her own. This had seemed all well and fine when the plans were made long-distance with Uncle Baby shouting into the receiver that he insisted, that he and Ninfa wouldn't think of her staying anywhere else, that the girls were thrilled she was coming. But now that she was actually sleeping in [granddaughter] Amor's narrow bed with radios and televisions chattering throughout the apartment, and doors and cupboards banging, and the  
15 stink of cigarettes soaking into everything, even her skin, and trucks rumbling past and shaking the building like an earthquake, and sirens and car horns at all hours, well, it just about drove her crazy; even the rowdy Chicago wind, a rough, moody brute who took one look at you and laughed. ...

All day and all night the expressway traffic whooshed past, keeping the Grandmother  
20 awake. She napped when she could, even when the apartment and its inhabitants jabbered the loudest. She was tired all the time, and yet she had trouble sleeping, often waking once or twice in the early morning, and in her sleeplessness, padding in her house slippers to the living room, where the front windows looked out onto the lanes of traffic, the expressway billboards, and the frighteningly grimy factories beyond. The trucks and cars, furious to get  
25 from here to there, never paused for a moment, the sound of the expressway almost not a sound at all, but a roar like the voice of the sea trapped inside a shell.

She pressed her forehead against the cold glass and sighed. If the Grandmother had consulted her feelings, she would've understood why it was taking her so long to buy a new house and settle in Chicago, but she was not a woman given to reflection. She missed her  
30 old house too much and was too proud to admit she'd made a mistake. She couldn't go backward, could she? She was stuck, in the middle of nowhere it seemed, halfway between here and where?

The Grandmother missed the routine of her mornings, her three-minute eggs and  
35 *bolillo*<sup>1</sup> breakfasts. She missed rubbing her big toe along the octagon tiles of her bathroom floor. But most of all, she missed her own bed with its mattress sagging in the center, the familiar scent and weight of her blankets, the way morning entered gradually from the left

---

<sup>1</sup>bolillo — crunchy roll

40 as the sun climbed over the east courtyard wall, the one topped with a cockscomb<sup>2</sup> of glass shards to keep out the thieves. Why do we get so used to waking up in a certain room? And when we aren't in our own bed and wake up in another, a terrible fear for a moment, like death.

There is nothing worse than being a houseguest for too long, especially when your host is a relative. The Grandmother felt like a prisoner. She hated climbing up the three flights of stairs, and always arrived clutching her heart, convinced she was having an attack, like the one that killed Narciso [her husband]. Really, once she was upstairs, she couldn't even  
45 bear the thought of coming back down. What a barbarity! ...

To visit Chicago is one thing, to live there another. This was not the Chicago of her vacations, where one is always escorted to the lake shore, to the gold coast, driven along the winding lanes of traffic of Lake Shore Drive in the shadow of beautiful apartment buildings, along State Street and Michigan Avenue to window-shop at least. And perhaps taken on an  
50 excursion on the lake. How is it she hadn't noticed the expression of the citizens, not the ones fluttering in and out of taxis, but the ones at bus stops, hopping like sparrows, shivering and peering anxiously for the next bus, and those descending wearily into the filthy bowels of the subway like the souls condemned to purgatory.<sup>3</sup>

At first the Grandmother was thrilled by the restaurants and the big discount chains—  
55 but then the routine got to be too familiar. Saturdays in search of houses that were not to her liking. Dark brick houses with small, squinty windows, gloomy apartments, or damp little bungalows, everything somber and sad and not letting in enough light, and no courtyards, a dank,<sup>4</sup> mean gangway, a small patch of thin grass called a garden, and maybe a bald tree in front. This wasn't what she had in mind.

60 And as the weeks and months passed, and she was still without a house, the rainy, cold autumn weather began and only made her feel worse. There was the Chicago winter coming that everyone had warned her about, and she was already so cold and miserable she didn't feel much like leaving her room, let alone the building. She blamed Ninfa, who kept lowering the heat in order to save money. The Grandmother confined herself to bed,  
65 satisfied only when she was under several layers of blankets. ...

But nothing, nothing in the Grandmother's imagination prepared her for the horrors of a Chicago winter. It was not the picturesque<sup>5</sup> season of Christmas, but the endless tundra of January, February, and March. Daylight dimmed to a dull pewter.<sup>6</sup> The sun a thick piece of ice behind a dirty woolen sky. It was a cold like you can't imagine, a barbarous thing, a  
70 knife in the bone, a cold so cold it burned the lungs if one could even believe such a cold. And the mountains of filthy snow shoveled in huge heaps, the chunks of ice on the sidewalk that could kill an aged citizen. —Oh, this is nothing, you should've been here for the Big Snow, the grandchildren bragged, speaking of the recent storm of '68.

Big snow or little snow, it was all the same after the novelty of snow had worn off. A  
75 nuisance, a deadly thing, an exaggerated, long, drawn-out ordeal that made one feel like dying, that killed one slowly, a torture. *Let me die in February, let me die rather than have to step out the door again, please*, the Grandmother thought to herself, dreading having to dress like a monster to go outside. —*Ay, ya no puedo*. I can't anymore, I can't. And just when she could no longer, when she could no longer find the strength, the drive, the will to

---

<sup>2</sup>cockscomb — rooster's crown with jagged edges

<sup>3</sup>purgatory — place of suffering

<sup>4</sup>dank — damp

<sup>5</sup>picturesque — charming

<sup>6</sup>pewter — gray

80 keep on living, when she was ready to fold into herself and let her spirit die, just then, and only then, did April arrive with sky the color of hope and branches filled with possibilities.

—Sandra Cisneros  
excerpted and adapted from *Caramelo*, 2002  
Alfred A. Knopf

- |  |  |
|--|--|
| <p>1 The figurative language in lines 5 through 7 establishes a tone of</p> <p>(1) loneliness                      (3) desperation<br/>(2) confusion                      (4) shame</p> <p>2 The second paragraph contributes to a central idea by exposing</p> <p>(1) a contrast between the Grandmother's expectations and reality<br/>(2) the family's denial of the Grandmother's needs<br/>(3) a struggle between the family's obligations and desires<br/>(4) the Grandmother's appreciation of the family's lifestyle</p> <p>3 The details in lines 33 through 38 convey a feeling of</p> <p>(1) patience                      (3) anticipation<br/>(2) annoyance                      (4) nostalgia</p> <p>4 Lines 46 through 49 best serve to</p> <p>(1) offer a remedy<br/>(2) present a contrast<br/>(3) develop a character<br/>(4) raise a question</p> <p>5 The comparison drawn in lines 50 through 53 expresses the Grandmother's</p> <p>(1) awareness of varying experiences of city life<br/>(2) contempt for the residents of the city<br/>(3) frustration with the inconvenience of city life<br/>(4) inability to accept the beauty of the city</p> | <p>6 The description in lines 54 through 59 highlights the Grandmother's</p> <p>(1) excitement                      (3) disillusionment<br/>(2) hostility                      (4) optimism</p> <p>7 Lines 64 and 65 reveal that the Grandmother is</p> <p>(1) rejected by her children<br/>(2) withdrawing from the family<br/>(3) insensitive to the needs of others<br/>(4) fearful of becoming ill</p> <p>8 The author's use of the words "barbarity" (line 45) and "barbarous" (line 69) emphasizes the</p> <p>(1) rejection of the Grandmother<br/>(2) cruelty of the family<br/>(3) harshness of the situation<br/>(4) hopelessness of the future</p> <p>9 Lines 78 through 81 suggest</p> <p>(1) an unlikely comparison<br/>(2) a mysterious atmosphere<br/>(3) an escalation of conflict<br/>(4) a shift in perspective</p> |
|--|--|

- 10 Which statement best clarifies the idea that the Grandmother “was not a woman given to reflection” (line 29)?
- (1) “She was unhappy. And didn’t know she was unhappy, the worst kind of unhappiness of all.” (lines 3 and 4)
  - (2) “All day and all night the expressway traffic whooshed past, keeping the Grandmother awake.” (lines 19 and 20)
  - (3) “She missed rubbing her big toe along the octagon tiles of her bathroom floor.” (lines 34 and 35)
  - (4) “At first the Grandmother was thrilled by the restaurants and the big discount chains—but then the routine got to be too familiar.” (lines 54 and 55)
-

## Reading Comprehension Passage B

### Ithaka<sup>1</sup>

As you set out for Ithaka  
hope the voyage is a long one,  
full of adventure, full of discovery.  
Laistrygonians and Cyclops,<sup>2</sup>  
5 angry Poseidon<sup>3</sup>—don't be afraid of them:  
you'll never find things like that on your way  
as long as you keep your thoughts raised high,  
as long as a rare excitement  
stirs your spirit and your body.  
10 Laistrygonians and Cyclops,  
wild Poseidon—you won't encounter them  
unless you bring them along inside your soul,  
unless your soul sets them up in front of you.

Hope the voyage is a long one.  
15 May there be many a summer morning when,  
with what pleasure, what joy,  
you come into harbors seen for the first time;  
may you stop at Phoenician trading stations  
to buy fine things,  
20 mother of pearl and coral, amber and ebony,  
sensual perfume of every kind—  
as many sensual perfumes as you can;  
and may you visit many Egyptian cities  
to gather stores of knowledge from their scholars.

25 Keep Ithaka always in your mind.  
Arriving there is what you are destined for.  
But do not hurry the journey at all.  
Better if it lasts for years,  
so you are old by the time you reach the island,  
30 wealthy with all you have gained on the way,  
not expecting Ithaka to make you rich.

Ithaka gave you the marvelous journey.  
Without her you would not have set out.  
She has nothing left to give you now.

<sup>1</sup>Ithaka — In the epic, *The Odyssey*, it took Odysseus 10 years to return to his Greek island home of Ithaka after winning the Trojan war

<sup>2</sup>Laistrygonians and Cyclops — monsters that Odysseus encountered on his journey home

<sup>3</sup>Poseidon — the Greek god of the sea who sought to punish Odysseus for harming his son, a Cyclops

35 And if you find her poor, Ithaka won't have fooled you.  
Wise as you will have become, so full of experience,  
you will have understood by then what these Ithakas mean.

—C.P. Cavafy  
“Ithaka”

from *C.P. Cavafy: Collected Poems*, 1992  
translated by Edmund Keeley and Philip Sherrard  
Princeton University Press

11 The references to Laistrygonians, Cyclops, and Poseidon in the first stanza convey the idea that people

- (1) can create their own obstacles
- (2) can be guided by intuition
- (3) should avoid taking risks
- (4) should be motivated by fear

12 The repetition in lines 2 and 14 stresses the

- (1) value of seeking truth
- (2) impossibility of fulfilling desires
- (3) importance of embracing life
- (4) danger of delaying decisions

13 As used in line 30, the concept of “wealthy” refers to

- (1) power
- (2) love
- (3) money
- (4) insight

14 Which phrase best clarifies what Ithaka represents?

- (1) “your thoughts raised high” (line 7)
- (2) “a rare excitement” (line 8)
- (3) “harbors seen for the first time” (line 17)
- (4) “what you are destined for” (line 26)

## Reading Comprehension Passage C

### Get That Song Outta My Head!

The nightmare began when my husband walked into our kitchen and said, “I’ve had this song stuck in my head all day ...”

*No! I thought. Don’t say it!*

“Remember that song from the original *Karate Kid* movie?” he continued.

5 *For the love of God, no!*

“You know how it goes. ‘You’re the best around ... na na na na na, na na na na. You’re the best around ...”

It was too late. Now I had an earworm — a song, melody or jingle that gets stuck in your head.

10 The worst part? I only knew that same line. I walked around humming it for days. I tried to shake it by singing along with tunes playing on my car radio while I was out running errands. For a brief time, Van Halen’s “Runnin’ With the Devil” replaced it.

But in no time at all, that one line from “You’re the Best,” sung by Joe Esposito on the *The Karate Kid* soundtrack, was back.

15 Perhaps if I heard more of the song in my head, it wouldn’t be as annoying. But just this one line? Over and over and over again? It was pure torture. I needed to do something drastic. I busted out that 1980s hit, “The Safety Dance” by Men Without Hats. After singing it a few times, the earworm was gone.

20 I knew I’d get another one, though. About 90 percent of people experience earworms at least once a week, according to the Earworm Project run by the Music, Mind and Brain group at Goldsmiths, University of London.

“Music lovers, specifically people who ascribe<sup>1</sup> more importance to music or people who spend more time listening to music, have more frequent and longer earworm episodes,” says Kelly Jakubowski, a researcher with the Earworm Project. ...

25 To find out what causes earworms and how to get rid of them, I contacted the man known as “Dr. Earworm,” James Kellaris, a marketing professor at the University of Cincinnati. Certainly with a nickname like that, he would know something.

30 Kellaris began studying earworms in 1999. A former professional musician prone to getting earworms himself, he eventually became a marketing professor “interested in how marketers use music to achieve various commercial goals,” he says. “It was a perfect storm to create an earworms researcher.”

He explained to me that when we get an earworm, the tune seems to repeat itself involuntarily, which is why experts consider earworms involuntary musical imagery (INMI). This was exactly what “You’re the Best” had done to me.

35 So what, precisely, was happening in my brain when I couldn’t shake that tune?

Jakubowski contributed to a May 2015 study led by Nicolas Farrugia, a postdoctoral researcher with the Earworm Project, that demonstrated auditory and inhibitory-related areas play a role in earworms as well.

40 The researchers examined 44 healthy subjects, all between 25 and 70 years old and all participants of a past neuroimaging study run by the Cambridge Medical Research

---

<sup>1</sup>ascribe — credit



Council’s Cognition and Brain Sciences Unit. These subjects took an online survey that measured both the extent of their musical training and how strongly INMIs impacted them. For example, the survey wanted to know how strong of a negative impact INMIs had on them or if INMIs were actually helpful while they went about their everyday activities.

45 When they examined these participants’ brain images, one pattern in particular stuck out: People who got earworms more often had a thinner right frontal cortex, which is involved in inhibition,<sup>2</sup> and a thinner temporal cortex, which processes sensory stimuli like sound. In other words, these people’s brains just weren’t as good at suppressing the random song that might pop into their heads.

50 Why we get earworms, unfortunately, remains a scientific mystery. “We know that songs that are ‘catchy’ — short, simple, repetitive and contain some incongruity — are most likely to get stuck,” Kellaris says. Most people are more likely to get a song like “Don’t Worry, Be Happy” stuck in their heads than, say, a Mahler symphony. And some things exacerbate them: frequency and duration of exposure to music, worry, stress, fatigue and idleness.

55 Considering that my husband kept singing the snippet<sup>3</sup> while I was tired and stressed, I can see why it got stuck. But my earworms have been relatively innocuous.<sup>4</sup> Even though they’re annoying, I can eventually get rid of them. Some people can’t, though.

Part of Kellaris’ earliest research involved mailing a questionnaire to about 1,000 respondents at four U.S. universities. He asked them if they’d ever had an earworm, for how long, how often it happened, how it made them feel, etc.

60 One respondent claimed to have had a song stuck in his head since 1978. This is known as intrusive musical imagery (IMI), a musical obsession that’s chronic and highly distracting to a person’s everyday life and work. According to Dean McKay, a psychology professor at Fordham University, my short-lived earworm was nothing compared to an IMI.

65 But now I was concerned. Could my future earworms turn into these IMIs? Is there a way to prevent this from happening?

McKay co-authored a June 2014 study titled “Musical obsessions: A comprehensive review of neglected clinical phenomena.” For this study, McKay and other international colleagues, all of whom treat obsessive-compulsive disorder, created the first comprehensive review of musical obsessions. They compiled a database of 96 case study descriptions of people with severe musical obsessions — the largest compilation<sup>5</sup> assembled on this topic. They determined the characteristics of musical obsessions such as IMIs and compared them with earworms, musical hallucinations and visual obsessional imagery.

70 The group’s research showed that IMIs can be treated by using a method known as distraction — coming up with a competing melody to think about that would get rid of the IMI. That’s exactly what I had done, albeit unknowingly, when I used “The Safety Dance” to stop my earworm.

75 McKay says my earworm was pesky because I knew only that one part of the song. He suggests if I have just a portion of a song looping in my brain in the future, I can try another method called exposure — simply listening to the entire song. “It’s like a completion task,” he says. “Once you know the whole song, then there’s no need for it to be stuck in your head.”

---

<sup>2</sup>inhibition — restraining behavior

<sup>3</sup>snippet — short piece

<sup>4</sup>innocuous — harmless

<sup>5</sup>compilation — collection

Another form of distraction is to sing the song out loud, but change some of the words or slightly throw off the melody. One of McKay’s patients had an IMI based on a Taylor Swift song. “We made up some other words for it,” he explains. “We messed up the melody a bit, but not so much that it wasn’t recognizable as still being that song, and then it faded.” McKay stresses that this is the only case he’s tried this in, so it’s not a forgone conclusion this kind of distraction would work in other instances.

What I wanted to know was if the earworm I get today could become the IMI of tomorrow.

“Highly improbable,” he says.

“You’re the best,” I reply.

Oh no.

—Michele Wojciechowski  
excerpted from “Get That Song Outta My Head!”  
*Discover*, March 2016

- 15 The anecdote in lines 1 through 9 best serves to
- (1) make a prediction
  - (2) establish a conflict
  - (3) issue a warning
  - (4) propose a theory
- 16 Knowledge of earworms (lines 28 through 31) can be utilized in
- (1) education
  - (2) advertising
  - (3) recording music
  - (4) product design
- 17 Details regarding individuals’ brain structure (lines 45 through 49) serve to
- (1) estimate the duration of earworms
  - (2) reject a hypothesis about earworms
  - (3) demonstrate the danger of earworms
  - (4) explain a susceptibility to earworms
- 18 As used in line 53, “exacerbate” most nearly means
- (1) postpone
  - (2) intensify
  - (3) contradict
  - (4) prevent
- 19 Lines 56 and 57 serve to highlight a central idea that earworms are
- (1) habitual and damaging
  - (2) insignificant, yet pleasurable
  - (3) bothersome, yet temporary
  - (4) familiar and therapeutic
- 20 The research of Professor James Kellaris (lines 58 through 64) supports the idea that IMIs may
- (1) disrupt ordinary routine
  - (2) cause insomnia
  - (3) distort hearing
  - (4) interfere with learning
- 21 According to studies (lines 74 through 77), one way of treating IMIs involves
- (1) toleration
  - (2) medication
  - (3) substitution
  - (4) conversation
- 22 The statement “Oh no” (line 93) reflects the narrator’s
- (1) humorous acceptance
  - (2) feeling of rejection
  - (3) sense of finality
  - (4) calm anticipation
- 23 Which lines best summarize a central idea of the text?
- (1) “Music lovers ... have more frequent and longer earworm episodes” (lines 22 through 24)
  - (2) “He explained to me that when we get an earworm, the tune seems to repeat itself involuntarily” (lines 32 and 33)
  - (3) “He suggests if I have just a portion of a song looping in my brain ... I can try another method called exposure” (lines 78 through 80)
  - (4) “it’s not a forgone conclusion this kind of distraction would work in other instances” (lines 87 and 88)

- 24 The text is presented from the narrator's perspective in order to
- (1) distinguish the narrator's personal beliefs from research findings
  - (2) highlight the narrator's disagreement with current treatments
  - (3) create an objective tone throughout the text
  - (4) convey scientific information through a personal experience
-

## 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:** Does the Internet have a negative impact on our thinking process?

**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 the Internet has a negative impact on our thinking process. 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 the Internet has a negative impact on our thinking process
- 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 – OK, Google, Where Did I Put My Thinking Cap?

Text 2 – Author Nicholas Carr: The Web Shatters Focus, Rewires Brains

Text 3 – The Memex in Your Pocket

Text 4 – Are We Losing Our Ability to Think Critically?

## Text 1

### OK, Google, Where Did I Put My Thinking Cap?

Take a look at this question: How do modern novels represent the characteristics of humanity?

If you were tasked with answering it, what would your first step be? Would you scribble down your thoughts — or would you Google it?

5 Terry Heick, a former English teacher in Kentucky, had a surprising revelation when his eighth- and ninth-grade students quickly turned to Google.

“What they would do is they would start Googling the question, ‘How does a novel represent humanity?’ ” Heick says. “That was a real eye-opener to me.” ...

10 Heick had intended for his students to take a moment to think, figure out what type of information they needed, how to evaluate the data and how to reconcile conflicting viewpoints. He did not intend for them to immediately Google the question, word by word — eliminating the process of critical thinking.

### More Space To Think Or Less Time To Think?

15 There is a relative lack of research available examining the effect of search engines on our brains even as the technology is rapidly dominating our lives. Of the studies available, the answers are sometimes unclear.

Some argue that with easy access to information, we have more space in our brain to engage in creative activities, as humans have in the past. ...

20 Daphne Bavelier, a professor at the University of Geneva, wrote in 2011 that we may have lost the ability for oral memorization valued by the Greeks when writing was invented, but we gained additional skills of reading and text analysis.

Writer Nicholas Carr contends that the Internet will take away our ability for contemplation due to the plasticity of our brains. He wrote about the subject in a 2008 article for *The Atlantic* titled “Is Google Making Us Stupid.”

25 “...what the [Internet] seems to be doing is chipping away my capacity for concentration and contemplation,” Carr wrote. ...

### ‘I’m Always On My Computer’

Michele Nelson, an art teacher at Estes Hills Elementary School in Chapel Hill, N.C., seems to share Carr’s concerns. Nelson, who has been teaching for more than nine years, says it was obvious with her middle school students and even her 15-year-old daughter that they are unable to read long texts anymore.

30 “They just had a really hard time comprehending if they went to a website that had a lot of information,” Nelson says. “They couldn’t grasp it, they couldn’t figure out what the important thing was.” ...

35 The bright side lies in a 2009 study conducted by Gary Small, the director of University of California Los Angeles’ Longevity Center, that explored brain activity when older adults used search engines. He found that among older people who have experience using the Internet, their brains are two times more active than those who don’t when conducting Internet searches. ...

For Small, the problem for younger people is the overuse of the technology that leads to distraction. Otherwise, he is excited for the new innovations in technology.

40 “We tend to be economical in terms of how we use our brain, so if you know you don’t have to memorize the directions to a certain place because you have a GPS in your car, you’re not going to bother with that,” Small says. “You’re going to use your mind to remember other kinds of information.” ...

—Zhai Yun Tan  
excerpted from “OK, Google, Where Did I Put My Thinking Cap?”  
[www.npr.org](http://www.npr.org), February 5, 2016

## Text 2

### Author Nicholas Carr: The Web Shatters Focus, Rewires Brains

...What kind of brain is the Web giving us? That question will no doubt be the subject of a great deal of research in the years ahead. Already, though, there is much we know or can surmise—and the news is quite disturbing. Dozens of studies by psychologists, neurobiologists, and educators point to the same conclusion: When we go online, we enter an environment that promotes cursory<sup>1</sup> reading, hurried and distracted thinking, and superficial learning. Even as the Internet grants us easy access to vast amounts of information, it is turning us into shallower thinkers, literally changing the structure of our brain. ...

The depth of our intelligence hinges on our ability to transfer information from working memory, the scratch pad of consciousness, to long-term memory, the mind's filing system. When facts and experiences enter our long-term memory, we are able to weave them into the complex ideas that give richness to our thought. But the passage from working memory to long-term memory also forms a bottleneck in our brain. Whereas long-term memory has an almost unlimited capacity, working memory can hold only a relatively small amount of information at a time. And that short-term storage is fragile: A break in our attention can sweep its contents from our mind.

Imagine filling a bathtub with a thimble; that's the challenge involved in moving information from working memory into long-term memory. When we read a book, the information faucet provides a steady drip, which we can control by varying the pace of our reading. Through our single-minded concentration on the text, we can transfer much of the information, thimbleful by thimbleful, into long-term memory and forge the rich associations essential to the creation of knowledge and wisdom.

On the Net, we face many information faucets, all going full blast. Our little thimble overflows as we rush from tap to tap. We transfer only a small jumble of drops from different faucets, not a continuous, coherent<sup>2</sup> stream.

Psychologists refer to the information flowing into our working memory as our cognitive load. When the load exceeds our mind's ability to process and store it, we're unable to retain the information or to draw connections with other memories. We can't translate the new material into conceptual knowledge. Our ability to learn suffers, and our understanding remains weak. That's why the extensive brain activity that [Gary] Small discovered in Web searchers may be more a cause for concern than for celebration. It points to cognitive overload. ...

The penalty is amplified by what brain scientists call switching costs. Every time we shift our attention, the brain has to reorient itself, further taxing our mental resources. Many studies have shown that switching between just two tasks can add substantially to our cognitive load, impeding<sup>3</sup> our thinking and increasing the likelihood that we'll overlook or misinterpret important information. On the Internet, where we generally juggle several tasks, the switching costs pile ever higher.

The Net's ability to monitor events and send out messages and notifications automatically is, of course, one of its great strengths as a communication technology. We rely on that

---

<sup>1</sup>cursory — incomplete

<sup>2</sup>coherent — logical

<sup>3</sup>impeding — disrupting

40 capability to personalize the workings of the system, to program the vast database to respond  
to our particular needs, interests, and desires. We want to be interrupted, because each  
interruption—email, tweet, instant message, RSS<sup>4</sup> [Really Simple Syndication] headline—  
brings us a valuable piece of information. To turn off these alerts is to risk feeling out of touch  
or even socially isolated. The stream of new information also plays to our natural tendency  
45 to overemphasize the immediate. We crave the new even when we know it’s trivial. ...

We know that the human brain is highly plastic; neurons and synapses<sup>5</sup> change as  
circumstances change. When we adapt to a new cultural phenomenon, including the use of  
a new medium, we end up with a different brain, says Michael Merzenich, a pioneer of the  
field of neuroplasticity.<sup>6</sup> That means our online habits continue to reverberate in the workings  
50 of our brain cells even when we’re not at a computer. We’re exercising the neural circuits  
devoted to skimming and multitasking while ignoring those used for reading and thinking  
deeply. ...

There’s nothing wrong with absorbing information quickly and in bits and pieces. We’ve  
always skimmed newspapers more than we’ve read them, and we routinely run our eyes over  
55 books and magazines to get the gist of a piece of writing and decide whether it warrants more  
thorough reading. The ability to scan and browse is as important as the ability to read deeply  
and think attentively. The problem is that skimming is becoming our dominant mode of  
thought. Once a means to an end, a way to identify information for further study, it’s  
becoming an end in itself—our preferred method of both learning and analysis. Dazzled by  
60 the Net’s treasures, we are blind to the damage we may be doing to our intellectual lives and  
even our culture. ...

—Nicholas Carr  
excerpted and adapted from  
“Author Nicholas Carr: The Web Shatters Focus, Rewires Brains”  
[www.wired.com](http://www.wired.com), June 2010

---

<sup>4</sup>RSS — news notification system

<sup>5</sup>neurons and synapses — parts of the nervous system that pass electrical or chemical signals

<sup>6</sup>neuroplasticity — the brain’s ability to reorganize itself



### Text 3

#### The Memex in Your Pocket

...The idea that we could invent tools that change our cognitive<sup>1</sup> abilities might sound outlandish, but it's actually a defining feature of human evolution. When our ancestors developed language, it altered not only how they could communicate but how they could think. Mathematics, the printing press, and science further extended the reach of the human mind, and by the 20<sup>th</sup> century, tools such as telephones, calculators, and Encyclopedia Britannica gave people easy access to more knowledge about the world than they could absorb in a lifetime.

Yet it would be a stretch to say that this information was part of people's minds. There remained a real distinction between what we knew and what we could find out if we cared to.

The Internet and mobile technology have begun to change that. Many of us now carry our smartphones with us everywhere, and high-speed data networks blanket the developed world. If I asked you the capital of Angola, it would hardly matter anymore whether you knew it off the top of your head. Pull out your phone and repeat the question using Google Voice Search, and a mechanized voice will shoot back, "Luanda." When it comes to trivia, the difference between a world-class savant<sup>2</sup> and your average modern technophile<sup>3</sup> is perhaps five seconds. And Watson's *Jeopardy!* triumph over Ken Jennings<sup>4</sup> suggests even that time lag might soon be erased—especially as wearable technology like Google Glass<sup>5</sup> begins to collapse the distance between our minds and the cloud.

So is the Internet now essentially an external hard drive for our brains? That's the essence of an idea called "the extended mind," first propounded by philosophers Andy Clark and David Chalmers in 1998. The theory was a novel response to philosophy's long-standing "mind-brain problem," which asks whether our minds are reducible to the biology of our brains. Clark and Chalmers proposed that the modern human mind is a system that transcends<sup>6</sup> the brain to encompass aspects of the outside environment. They argued that certain technological tools—computer modeling, navigation by slide rule,<sup>7</sup> long division via pencil and paper—can be every bit as integral to our mental operations as the internal workings of our brains. They wrote: "If, as we confront some task, a part of the world functions as a process which, *were it done in the head*, we would have no hesitation in recognizing as part of the cognitive process, then that part of the world *is* (so we claim) part of the cognitive process." ...

The basic Google search, which has become our central means of retrieving published information about the world—is only the most obvious example. Personal-assistant tools like Apple's Siri instantly retrieve information such as phone numbers and directions that we once had to memorize or commit to paper. Potentially even more powerful as memory aids are cloud-based note-taking apps like Evernote, whose slogan is, "Remember everything."

---

<sup>1</sup>cognitive — the process of knowing and perceiving

<sup>2</sup>savant — scholar

<sup>3</sup>technophile — a person enthusiastic about technology

<sup>4</sup>Ken Jennings — the 74-time *Jeopardy* game show champion, defeated by IBM's super computer, Watson, in 2004

<sup>5</sup>Google Glass — smart glasses

<sup>6</sup>transcends — surpasses

<sup>7</sup>slide rule — a mechanical device used for computations

So here's a second pop quiz. Where were you on the night of Feb. 8, 2010? What are the names and email addresses of all the people you know who currently live in New York City? What's the exact recipe for your favorite homemade pastry?

40 Our own brains are brilliant at storing and retrieving information that's viscerally<sup>8</sup> important to us, like the smile of someone we love or the smell of a food that made us sick, explains Maureen Ritchey, a postdoctoral researcher at U.C.–Davis who specializes in the neuroscience<sup>9</sup> of memory. But they're prone to bungle abstract details like the title of a book we wanted to read or the errand we were supposed to run on the way home from work. ...

45 So where were you on that February night three years ago? If you use a modern email program like Gmail, there's a good chance you can piece it together by calling up your emails from that date. Which of your friends could you crash with or call up for a drink when you visit New York this summer? That's what Facebook's new Graph Search is for. See? Your memory is better than you think. ...

50 There are also, of course, pitfalls to having devices that are smart and powerful enough to aid our minds in all sorts of ways.

One is the fear that the same Internet that makes us smarter in relatively superficial ways may also be making us stupid on a deeper level. The writer Nicholas Carr worries that the information age is leading inexorably<sup>10</sup> to an age of ADHD [Attention Deficit Hyperactivity Disorder]—that a parade of tweets and hyperlinks is training our brains to expect constant stimulation and thus rendering us incapable of reading a book, let alone sustaining the type of profound contemplation that leads to real wisdom.

55 There may be some truth in that, though brain scans suggest that searching Google actually stimulates more parts of the brain than reading a book. And it's worth keeping in mind Carr's own observation that Socrates<sup>11</sup> once bemoaned the rise of the written word on similar grounds. Similarly, 15<sup>th</sup>-century techno-skeptics fretted that the printing press would weaken people's minds.

60 Chalmers points out that this type of reasoning depends on the notion that the human mind is coterminous<sup>12</sup> with the brain. Sure, the rise of literature probably eroded our brain's capacity to remember epic poems verse by verse. Long before that, Chalmers says, the advent of oral language might well have reshaped our cortexes to the detriment [of] some primitive sensory capacities or modes of introspection.<sup>13</sup> "Maybe the Nicholas Carr of the day said, 'Hey, language is making us stupider,'" Chalmers jokes. ...

—Will Oremus  
excerpted and adapted from "The Memex In Your Pocket"  
[www.slate.com](http://www.slate.com), March 7, 2013

---

<sup>8</sup>viscerally — instinctively

<sup>9</sup>neuroscience — science that deals with the nervous system and brain

<sup>10</sup>inexorably — without yielding

<sup>11</sup>Socrates — Greek philosopher

<sup>12</sup>coterminous — having the same boundaries

<sup>13</sup>introspection — self-analysis

## Text 4

### Are We Losing Our Ability to Think Critically?

...Although there's little debate that computer technology complements—and often enhances—the human mind in the quest to store information and process an ever-growing tangle of bits and bytes, there's increasing concern that the same technology is changing the way we approach complex problems and conundrums,<sup>1</sup> and making it more difficult to really  
5 *think*.

“We're exposed to [greater amounts of] poor yet charismatic thinking, the fads of intellectual fashion, opinion, and mere assertion,” says [researcher and lecturer, Adrian] West. “The wealth of communications and information can easily overwhelm our reasoning abilities.” What's more, it's ironic that ever-growing piles of data and information do not  
10 equate to greater knowledge and better decision-making. What's remarkable, West says, is just “how little this has affected the quality of our thinking.” ...

Arriving at a clear definition for critical thinking is a bit tricky. Wikipedia describes it as “purposeful and reflective judgment about what to believe or what to do in response to observations, experience, verbal or written expressions, or arguments.” Overlay technology  
15 and that's where things get complex. “We can do the same critical-reasoning operations without technology as we can with it—just at different speeds and with different ease,” West says.

What's more, while it's tempting to view computers, video games, and the Internet in a monolithic<sup>2</sup> good or bad way, the reality is that they may be both good and bad, and different  
20 technologies, systems, and uses yield entirely different results. For example, a computer game may promote critical thinking or diminish it. Reading on the Internet may ratchet up one's ability to analyze while chasing an endless array of hyperlinks may undercut deeper thought.

Michael Bugeja, director of the Greenlee School of Journalism and Communication at  
25 Iowa State University of Science and Technology, says: “Critical thinking can be accelerated multifold by the right technology.” On the other hand, “The technology distraction level is accelerating to the point where thinking deeply is difficult. We are overwhelmed by a constant barrage<sup>3</sup> of devices and tasks.” Worse: “We increasingly suffer from the Google syndrome. People accept what they read and believe what they see online is fact when it is not.”

One person who has studied the effects of technology on people is UCLA's [Patricia]  
30 Greenfield. Exposure to technology fundamentally changes the way people think, says Greenfield, who recently analyzed more than 50 studies on learning and technology, including research on multitasking and the use of computers, the Internet, and video games. As reading for pleasure has declined and visual media have exploded, noticeable changes  
35 have resulted, she notes.

“Reading enhances thinking and engages the imagination in a way that visual media such as video games and television do not,” Greenfield explains. “It develops imagination, induction,<sup>4</sup> reflection, and critical thinking, as well as vocabulary.” However, she has found that visual media actually improve some types of information processing. Unfortunately,

---

<sup>1</sup>conundrums — riddles

<sup>2</sup>monolithic — singularly

<sup>3</sup>barrage — overwhelming quantity

<sup>4</sup>induction — the process of creating a general rule from specific examples

40 “most visual media are real-time media that do not allow time for reflection, analysis, or imagination,” she says. The upshot? Many people—particularly those who are younger—wind up not realizing their full intellectual potential. ...

—Samuel Greengard  
excerpted and adapted from  
“Are We Losing Our Ability to Think Critically?”  
<https://cacm.acm.org>, July 2009

---

## 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 following excerpt is from a memoir where the author recalls her childhood in post-World War II Poland, when shortages were common and the availability of consumer products was limited.*

### Objects of Affection

...I was a child of the fifties, growing up in a communist country beset by shortages of practically everything—food, clothes, furniture—and that circumstance may have been responsible for my complicated attitude toward objects. We had few toys or books, and we wore mostly hand-me-downs. A pair of mittens, a teddy bear, and a chocolate bar for Christmas were enough. Once in a while we also got skates, bikes, musical instruments. “Abundance” had no place in our vocabulary and in our world, but we were happy with what we had, in the way that only children can be. We were unaware that our lives were in any way circumscribed,<sup>1</sup> although the reality we lived in trained us early on that there was a huge gap between wanting something and getting it. After all, even people with money had to hustle and resort to underhanded maneuvers, including bribery, to buy things. ...

By the time I graduated from high school, I was a person of substance, or so I thought. The shortages never disappeared, but it was easier to get things. I had a Chinese fountain pen and two ballpoint pens, which I kept in my desk drawer and would only use at home. I boasted several records that my sister and I listened to on a gramophone player she had been given as a name-day present a few years before. Some of them were by the popular Polish rock bands, and one was Beethoven’s Fifth Symphony, the only classical music record I had for a long time. I listened to it so often that to this day I can hum the whole piece from beginning to end. I also had a bookcase with a sliding glass front that was filled with books. My parents’ books were arrayed on three broad shelves in the bottom part of a cupboard in what doubled as our living room and their bedroom. Although both my parents were readers, they rarely bought books, borrowing them instead from the public library. I was very possessive of the books I owned and only reluctantly loaned them to friends. When my younger sister took one out, I insisted she put it back in the exact same spot.

My possessiveness may have had a lot to do with how difficult books were to come by. They were published in small numbers, and there was such a huge demand for them among the intelligentsia<sup>2</sup> that the good ones disappeared from stores very quickly. On my way back from school, I often made a detour and walked by the local bookstore to look in the window where new arrivals would be displayed. That was how I spotted a four-volume *War and Peace* that cost eighty zloty, not a negligible sum. I had only thirty. The clerk told me this was the only copy in the store. I knew the book would be sold soon, so I decided to go to my father’s office and beg him for a loan, which he gave me at once. Clutching the money, I ran back to the bookstore, breathless and worried that the book would no longer be there. I realize that what I’m saying must seem pathetic to a person raised in the comforts of a free market economy<sup>3</sup> where it’s enough to think of something to find it immediately in the store.

It might sound more poignant<sup>4</sup> if I said that books and records helped me escape the surrounding grayness and drabness and that my hunting for them wasn’t solely motivated

<sup>1</sup>circumscribed — limited

<sup>2</sup>intelligentsia — intellectual elite

<sup>3</sup>free market economy — an economic system based on supply and demand with little to no government control

<sup>4</sup>poignant — profoundly moving

by my newly developed acquisitiveness<sup>5</sup> or a collector’s instinct. But if I said that, I’d be practicing revisionist history.<sup>6</sup> The truth is that we didn’t see the grayness and drabness—not yet. This realization came much later. So if it was aesthetic<sup>7</sup> escapism, it was the universal kind, not fueled by our peculiar political circumstances.

My youthful materialism thrived in a country where materialism—unless of the Marxist variety—was unanimously condemned as the ugly outgrowth of western consumer societies. We knew this was just an ideological cover-up for the never-ending shortages. My brand of materialism didn’t belong in a consumer society, either, because it was a kind of disproportionate attachment to things that was caused by scarcity, something unheard of in a market economy. I couldn’t want more, new, or better. Such wanting was at best a futile and abstract exercise, so I learned to practice self-limitation. Paradoxically, however, I knew what I liked and wanted, and would have had no trouble making a choice had I been given the chance. When you’re faced with overabundance, assaulted by things and more things, it’s often difficult to say what you like or want, but that at least wasn’t our problem. I don’t mean to praise privation<sup>8</sup> or claim that we were somehow better or more virtuous than people who inhabited a consumer heaven and whose wishes could be automatically fulfilled. I’m only saying that my relationship to things was developed under a different set of circumstances. I did care about possessions, no question about that. I wanted to hang on to what I had and now and then replenish my stock if I came across the right item. More often than not chance ruled my acquisitions. I had to sift through what was available in the hopes of finding something special among a slew of worthless objects. That was also true of buying the so-called practical items. I might have been walking by a shoe store when I spotted a delivery truck. That sight would have been enough to make me stand in line. If I was lucky, I might have ended up buying a pair of sneakers. I might have also wasted my time because I liked none of the shoes or couldn’t get my size. People would often buy things they didn’t need or want, just in case. You could never tell when those things might come in handy or be used to barter<sup>9</sup>. . . .

—Ewa Hryniewicz-Yarbrough  
excerpted from “Objects of Affection”  
*Ploughshares*, Spring 2011

---

<sup>5</sup>acquisitiveness — desire to acquire

<sup>6</sup>revisionist history — rewriting history with an advantage of a later perspective

<sup>7</sup>aesthetic — appreciation of beauty

<sup>8</sup>privation — lack of necessities

<sup>9</sup>barter — trade





The State Education Department / The University of the State of New York  
**Regents Examination in English Language Arts – January 2020**

**Scoring Key: Part 1**

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

MC = Multiple-choice question

**Regents Examination in English Language Arts – January 2020**

**Scoring Key: Parts 2 and 3**

Examination	Date	Parts	Scoring Key	Question Type	Max Raw Credit	Weight
RE ELA	January '20	2	-	ES	6	4
RE ELA	January '20	3	-	R	4	2

ES = Essay R = Response

The chart for determining students' final examination scores for the **January 2020 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, January 21, 2020—9:15 a.m. to 12:15 p.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**

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

- 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.

For as long as we can tell, humans have been manipulating information and using their minds creatively to communicate and understand the world around them. ~~From~~ From the start of philosophy, to the start of mathematics, to the start of written language, each era that our species has lived through can be defined by the newest type of thinking or newest informational development. Looking at the times we live in now, it is evident from all the computers and "smart" technology available, that this is the era of the Internet. However, the ubiquitous presence of the Web in our lives may not be as helpful or healthy as previously thought. In fact, the Internet actually has a negative impact on our thinking processes because it reduces our ability to think critically and diminishes our attention spans, preventing strong connections or memories from being formed.

The first reason why the Internet has a negative effect on our thinking processes, that it reduces critical thinking ability, was described in the article "OK, Google, Where Did I Put My Thinking Cap?" Through some experiences Terry Heick had while teaching English at a high school in Kentucky. While teaching, Heick tried to increase his students' capacity for deep thinking. However, he found that the technology he provided them with actually halted their progress. For example, when asked how novels could

represent humanity, the students would "... start Googling the question [verbatim]... Heick had intended for his students to take a moment to think, figure out what <sup>type of</sup> information they needed... [not] to immediately Google the question." (Text 1, Lines 7-11). This shows how people have become more and more reliant on the Internet to provide them with answers and information that they could generate on their own. By giving up their willingness to try to solve problems in return for easy answers from the Internet, these students are decreasing their critical thinking abilities.

The second main reason why the Internet has a negative effect on our thinking processes, that it reduces our attention spans, is discussed in the article "The Web Shatters Focus, Rewires Brain," by Nicholas Carr. The article looks at the impacts of the Internet from a more scientific point of view.

According to researchers in the field of neuroplasticity, "We know that the human brain is highly plastic; neurons and synapses change as circumstances change. When we adapt to a new cultural phenomenon, including the use of a new medium, we end up with a different brain" (Text 2, Lines 46-48). This constant ~~modification~~ and continuous modification of our brains can work against us if we do not exercise them enough; the researchers say that having easy access to all the information we need on the Internet makes us lazy and less likely to make an effort to remember facts and ideas that would have otherwise

been stored in our long-term memory.

Another reason why the Internet can have a negative effect on our minds is that, not only does it reduce our capability to ~~then~~ concentrate for long periods of time and remember ~~that~~ information as well, ~~but it ~~also~~ actually ~~lowers~~ the~~ making it harder to gain wisdom, but it actually ~~de~~ lowers ~~our ~~capability~~~~ the standard of wisdom we ~~can~~ are able to reach itself. According to the author Nicholas Carr, ~~the~~ the information age is inexorably rendering us incapable of reading ~~[books effectively]~~ [books effectively] --- [and ~~prevents~~ prevents] "the type of profound contemplation that leads to real wisdom" (Text 3, lines 53-56). This fact ~~is~~ shows that, even though we might be able to ~~do away with~~ do away with ~~our~~ good memory because the Internet has all our information, that would indirectly lead to decreased wisdom, ~~which~~ <sup>(and)</sup> even the Internet cannot compensate for that.

Some people might claim that the Internet helps us learn because it has so many resources, ~~the~~ and the information is condensed and easy to access. However, this is not the case. ~~the~~ While the Internet is more vast than a ~~book~~ book or library, that incredibly large amount of information can be too much. People learn better by focusing on little pieces of the bigger puzzle one at a time, not by skimming through several pieces and not fully understanding them. In fact, "The problem is that skimming is becoming our dominant mode



of thought. Once a means to an end, a way to identify information for further study, it's becoming ~~an~~ an end in itself – our ~~preferred~~ preferred method of both learning and analysis, [and has the potential to damage] our intellectual lives and even our culture... (Text 2, Lines 57 to 61) This ~~means~~ means that even the ~~size of the~~ amount of information on the Internet, which some claim to be a positive attribute, actually negatively impacts our thinking.

The Internet has a vast expanse of information that is accessible to people all over the world, at any time of day. The degree to which we decide to let ourselves become dependent on this expanse is ~~very~~ important to carefully consider, because increased dependence ~~on~~ on the Web actually ~~has~~ has a negative effect on our thinking processes. In this ~~Age of~~ age of informational technology, it isn't how much one uses the Internet that determines success, it is how or how little → efficiently and wisely it is used.

## Anchor Level 6–A

The essay introduces a precise and insightful claim, as directed by the task (*In fact, the Internet actually has a negative impact on our thinking processes because it reduces our ability to think critically and diminishes our attention spans, preventing strong connections or memories from being formed*). The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*This shows how people have become more and more reliant on the Internet to provide them with answers and information that they could generate on their own and This constant and continuous modification of our brains can work against us if we do not exercise them enough*) and to distinguish the claim from alternate or opposing claims (*Some people might claim that the Internet helps us learn because it has so many resources and the information is condensed and easy to access*). The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*For example ... the students would “...start Googling the question ... Heick had intended for his students to take a moment to think, figure out what type of information they needed...” and According to the author Nicholas Carr, the information age is inexorably rendering us incapable of reading ... [and prevents] “the type of profound contemplation that leads to real wisdom”*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*Text 1, Lines 7-11*] and [*Text 2, Lines 46-48*]. The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, with an introduction that notes the stages of *informational development* leading up to the claim that the present *computers and “smart” technology ... may not be as helpful or healthy as previously thought*, followed by three paragraphs of support that focus on how the Internet *reduces critical thinking ability and attention spans* as well as lowering our *standard of wisdom*, one paragraph that presents and refutes the counterclaim, and a concluding paragraph that reaffirms the claim by cautioning the reader of the danger of *increased dependence on the Web* and the need to use the Internet *efficiently and wisely*. The essay establishes and maintains a formal style, using sophisticated language and structure (*While teaching, Heick tried to increase his students’ capacity for deep thinking. However, he found that the technology he provided them with actually halted their progress*). The essay demonstrates control of conventions with essentially no errors, even with sophisticated language.

Reliance on the Internet is a generational phenomenon. From millennials and onward, people have been raised on computers and smartphones in a way that has raised many questions. Most of these concern the mental well-being of individuals constantly immersed in online activity. Despite criticism from older generations, however, humanity's mindset has started to shift in favor of Internet usage. In fact, by eliminating the need to memorize details, the Internet does not eliminate the thinking process, but rather allows it to reach new heights.

One idea that opposes this notion is that people can replace the thinking process with an Internet search.

Gerry Heick, a former English teacher from Kentucky, made the observation that his students preferred to Google, rather than think about, the answer to an open-ended question he presented to them (Text 1, lines 5-11). Not only does this option reduce the amount of reasoning people need to go through in order to answer a complex question, but it opens up a new margin of error. Unfortunately, while offering a multitude of facts, the Internet is also full of opinions, satires and lies, and people are not always able to tell what is real. According to Michael Bugeja from Iowa State University, "People accept what they read and believe what they see online is fact when it is not" (Text 4, line 29). In a world where "fake news" is entwined in all media outlets, being able to decipher truth is becoming difficult. Despite these setbacks, however, the simplicity and inconsistency of the Internet, ironically, opens up a new medium

for the growth of critical thought. This is because using the Internet requires discerning what is real and what is opinion. It allows humans to learn about what other people think, and apply that to their own thoughts.

The most evident way the Internet is beneficial is through providing access to facts. There are numerous reliable sources on the Internet that allow people to access the facts they need. Based on "the extended mind" idea proposed by philosophers Andy Clark and David Chalmers, the location of facts on an accessible Internet is simply a way for humans to save space on the harddrive that is their brain by saving details elsewhere (Text 3, lines 19-21). Because we no longer need to memorize every detail on a topic to reach a conclusion, instead, we can think more deeply and draw more educated conclusions by referencing a wide database of information, instantly available to us on the Internet.

Even when facts are wrong or ideas impractical, the thought process is as alive as ever. In a way, the impractical conclusions and false information on the Internet helps the thought process as well. When people are encountered by conflicting facts or interpretations it poses the question of which is correct, if any are. This requires fact-checking on a scale not seen before. More importantly, it raises the question of whether or not the reader agrees with what is being said. When so many interpretations are at every person's fingertips all the time, they are compelled to prove one or produce one of their own. This is the

most important thinking a person can do and certainly supports the fact that "brain scans suggest that searching Google actually stimulates more parts of the brain than reading a book" (Text 3, lines 57-58).

One undeniable fact is that the Internet is here to stay as an integral part of human existence. While some may feel intimidated by it or concerned that it may be destroying our ability to think, the reality is quite the contrary. It enhances our critical thinking by offering us more to think about, exposing us to and educating us with a constant and ever-updated flow of information and ideas. In doing so, it most definitely has a positive impact on our thinking process.

## Anchor Level 6–B

The essay introduces a precise and insightful claim, as directed by the task (*In fact, by eliminating the need to memorize details, the Internet does not eliminate the thinking process, but rather allows it to reach new heights*). The essay demonstrates in-depth and insightful analysis of the texts, as necessary to support the claim (*the simplicity and inconsistency of the Internet, ironically, opens up a new medium for the growth of critical thought ... because using the Internet requires discerning what is real and what is opinion and We no longer need to memorize every detail ... Instead, we can think more deeply and draw more educated conclusions by referencing a wide database of information*) and to distinguish the claim from alternate or opposing claims (*One idea that opposes this notion is that people can replace the thinking process with an Internet search and Unfortunately, while offering a multitude of facts, the Internet is also full of opinions, satires and lies and people are not always able to tell what is real*). The essay presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis (*According to Michael Bugeja ... “People accept what they read and believe what they see online is fact when it is not” and This ... certainly supports the fact that “brain scans suggest that searching Google actually stimulates more parts of the brain than reading a book”*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 1, lines 5-11*) and (*Text 3, lines 19-21*)]. The essay exhibits skillful organization of ideas and information to create a cohesive and coherent essay, with an opening paragraph that introduces the concern over how being *constantly immersed in online activity* can affect the *mental well-being of individuals* and leads to the claim as *humanity’s mindset has started to shift in favor of Internet usage*, followed by one paragraph that addresses and refutes the counterclaim by explaining how using the Internet can actually enhance rather than *replace the thinking process*, and two paragraphs that support the claim through discussions of the Internet serving as an “*extended mind*” and of how even its false information keeps *the thought process ... as alive as ever*, and a concluding paragraph of summation and reiteration of the claim (*In doing so, it most definitely has a positive impact on our thinking process*). The essay establishes and maintains a formal style, using sophisticated language and structure (*Not only does this option reduce the amount of reasoning people need to go through in order to answer a complex question, but it opens up a new margin of error*). The essay demonstrates control of conventions, exhibiting occasional errors (*decifer, accessible, harddrive, detail on a topic, every person’s ... they*) only when using sophisticated language.

Over the last few decades, technological innovations such as the internet and ubiquitous electronic devices have infiltrated our lives, starting when we were babies. In response to this deluge, a debate about whether this progression of technology has a negative effect on our thinking process arose. Despite some benefits in efficiency and providing immediate access to available knowledge, the internet is detrimental to the modern person's thinking process.

First of all, the complexity of the internet greatly affects our brains. The constant distractions hinder our thought processes. According to Nicolas Carr, using an analogy of "filling a bathtub with a thimble" (Text 2, line 16), the internet is giving us too much information at once, overloading our ability to transfer information to long term memory, and, instead, only bits of information from a variety of sources get saved (Text 2, lines 16-24). In addition, Carr explains the concept of switching costs which is "everytime we shift our attention, the brain has to reorient itself, further taxing our mental resources" (Text 2, lines 32-33). This allows even less information to be processed and remembered, further impacting our ability to recall and interpret information. Moreover, adding to the brain's waning ability to store information, other parts of it are being affected as well.

Our ability to think critically is also being impaired. According to Michael Bugeja at the Iowa State University of Science and Technology, "the technology distraction level is accelerating to the point where thinking deeply is difficult" as well as "People accept what they read and believe what

They see online is fact when it is not" (Text 4, lines 26-29).

Both of these observations mean that we do not feel the need to think critically about online information. These observations also mean that we do not feel the need to double check the sources of the information so readily available on the internet. Terry Heick, an English teacher, asked his students a question about the literature they were studying. His students immediately googled the question, looking for immediate answers from experts instead of thinking on their own (Text 1, lines 5-12). The immediacy of the internet removed any attempt at critical thinking. This is a common occurrence. Students and the general public are choosing not to use any critical thinking, relying on the internet's quick fix.

There are some positives, however, that Andy Clark and David Chalmers point out. The internet can be viewed as our "extended mind" (Text 3, line 20). According to these philosophers, the modern human mind extends beyond the brain to include its surrounding environment, including the technologies we use everyday (Text 3, lines 19-30). According to this idea, technology has actually enhanced our abilities as information is more available than ever. As such, technology does have a good side to our thought process, but overall this positive seems small when compared to the negatives.

In conclusion, despite the way technology and the internet have enhanced the ability to access information quickly and efficiently, the negative effects are detrimental to our thinking processes and far outweigh any small advantages.



---

**Anchor Paper – Part 2 – Level 5 – A**

---

*The internet is stifling critical thinking and blurring the distinction between credible and incredible news and information. The internet clearly has a negative impact on our thinking process.*

---

**Anchor Level 5–A**

The essay introduces a precise and thoughtful claim, as directed by the task (*Despite some benefits in efficiency and providing immediate access to available knowledge, the internet is detrimental to the modern person’s thinking process*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*the internet is giving us too much information at once, overloading our ability to transfer information to long term memory; The immediacy of the internet removed any attempt at critical thinking; Students and the general public are choosing not to use any critical thinking, relying on the internet’s quick fix*) and to distinguish the claim from alternate or opposing claims (*There are some positives, however ... The internet can be viewed as our “extended mind” and As such, technology does have a good side to our thought process*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*Carr explains ... “everytime we shift our attention, the brain has to reorient itself, further taxing our mental resources”; “ ‘the technology distraction level is accelerating to the point where thinking deeply is difficult’ ”; “ ‘People accept what they read and believe what they see online is fact when it is not’ ”*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 1, lines 5-12*) and (*Text 3, line 20*)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, with an introductory paragraph that presents the claim that the Internet has a negative impact on our thinking process, followed by two paragraphs that focus on the negative effects of the Internet (*The constant distractions hinder our thought processes and Our ability to think critically is also being impaired*), followed by a paragraph that acknowledges an opposing view (*There are some positives, however*), ending with a summative paragraph that reiterates the claim (*The internet clearly has a negative impact on our thinking process*). The essay establishes and maintains a formal style, using sophisticated language and structure (*technological innovations such as the internet and ubiquitous electronic devices have infiltrated our lives and we do not feel the need to double check the sources of the information so readily available on the internet*). The essay demonstrates control of conventions with essentially no errors, even when using sophisticated language.

In recent times, the Internet has become a more prominent topic of discussion. Millions upon millions of people use the Internet on a daily basis; it has become an integral part of life in modern society. But as this reliance on the Internet grows stronger, there have been concerns over how it is affecting our brains. Specifically, our thinking process. People such as writer Nicolas Carr believe that the Internet is diminishing our ability to think critically. To some extent, this may be true, but, overall, the Internet is beneficial to our brains and is far from being a complete deterrent to our minds.

Evidence given by those who support the Internet's negative impact focuses on the younger generations. A former English teacher named Terry Heick tells how he was shocked when he asked his students how a novel represents humanity. "Heick had intended for his students to take a moment to think, figure out what type of information they needed, how to evaluate the data and how to reconcile conflicting viewpoints. He did not intend for them to immediately Google the question" (Text 1, lines 7-11). This immediate resort to looking to the Internet for answers without a second thought does display a clear problem. The younger generations that are being raised in this era of technology and the Internet appear to have developed a reliance on it. However, the information being retrieved

can be varied, and even conflicting, which can open up new avenues of conversation. This is supported by the fact that "brain scans" suggest that searching Google actually stimulates more parts of the brain than reading a book" (Text 3, lines 57-58).

Despite the mentioned negative effect the Internet may have, the Internet holds many benefits that outweigh the cons. While it may be true that we are utilizing our long-term memory less (Text 2, line 26), the "brain power" we save by storing things such as recipes and directions is beneficial. With such "easy access to information, we have more space in our brain to engage in creative activities" (Text 1, lines 16-17). As stated in Text 2, "The Net's ability to monitor events and send out messages [is]... one of its great strengths as a communication technology" (Text 2, lines 38-39). It goes on to say how it can be personalized "to our particular needs, interests and desires" (line 41) and keeps us feeling socially active. These qualities can be quite beneficial to an individual's well-being, both mentally and emotionally. They allow the user to spend more time on more imaginative undertakings and personal interests — all while feeling a sense of belonging.

Nicholas Carr observed how "Socrates once bemoaned the rise of the written word"... and

how "15<sup>th</sup>-century techno-skeptics fretted that the printing press would weaken people's minds" (Text 3, lines 59-61).

History has proven each of these concerns to be unwarranted. Keeping this in mind, there seems no reason that the same should prove true of the Internet. Time will prove that the Internet ~~as well~~ is nothing to be feared and not a negative influence. Instead, we will only continue to appreciate more and more how it can benefit our lives.

#### Anchor Level 5-B

The essay introduces a precise and thoughtful claim, as directed by the task (*the Internet is beneficial to our brains and is far from being a complete deterrant to our minds*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*the information being retrieved can be varied, and even conflicting, which can open up new avenues of conversation and They allow the user to spend more time on more imaginative undertakings and personal interests — all while feeling a sense of belonging*) and to distinguish the claim from alternate or opposing claims (*Evidence given by those who support the Internet's negative impact focuses on the younger generations and looking to the Internet for answers without a second thought does display a clear problem*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (*This is supported by the fact that "brain scans suggest that searching Google actually stimulates more parts of the brain than reading a book" and With such "easy access to information, we have more space in our brain to engage in creative activities"*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(Text 3, lines 57-58) and (Text 2, lines 38-39)]. The essay exhibits logical organization of ideas and information to create a cohesive and coherent essay, with an opening paragraph that introduces both sides of the debate on the impact of the Internet with a claim that the Internet is *beneficial to our brains*, followed by a paragraph that analyzes and then refutes a counterclaim, moving to a body paragraph that supports the claim (*These qualities can be quite beneficial to an individual's well-being, both mentally and emotionally*) and then a conclusion that summarizes and reiterates the claim (*Time will prove that the Internet is nothing to be feared and not a negative influence*). The essay establishes and maintains a formal style, using fluent and precise language and sound structure (*Millions upon millions of people use the Internet on a daily basis; it has become an integral part of life in modern society*). The essay demonstrates control of conventions, exhibiting occasional errors (*brains. Specifically; People such as writer Nicholas Carr believe; deterrant*) only when using sophisticated language.

The access to any information through internet search engines like Google has become more ~~mo~~ and more easier. Some people believe that this accessibility hinders our original thought process. This is a burning issue as others argue that the use of technology only makes our life simpler and saves time. However, it is undeniable that Internet has a negative impact on our thinking process.

Internet seems to affect our brains in a way that makes us to be ~~inco~~ inconsistent with our tasks. In Text 1, writer Nicholas Carr says, "... what the (Internet) seems to be doing is chipping away my capacity for concentration and contemplation." (Lines 24-25) This shows how excessive use of internet leads to loss of concentration which is necessary to accomplish any work successfully and on time. The idea of harmful effects of internet use has been emphasized more in Text 2 when the writer says, "When we go online, we enter an environment that promotes cursory reading, hurried and distracted thinking, and superficial learning. Even as the Internet grants us the easy access to vast amounts of information,

it is turning us into shallower thinkers, literally changing the structure of our brain." (lines 4-8) This shows how internet browsing is detrimental to thorough analysis and critical thinking. The demerits of internet usage tend to overcast the merits.

Some might think that gathering a massive amount of information helps us gain knowledge and enrich our horizons. However, it might have the opposite outcome. As Text 4 says, "The wealth of communication and information can easily overwhelm our reasoning abilities. What's more, it's ironic that ever-growing piles of data and information do not equate to greater knowledge and better decision making." (lines 8-10) This ~~is~~ is similar to the idea of option ~~paralysis~~ paralysis. Just how too much options paralyze us to choose the right one, too much information makes us confused about its usage.

Opponents argue that Internet ~~is~~ changes our lifestyle, ability to think and process, but in a very positive way. They believe that if changes didn't happen, there would be no civilization. And internet and technology are just another integral

part of civilization. In Text 3, it says, "Long before that, Chalmer says, the advent of oral language might well have reshaped our cortexes to the detriment of some primitive sensory capacities or modes of introspection. "Maybe the Nicholas Carr of the day said, 'hey, language is making us stupider,' Chalmer jokes." (Lines 64-67) In this quote, Chalmer is criticizing Nicholas Carr in Text 1 for questioning if Internet is making us stupid. Even though, Chalmer's reasoning might sound convincing, but the negative impacts of internet can never be ignored.

Internet is a blessing in our modern life as it has made the world smaller and accessible. But it is responsible for ruining our creativity, authenticity and thought process.

## Anchor Level 5–C

The essay introduces a precise and thoughtful claim, as directed by the task (*it is undeniable that Internet has a negative impact on our thinking process*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*This shows how excessive use of internet leads to loss of concentration which is necessary to accomplish any work successfully and on time and Just how too much options paralyze us to choose the right one, too much information makes us confused about its usage*) and to distinguish the claim from alternate or opposing claims (*Opponents argue that Internet changes our lifestyle, ability to think and process, but in a very positive way*). The essay presents ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis (“...*what the (Internet) seems to be doing is chipping away my capacity for concentration and contemplation*” and “*The wealth of communication and information can easily overwhelm our reasoning abilities. What’s more, ... piles of data and information do not equate to greater knowledge and better decision making*”). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*In Text 1, ... (Lines 24-25) and Text 2 ... (Lines 4-8)*]. The essay exhibits acceptable organization of ideas and information to create a coherent essay, with an opening paragraph that presents both sides of the issue and states the claim that the *Internet has a negative impact*, followed by two body paragraphs that support the claim and one that presents and refutes a counterclaim, and a concluding paragraph of summation (*But it is responsible for ruining our creativity, authenticity and thought process*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Some people believe that this accessibility hinders our original thought process and Some might think that gathering a massive amount of information helps us gain knowledge and enrich our horizon*) with some lapses (*our life, much* for “many”). The essay demonstrates partial control of conventions, exhibiting occasional errors [*more and more easier; (Lines 24-25) This; civilization. And; Even though, Chalmer’s reasoning*] that do not hinder comprehension.



As technology is advancing, people are depending more on it. Technology is a huge part<sup>in</sup> everyday life. This includes<sup>the</sup> internet which many people use everyday. The internet can affect our brains and body in many ways. The internet has a negative impact on our thinking process, because it can distract<sup>one's</sup> thinking process and it leads to cognitive overload.

The distraction of one's thinking process and cognitive overload is caused by the internet. For instance, when using the internet, "we ~~go online~~ enter an environment that promotes cursory reading, hurried and distracted thinking, and superficial learning." (Line 4-6, Text 2) This clearly shows that using the internet can make people less intelligent and shallow thinkers. Moreover, the internet is decreasing peoples' thinking<sup>and</sup> understanding skills and this also changes "the structure of our brain." (Text 2, Line 7). Also, as studies are showing, "what the [Internet] seems to be doing is chipping away my capacity for concentration and contemplation." (Text 1, Lines 24-25) This shows that the internet is making people lose their concentration<sup>unquestionably</sup> and ~~a~~ is also taking away ~~the~~ peoples' brain space.

Using the internet had a negative impact on ~~o~~ the brain as it leads to cognitive overload. For example, "when the load exceeds our mind's ability to process and store it, ~~we're~~ we're unable to retain the information or to draw connections with other memories." (Text 2, Lines 26-27) This obviously shows that the internet leads to cognitive overload, because when ~~we~~ ~~are~~ using the internet, a person takes a lot of information

at once, the person's ability to understand becomes weak. All this leads to cognitive overload<sup>which is bad</sup>. In addition, studies are showing that "switching between just two tasks can add substantially to our cognitive load, impeding our thinking and increasing the likelihood ~~that~~ that we'll overlook or misinterpret important information." (Lines 34-36, Text 2). This undoubtedly shows that using the internet where people do several ~~things~~ tasks at once ~~increases~~ adds to their cognitive load.

Despite the fact that the internet has many negative effects, <sup>some</sup> people still believe that the internet has a positive impact on our thinking process. For example, people may think this because if people ~~turn off~~ don't use the internet, they "risk feeling out of touch ~~and~~ or even socially isolated." (Text 2, Lines 43-44). This is true because many people use the internet or social media to ~~communicate~~ communicate ~~and~~, connect with people and learn about news. Although this may be true, the internet still has a lot more negative effects rather than positive effects. For instance, "We increasingly suffer from Google syndrome. People accept what they read and believe what they see online is fact when it is not." (Text 4, Lines 28-29). This shows that the internet is a dangerous place especially for children as they ~~is~~ believe news on the internet that are false. These false news ~~is~~ can affect their brain into thinking its true ~~and~~ and that ~~is~~ causes a negative impact on their brain.

The internet causes a negative impact on peoples' thinking process because it distracts the thinking process. ~~It~~ decreases ~~the~~ understanding skills and leads to

cognitive processes. The internet does have positive things ~~that the social media~~ like helping people receive information and communicate. However, the negative outweighs the positive as the internet has false information, decreases a person's ability to understand and analyze, and eliminates the process of critical thinking.

---

#### Anchor Level 4–A

The essay introduces a precise and thoughtful claim, as directed by the task (*The internet has a negative impact on our thinking process, because it can distract one's thinking process and it leads to cognitive overload*). The essay demonstrates thorough analysis of the texts, as necessary to support the claim (*This clearly shows that using the internet can make people less intelligent and shallow thinkers; [and it decreases] people's thinking and understanding skills; the person's ability to understand becomes weak*) and to distinguish the claim from alternate or opposing claims (*Despite the fact that the internet has many negative effects, some people still believe that the internet has a positive impact on our thinking process*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (*For instance, when using the internet, "we enter an environment that promotes cursory reading, hurried and distracted thinking, and superficial learning" and studies are showing that "switching between just two tasks can add substantially to our cognitive load, impeding our thinking ... we'll overlook or misinterpret important information"*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [(*Text 2, Lines 26-27*) and (*Text 4, Lines 28-29*)]. 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 (*The distraction of one's thinking process and cognitive overload is caused by the internet and Using the internet had a negative impact on the brain as it leads to cognitive overload*) and a paragraph addressing the counterclaim, ending with a summative conclusion (*However, the negative outweighs the positive as the internet has false information, decreases a person's ability to understand and analyze, and eliminates the process of critical thinking*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*This undoubtedly shows that using the internet where people do several tasks at once adds to their cognitive load*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*process, because; process and it; learning.*" (*Line 4-6, Text 2*) *This; load, because when; news ... that are; These false news; thinking its true*) that do not hinder comprehension.

Nowadays we all walk around with our smart phones in hand. That means easy internet access. Internet is taking over most of our lives, our thinking processes included. Internet use is ruining our intellectual capabilities and should therefore be limited. As it says in <sup>Text 2</sup> passage, lines 59-60 "Dazzled by the Net's treasures, we are blinded to the damage we may be doing to our intellectual lives." The internet may seem great, however it's leaving its negative mark on all our brains.

"Some argue that with easy access to information, we have more space in our brain to engage in creative activities, as humans have in the past" (Text 1, lines 16-17) People believe the internet gives us easy access to information, freeing up our time and allowing us to do other things. However, as it says in Text 2, lines 6-7 "Even as the internet grants us easy access to vast amounts of information, it is turning us into shallower thinkers, literally changing the structure of our brain." Yes it's a quicker way to get hold of information, but it's also a quicker way to deteriorate <sup>a person's</sup> ~~your~~ brain and thinking capacity. The Internet is quick to get you information, however it simultaneously is slowing you down.

The use of the internet, is making it hard for children to stay focused and concentrate. It's so immediate and fast paced that there is no such thing nowadays as taking time to analyze and think. Children want an immediate correct response. "what the internet seems to be doing is chipping my capacity for concentration and contemplation." wrote Carr in Text 1, lines 24-25. People expect and immediate response always, but that's in truth not how life works.

"The problem is that skimming is becoming our dominant mode of thought." (Text 2, lines 57-58) & everyone must have the skill of skimming things over quickly, but with the internet, its the only think we do know. Children have a hard time reading through long passages and processing it all. They cant understand long articles because theyre used to getting points that are short and concise off the internet. Limiting internet use would allow us to learn how to fully read through material again.

Due to alot of internet use, ~~we~~ people get distracted easily and almost have no thinking time. Attention spans have shortened and people are ~~online~~ <sup>online</sup> so often they forget how to just be alone thinking and coming up with ideas." The technology ~~level~~ distraction level is accelerating to the point where thinking deeply is difficult." (Text 4, lines 26-27) What a scary thought. It just goes to show how the internet is controlling most peoples lives. They dont know how to think, spend time alone, reflect on their past or dream about their future. People no longer know themselves well because they spend more time online the alone.

Limiting internet use, can limit the deterioration of our intellectual capacity, and therefore it should be limited. With less internet time ~~we~~ people can start focusing again on reality, reading long lengthy writings with patience and interest and most importantly people can begin to think again. If internet use is limited, people will once again be smart; As of now, ~~we~~ phones are smart, the people holding them arent. And its their own fault.

## Anchor Level 4–B

The essay introduces a precise claim, as directed by the task (*Internet use is ruining our intellectual capabilities and should therefor be limited*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*The use of the internet, is making it hard for children to stay focused and concentrate and Attention spans have shortened and people are online so often they forget how to just be alone thinking and coming up with ideas*) and to distinguish the claim from alternate or opposing claims (*Yes its a quicker way to get hold of information but its also a quicker way to deteriarate a persons brain and thinking capacity*). The essay presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis (“*Even as the internet grants us easy access to vast amounts of information, it is turning us into shallower thinkers, literally changing the structure of our brain*” and “*The problem is that skimmy is becoming our dominant mode of thought*”). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material [*in Text 2, lines 59-60 and (text 4, lines 26-27)*]. The essay exhibits acceptable organization of ideas and information to create a coherent essay, first introducing the claim, then following with a paragraph that focuses on a counterclaim (*People believe the internet gives us easy access to information, freeing up our time and allowing us to do other things*) and three paragraphs that recognize the Internet’s effect on children, the problem of skimming, and the lack of *thinking time*, concluding with a summative paragraph that suggests a remedy (*Limiting internet use, can limit the deterioration of our intellecual capacity and therefor it should be limited*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*Limiting internet use would allow us to learn how to fully read through material again and What a scary thought*) with a few exceptions (*and for “an”, only think, alot, online the alone*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*that mean; Nets treasures; however its leaving; cant; peoples lives; dont; use, can; deteriaration; intellecual capacity and therefor it*) that do not hinder comprehension.

Many may believe that the internet has a negative impact on our thinking process. Does it really? The internet helps people to be more aware of information that may be needed for school or work. It also boosts up a person's "wanting to learn." ~~But~~ On the other hand, some say technology is a distraction.

The internet does not harm people and their everyday life. It actually helps people to receive information that they'll need for business. In text 2, lines 41 through 43, it states "we want to be interrupted, because each interruption—email, tweet, instant message, RSS [Really Simple Syndication] headline—brings us a valuable piece of information." This quote basically explains that technology & internet allows people to be able to prepare or be ready for something that can possibly change their life.

Many says that we do not learn anything from the internet, but is that true? The internet encourages us to want to learn something because we also get to do what we love, for instance listening to music. In text 3, lines 57-58, it states "There may be some truth in that, though brain scans suggest that searching Google actually stimulates more parts of the brain than reading a book." This quote says that google is actually what has the brain function more than books.

On the otherhand, many believe the internet is frying our brains. They believe that its a distraction for us. In text 1, lines 38-39, "For small, the problem for younger people is the overuse of the technology that leads to distraction. Otherwise, he is ~~is~~ excited for the new innovations in technology." These lines basically say that because of our interest in new technology, we are distracted.

So, think about it how does technology or the internet impact our life negatively. The internet is something we should be happy about having because it improved the way of life as being prepared for business or school.

#### Anchor Level 4-C

The essay introduces a precise claim, as directed by the task (*The internet does not harm people and their everyday life*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*This quote basically explains that technology & internet allows people to be able to prepare or be ready for something that can possibly change their life and This quote says that google is actually what has the brain function more than books*) and to distinguish the claim from alternate or opposing claims (*Many says that we do not learn anything from the internet, but is that true?*). The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*brain scans suggest that searching Google actually stimulates more parts of the brain than reading a book and small ... is excited for the new innovations in technology*). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*In text 2, lines 41 through 43 and In text 1, lines 38-39*). The essay exhibits acceptable organization of ideas and information to create a coherent essay, with an opening paragraph that introduces positive attributes of the Internet and leads to the claim, followed by three paragraphs that identify opposing views and address them, ending with a summative paragraph (*The internet is something we should be happy about having because it improved the way of life as being prepared for business or school*). The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*It also boosts up a person in wanting to learn; & frying our brains; So, think about it*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*recieve; for instance listening; its; it how; our life negatively. The*) that do not hinder comprehension.



Does the internet have a negative impact on our thinking process? The internet has made drastic changes to our society. It has affected how we live and how we work. Some people say it has affected us positively and others say it has hurt us. Although both sides may present valid points, it is evident that the internet has not had a negative impact on our thinking process; it has just changed it and increases brain activity.

The internet is flowing with information and it has lots of random information that is helpful once but not worth being stored in our memory. An example would be if someone is going somewhere and needs directions, instead of him memorizing the directions, he can just use a GPS. This is evident in Text 1 line 40 where it says "so if you know you don't have to memorize the directions to a certain place because you have a GPS in your car, you're not going to bother with that." This evidence supports this claim because it shows how technology has just changed our thinking process not hurt it.

Opposing arguments may say that the internet has ~~to~~ a negative impact on our thinking process. They say that we don't read complete articles rather just skim through it, grasping onto bits of information.

This is evident in Text 2 line 54 as it says "we routinely run our eyes over books and magazines to get the gist of a piece of writing..." Although this argument may seem legitimate, it is false because it has not hurt our way of thinking.

rather just changed it,  
As shown before, the internet has not had a  
negative impact on our critical thinking rather it  
has just changed it. The internet has helped us more  
than ever in our lives and ~~not~~ jobs. Just because  
our thinking has changed doesn't mean it is ill.

**Anchor Level 3–A**

The essay introduces a precise claim, as directed by the task (*Although both side may present valid points it is evident that the internet has not had a negative impact on our thinking process it has just changed it and increases brain activity*). The essay demonstrates appropriate and accurate analysis of the texts, as necessary to support the claim (*The internet is flowing with information and it has lots of random information that is helpful once but not worth being stored in our memory and technology has just changed our thinking process*) and to distinguish the claim from alternate or opposing claims (*Opposing arguments ... say that we dont read complete articles rather just skim through it, grasping onto bits of information*). The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (“so if you know you dont have to memorize the directions to a certain place because you have a GPS in your car, your not going to bother with that” and “we routinely run our eyes over books and magazines to get the gist”). The essay demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material (*in Text 1 line 40 and in Text 2 line 54*). The essay exhibits acceptable organization of ideas and information to create a coherent essay, with an introduction that presents a claim that focuses on the positive aspects of the internet, followed by a paragraph that supports the claim by exemplifying *how technology has just changed our thinking process not hurt it*, a paragraph that addresses the counterclaim, and a conclusion of summation (*The internet has helped us more than ever in our lives and jobs*). The essay establishes and maintains a formal style, using precise and appropriate language and structure (*The internet has made drastic changes to our society. It has affected how we live and how we work and As shown before, the internet has not had a negative impact on our critical thinking*). The essay demonstrates partial control of conventions, exhibiting occasional errors (*Although both side; process it has; dont; your not; articles ... it; in Text 2 line 54; legitimate it; criticall*) that do not hinder comprehension. The essay addresses fewer texts than required by the task and can be scored no higher than a 3.

Today internet is a source of fast ways to get information and answers to intellectual questions.

Internet is a source of all information just by ~~at~~<sup>typing</sup> or even asking ~~stt~~ with your own voice. This diminishes abilities of focusing, critical thinking and comprehension in reading long texts.

Some say that internet is beneficial for knowledge because "that with easy access to information we have more space in our brain to engage in creative activities as humans have in the past," (Text 1 line 16-17)

Although ~~that~~<sup>"internet"</sup> seems to be doing is chipping away my capacity for concentration and contemplation" <sup>w. choras</sup> Carr wrote" (Text 1 lines 24-25) this can effect peoples comprehension in all different ways in the past they didn't ~~have~~<sup>use as</sup> much interest and ~~the~~<sup>they</sup> don't have some of the issues we have today.

Internet even effecting the way this generation think because they get answered with in seconds. They cant think into deep thought because they dont have patients and they never tried thinking deeply because they all just go straight to the internet. "The technology distraction level is accelerating to the point where thinking deeply is difficult" (Text 4 lines 26-27)

"Also ~~dozens~~<sup>studies</sup> of ~~studies~~ by psychologist and neurobiologist came to conclusions."

"when you go online we enter an environment that promotes cursory reading, hurried and distracted,

thinking and superficial learning. Access to vast amounts of information is turning us into shallower thinkers literally changing structure of our brain." (text 3 4-7). This shows us how ~~internet~~<sup>internet</sup> can effect us ~~in a~~<sup>in a</sup> negative ways. Internet may look useful but ~~no~~ can also effect our abilities to focus or to read long texts and so much more.

### Anchor Level 3-B

The essay introduces a reasonable claim, as directed by the task (*This diminishes abilities of focussing, critical thinking and comprehension in reading long texts*). The essay demonstrates some analysis of the texts (*this can effect peoples comprehension in all different ways and Internet even effecting the way this generation think because they get answered with in seconds*), but insufficiently distinguishes the claim from alternate or opposing claims (*Some say that internet is beneficial for knowlage*). The essay presents ideas briefly, making use of some specific and relevant evidence to support analysis (*because "that with easy access to information we have more space in our brain to engage in creative activities as humans have in the past," and "The technology distraction level is accelerating to the point where thinking deeply is difficult"*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material, at times providing inaccurate information (*Text 1 lines 24-25 and text 3 4-7 should be "text 2 3-7"*). The essay exhibits some organization of ideas and information to create a mostly coherent essay, with an opening paragraph that introduces the claim, followed by a paragraph that presents and attempts to refute an opposing claim (*in the past they didnt use as much interent and they dont have some of the issues we have today*), two paragraphs of support focusing on the negative impact of the internet and ending with a brief conclusion (*Internet may look useful but can also effect our abilities to focus or to read long texts and so much more*). The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*Internet is a source of all information just by typing or even asking with your own voice and they never tried thinking deeply because they all just go straight to the internet*) that is sometimes imprecise (*of for "for", effecting for "affecting" and think into deep thought*). The essay demonstrates emerging control of conventions, exhibiting occasional errors (*Today internet, intelectual, beneficial, knowlage, ways in, this generation think, with in, cant, pacicents, litarally*) that hinder comprehension.

I find that technology has a negative impact on life mainly because of how I was raised which is being outside all the time and having limited access to technology.

In many of these texts they explain the effect they are playing on us such as "They are examining the effect search engines have on our brains"<sup>text 1</sup> and how this is slowly dominating us. Lots of people in today's world carry our phones every where. "Many of us now carry our smart phones everywhere"<sup>text 2</sup> this shows that we always have access to easy information not a traditional way of viewing it. I agree it's easier to use a phone to Google something but I wouldn't let them control the world. They argued these tools are replacing pencil/paper long division"<sup>text 3</sup> and what letting kids learn to these full potential. "In reality the internet might be good or bad in ways"<sup>text 4</sup> this means that you can have a down and up side to both points. A very large impact of technology

Being negative is that "people  
accept what they read and see online" <sup>text 4</sup>  
Not everything is true on the Internet  
there is good and bad sources for  
everything. This could lead to  
confusion throughout the world if  
the right thing is released.

**Anchor Level 3–C**

The essay introduces a reasonable claim, as directed by the task (*I find that technology has a negative impact on life*). The essay demonstrates some analysis of the texts (*this show's that we always have access to easy infromaton not a traditional way of veiwing it* and *Not everything is true on the Intenet there is good and bad source's for everthing*), but insufficiently distinguishes the claim from alternate or opposing claims (*I agree it's easier to use a phone to google something but i wouldn't let them control the world*). The essay presents ideas briefly, making use of some relevant evidence that is sometimes inexact to support analysis (*"They are examining the effect search engine's have on our brains"* and *"many of us now carry our smart phone's everywhere"*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material, identifying only the text (*text 1* and *text 4*), which is sometimes inaccurate, (*text 2* should be "text 3") and not providing line numbers. The essay exhibits some organization of ideas and information to create a mostly coherent essay by introducing a claim *that technology has a negative impact on life*, followed by a paragraph that focuses on the prevalence of, and problems with, technology (*this is slowly dominating us and arn't letting kid's learn to there full potential*) and containing one sentence briefly addressing a counterclaim, concluding with a paragraph that introduces the idea that *"People accept what they read and see online"*. The essay establishes but fails to maintain a formal style, using primarily basic language and structure (*Lot's of people* and *this mean's that you can have a down and up side to both point's*). The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*i; engine's; infromaton; veiwing; something but i; world. They ... division"; arn't; Intenet; is good and bad source's; througout; realeased*, as well as the lack of several antecedents throughout) that make comprehension difficult.

Does the internet have a negative impact on our thinking process? The internet has been coming helping people since were created but all depends what type of use you give them. The internet have a negative impact on our thinking process because sometimes would be disconcert to kids as a student to focus on their class also it affect the way that childrens development their mind.

Internet is a tool that our can use on different way it would be benifical or harmful for us, you choose how you want to use it. The internet have a negative impact on our thinking process because we loss the knowledge that we have it would be for lost to many time at the computer play games a thing like that at the Text #1 line # 27-29 says "Nelson, who has been teaching for more than nine years, says it was obvious with her middle school student and even her 15-years old daughter that they are unable to read long texts anymore. it means that kids are loss the knowledge to read long text and make difficult for they learned these thing that on years ago was the most easy thing or the Basic.

Some people think that internet has not any impact on our thinking

Process however it is not true because it is more harmful for childrens and for their knowledge. At text #4 line #8 says "The weath communications and informations can easily overwhelm our reasing abilities" it's means that the internet would be good sometimes for information on these things but on other hadds we see how this is harmful for many childrens.

In Conclusion we see how the internet have a negative impact for our thinking process because it would os loss our knewdge But all depent how you use it.



## Anchor Level 2–A

The essay introduces a reasonable claim (*The internet have a negative impact on our thinking process because Sometimes would be disconcernt to kids as a student to focus on their class*). The essay demonstrates some analysis of the texts (*it means that kids are loss the knowledge to read long text and its means that the internent would be good Sometimes for information an these things*), but insufficiently distinguishes the claim from alternate or opposing claims (*Some people think that internet has not any impact on our thinking process however it is not true because it is more Harmful for childrens and for their knewledge*). The essay presents ideas inconsistently and inaccurately, in an attempt to support analysis (*The internet have a negative impact on our thinking process because we loss the knowledge that we have it would be for lost to many time at the computer play games or thing like that*). The essay demonstrates inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material, citing only two sources (*Text # 1 line # 27-29 and text # 4 line #8*) and copying quoted material that is at times inexact (*weath communications and reasing abilities*). The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay, starting with a claim that the Internet has a *negative impact* on one's *thinking process*, a second paragraph that begins with the concept that the Internet *would be benifical or Harmul ... you choose how you want to use it*, then attempting to explain the negative impact and a third paragraph that presents a counterclaim with little development, rather returning to vague statements of how the Internet affects children (*it is more Harmful for childrens*), concluding with a brief summative paragraph. The essay lacks a formal style, using some language that is imprecise (*they learned these thing that on years ago was the most easy thing or the Basic and it would us loss our knewdge*). The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*internent been coming, since were created, internet have, Sometimes would be disconcernt, it affect, childrens, our can use, benifical, have it would be for lost, make diffiuut, reasing, would us loss*) that make comprehension difficult.

In the 20<sup>th</sup> century internet has been spread out through the world. Internet has a negative impact on our thinking process, internet provide all the answer we need in life which causing us not use the brain to think, kids playing games on internet damaging their eyes, internet is changing the way of people think stuff, should we continues using internet in our life?

Internet has a negative impact on our think process which internet gave all the answer you need, ~~even~~ even when a teacher ask student question, ~~the~~ the student will Google the question and answer it, internet has causing people not to use their brain according to text? "Even as internet grant us easy access to vast amount of information it is turning us into shallower thinker."

## Anchor Level 2–B

The essay introduces a claim (*Internet has a negative impact on our thinking process*). The essay demonstrates confused and unclear analysis of the texts (*Internet has causing people not to use their brain*), failing to distinguish the claim from alternate or opposing claims. The essay presents ideas inconsistently and inaccurately, in an attempt to support analysis (*Internet gave all the answer you need* and “...easy access to vast amount of information it is turing us into shallower thinker”), making use of some evidence that may be irrelevant (*damaging their eyes*). The essay demonstrates little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material, providing only *accroding to Text 2* and referencing Text 1, which is not specifically identified or cited. The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay, presenting two brief paragraphs which move from *not use the brain to think* to *damaging eyes*, to *changing the way people think*. It then mentions a positive impact of the Internet. The essay lacks a formal style, using some language that is imprecise (*changing the way of people think stuff* and *even when a teacher ask student question*). The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*spred, thought, Internet provide, causing us not use, we continues, ask student, has causing people, accroding, information it*) that make comprehension difficult.

No! the internet dose not have an negative impact on our thinking process, because in mordern time we usally had a hard time thinking. because most times we attend to over think things which can be life treatering in some cases, because some people think about things to much or the may take it on. Now this is where the internet comes in it can be used to help you learn discover new theories and different knolageable ways to do things

Anchor Level 2–C

The essay introduces a claim (*No! the internet dose not have an negative impact on our thinking process*), but does not demonstrate analysis of the texts. The essay presents no evidence from the texts. The essay does not make use of citations. The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay, consisting of one brief paragraph that opens with a claim and is followed by a few loosely connected sentences about people having *a hard time thinking* and *over think things*, concluding with an assertion that the Internet can *help you learn discover new theories and different knolageable ways to do things*. The essay lacks a formal style, using some language that is imprecise (*we attend to over think, to for “too”, or the may take it on*). The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*No! the; dose; mordern time; usally; thinking. because; over think; treatering; comes in it can; knolageable*) that make comprehension difficult.

The Internet has changed the way people think due to the pressure it puts on people, people are pressured on trying to be someone they are not for example social media usually tends to put an image out of how you suppose to look and teenagers now a days has that mindset that if they don't look like the people in the internet they not cool or good enough but there is also a different side to this you shouldn't let anyone or anything change your perspective on how you take your decisions you should know right from wrong and should be more aware of how the internet can fool you into thinking your not good enough or even being different is weird you shouldn't be like everyone else you should have your own type of personality and show your different from everyone else.

### Anchor Level 1–A

The essay introduces a claim (*The Internet has changed the way people think due to the pressure it puts on people*), but does not demonstrate analysis of the texts. The essay presents no evidence from the texts and does not make use of citations. The essay exhibits inconsistent organization of ideas and information, failing to create a coherent essay, consisting of a single paragraph that lacks punctuation and contains a string of loosely connected ideas ranging from how the Internet puts pressure on people *to be someone they are not*, to *how ... you should know right from wrong*, to *how the internet can fool you*, concluding with how you *show yar diffrent from everyone else*. The essay lacks a formal style, using some language that is inappropriate (*not cool* and *being diffrent is weird*) and imprecise (*your* for “you’re” and *how you take your descions*). The essay demonstrates a lack of control of conventions, exhibiting frequent errors (*people, people; foucesed; not for example; usaly; now a days; dont; they not; this you; prespective; shouldnt; else you; your diffrent*) that make comprehension difficult. The essay is a personal response, making no reference to the texts, and can be scored no higher than a 1.

I believe that the internet does  
Have a negative impact on our thought  
process. We often go on google  
to search for problems that we  
don't know the answers to.

**Anchor Level 1–B**

The essay introduces a claim (*I believe that the internet does Have a negative impact on our thought process*) but does not demonstrate analysis of the texts. The essay presents little or no evidence from the texts, stating that *we often go on google to search for problems that we don't know the answers to*. The essay does not make use of citations. The essay is minimal, consisting of two sentences, making assessment of coherence, organization, and style unreliable. The essay is minimal, making assessment of conventions unreliable.

Throughout human history there have been countless intellectual advancements, such as written word and the printing press, which have completely changed the way people think and go about their daily lives, but sometimes these impacts aren't inherently positive. In the case of the internet, through deduction and reasoning it can be supported that even though the internet does possess some positive attributes in terms of our thinking, the negative impacts far outweigh those which could be positive.

Although the internet does help us in some ways, there are more significant negative impacts to it such as our ability to process information and the basic ways in which our brains function. As stated by author Nicholas Carr "Dozens of studies by psychologists, neurobiologists, and educators point to the same conclusion: when we go online we enter an environment that promotes cursory reading, hurried and distracted thinking, and superficial learning. Even as the internet grants us easy access to vast amounts of information, it is turning us into shallower thinkers, literally changing the structure of our brain..." (Text 2, lines 3-7). The quote and much of Carr's argument support the idea that the internet is fundamentally changing our brains. The internet acts as an easy way out of having to think solely for ourselves and actually having to see the larger picture of concepts with our own minds instead of artificial aids. The constant and excessive use of the internet also harms us in the way that by constantly shifting our attention and not taking in information, we are becoming less cognitive and focused as a society. The information we learn on the internet is only surface deep which leaves us at a loss for consistent learning further debilitating us in the long run. The quote from text 3 on lines 51-56 support this claim because it discusses the fact that these claims about the evils of the internet are more than unsupported accusations. "One fear is that the same internet that makes us smarter in relatively superficial ways may also be making us stupid on a deeper level... that a parade of tweets and hyperlinks is training our brains to expect constant stimulation and thus rendering us incapable of reading a book, let alone sustaining the type of profound contemplation that leads to real wisdom". Since the development of the internet, scientists have been questioning the overall impacts that it has on our health, and with just reason. This overload of information and lack of consistent information is causing behavioral and mental changes across the board. We rely on the



---

## Part 2 – Practice Paper – A

---

internet as a sufficient source of information, but being complacent with that leaves us in a vulnerable state. Our reliance and lack of questioning of the internet can be summed up partly by the following quote. "On the other hand" The technology distraction level is accelerating to the point where thinking deeply is difficult. We are overwhelmed by a constant barrage of devices and tasks" Worse: "We increasingly suffer from the Google syndrome. People accept what they read and believe what they see online is fact when it is not." (Text 4, lines 26-29). Although there are many negatives to the way the internet impacts our thinking, there are still positive attributes that can't be completely disregarded. ~~Some~~ The most significant being the way in which human creativity is expanded through the endless resources that we gain with the use of the internet. However, when you step back and look at how the internet has shaped us, the connection and creativity that it provides ~~is~~ <sup>is</sup> miniscule compared to the impact that it has on the way humans function individually, and as a society. We can't ignore the internet's accomplishments, but we surely can't rely on it to better our society, that's something that we have to do on our own.

---

Does the internet have a negative impact on us? Some people may think it does but I think it doesn't there is a couple examples I'll share with you

According to text 2 "Psychologists refer to the information flowing into our working memory as our cognitive load" which this means people get their brain to work more finding answers or if explaining things to you. Another example would be according to text #3 "There may be some truth in that, though brain scans suggest that searching Google actually stimulates more parts of the brain than reading a book"

Some other people may think it's bad for you and your health for example according to text #1 "There is a relative lack of research available examining the effect of search engines on our brains" people think it messes with our brains and doesn't make us smart.

In conclusion, some people chose either side more people are to the side that it educates you and helps your brain

The Internet is without a doubt one of the most important technological advancements in human history, on par with fire, electricity, and the steam engine. Suddenly we have high, unrestricted access to the outpourings of all humanity, something undreamed of in the age of books and telegrams. However, as with any technological change, it is inherently a double-edged sword. In this case, the Internet seems to be doing more harm than good, due to the instant availability of a truly vast amount of low quality information.

One of the prime concerns of many experts regarding the cognitive impact of the Internet is a phenomenon known as cognitive overloading. This is defined as "when the load exceeds our minds' ability to process and store it, we're unable to retain the information or to draw connections with other memories" (Text 2, lines 26-27). In other words, when we look something up on the Internet, we often are bombarded with multiple sources filled with varying degrees of facts and opinions. This can be overwhelming and, while fulfilling our immediate goal, will most likely succumb to the old adage, "out of sight, out of mind".

An extension of this overload is the potential of the Internet to promote distraction and shorten attention span due to the parallelism of the multitudinous information streams available. This is an issue also addressed in Text 2. The text says, "On the Net, we face many information faucets, all going full blast. Our little thimble overflows as we rush from tap to tap (Text 2, lines 22-23). The very vastness and wealth of information that makes the Internet so revolutionary is the driving force behind the problem: due to its sheer size, we tend to hop back and forth, skimming and picking up fragmented

information. So much is available that it is impossible to stay in one place, leading to declining attention span and, with it, a declining capacity to absorb and assemble information.

This, in turn, encourages the need for instant gratification which tends to lead to shallower thinking as former Kentucky English teacher, Terry Heck, pointed out when he asked his students a question relating to modern novels. In response they immediately turned to the Internet. "Heck had intended for his students to take a moment to think, figure out what type of information they needed, how to evaluate the data and how to reconcile conflicting viewpoints. He did not intend for them to immediately Google the question, word by word - eliminating the process of critical thinking" (Text 1, lines 9-12). This example demonstrates how we are becoming more and more dependent on the Internet by allowing it to do the thinking for us, rather than doing the thinking for ourselves.

Many laud the Internet for being extraordinarily democratic as it allows anyone to access, create, and post content. They point out the wealth of information and opinions on practically every topic or issue imaginable. However, the same things that make the Internet so revolutionary, also give rise to its flaws. This "democratic" aspect also means that anyone can set up a fake news site, or a propaganda-bot, or a site disseminating biased information. As quantity and egalitarianism rise, quality of information seems to drop off. Text 4 says, "We're exposed to [greater amounts of] poor charismatic thinking, the fads of intellectual fashion, opinion, and mere assertion" (Text 4, lines 6-7). This has led to

the modern-day crisis of fake news, polarization, and bias. Anyone can put information out there, regardless of its truthfulness, fairness, or overall quality. Thus, the low quality information made available on the Internet damages our information input stream, the foundation of intellectual life.

In conclusion, through a vast supply of immediately low-quality information, the Internet damages our capacity to think, our willingness to do so on our own, and the information needed to do so properly.

Do you think technology is reprogramming us to ~~less~~ <sup>less</sup> critically about a question. I think that it is making us think less. And here are my three ~~reasons~~ <sup>reasons</sup> why I think that. Reason one if we don't know ~~it~~ <sup>it</sup> we look it up on our phones. My ~~second~~ <sup>second</sup> reason is we are so reliant on our smart phones, my third and final reason is we are glued into our phones.

We also look up stuff we don't know ~~to~~ <sup>to</sup> support this is in text 1 and lines 13-15) he it is "There is a relative lack of research available examining the effect of search engines on our brains even the technology is rapidly dominating our lives, of the studies available, the answers are sometimes unclear." What also supports this is we are reliant on our smart phones too much. (text 4 lines 30-33) that had a lot of information, Nelson says, they couldn't grasp it they couldn't figure out what ~~the~~ <sup>the</sup> important thing was. And some people might go against ~~what I said~~ <sup>what I said</sup> has what they might say "our own brains are brilliant at storing and retrieving information that's visceral" (text 3 lines 34)

So this is what I was thinking when I was reading these 4 articles and how I supported ~~my~~ <sup>my</sup> reason with some text evidence. It leaves me with one question, do you think technology is reprogramming us to think less critically about topics.

The topic of the internet negatively impacting one's thinking process has been popular among conversation in society. Some argue that it will ruin your thought process or memorization while others believe the internet is an aid to help make sure you are able to achieve everything you aim to do. Here is why the internet can and will continue to positively impact our thought processing.

One reason is that the internet opens our minds to bigger, better things. For example "The bright side lies... when conducting internet searches." (Text 1 lines 33-37). This proposes that experienced internet users have a brain more likely to comprehend things than others. In addition to this "It develops imagination, induction, reflection and critical thinking as well as vocabulary. However she has found that visual media actually improves some types of information processing" (Text 4 lines 37-39). This suggests that not only can internet help you memorize but can also improve your thinking in different aspects. Opening our minds to be bigger and better is why the internet will be a positive impact.

A second reason is that the internet is basically a second brain or hard drive, it makes retrieving information easier than it is. For example "So the internet now is essentially an external hard drive for our brains? That's the essence of an idea called "the extended mind" first propounded by philosophers Andy Clark and David Chalmers in 1998" (Text 3 lines 19-21). This elucidates the impression that the internet is basically our right hand man when it comes to learning or obtaining

information. Another example is "The basic google search, which has become our central means of retrieving published information about the world - is only the most obvious example. Personal assistant tools like Apples Siri instantly retrieve phone numbers and directions that we once had to memorize or commit to paper. Potentially even more powerful as memory aids are cloud based note taking apps like "Ever note" whose slogan is "Remember everything" (Text 3 lines 31-35). This illustrates that the internet can remember everything you once did and that at the click of a button you will have everything you need in front of you waiting to be used.

Others do argue that "the technology level of distraction is accelerating to the point where thinking deeply is difficult. We are ~~overwhelmed~~ overwhelmed by a constant barrage of devices and tasks" (Text 4 lines 26-28). But "with easy access information we have more space to engage in creative activities as humans have in the past." (Text 1 lines 16-17). This proves that with easy access information we are more likely to be stress free and will be able to participate in activities we choose to do. In ~~conclusion~~ conclusion ~~some~~ time is freed up to do as you please when the internet is there for use.

Therefore the internet does open our minds to better things along with also acting as a second brain for us humans. The internet does help an individual achieve more and hopefully it can help you too.



**Practice Paper A – Score Level 5**

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

**Practice Paper B – Score Level 3**

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

**Practice Paper C – Score Level 6**

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

**Practice Paper D – Score Level 2**

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

**Practice Paper E – Score Level 4**

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



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

**Text Analysis: Exposition**

<b>Criteria</b>	<b>4 Responses at this Level:</b>	<b>3 Responses at this Level:</b>	<b>2 Responses at this Level:</b>	<b>1 Responses at this Level:</b>
<b>Content and Analysis: the extent to which the response conveys complex ideas and information clearly and accurately in order to respond to the task and support an analysis of the text</b>	-introduce a well-reasoned central idea and a writing strategy that clearly establish the criteria for analysis  -demonstrate a thoughtful analysis of the author's use of the writing strategy to develop the central idea	-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	-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	-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
<b>Command of Evidence: the extent to which the response presents evidence from the provided text to support analysis</b>	-present ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis	-present ideas sufficiently, making adequate use of relevant evidence to support analysis	-present ideas inconsistently, inadequately, and/or inaccurately in an attempt to support analysis, making use of some evidence that may be irrelevant	-present little or no evidence from the text
<b>Coherence, Organization, and Style: the extent to which the response logically organizes complex ideas, concepts, and information using formal style and precise language</b>	-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
<b>Control of Conventions: the extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling</b>	-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	-are minimal, making assessment unreliable  -demonstrate a lack of control of conventions with frequent errors that make comprehension difficult  -are minimal, making assessment of conventions unreliable

- 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.

By structuring her piece to transition from personal anecdotes to a broad analysis of her choices and actions, the author illustrates how the scarcity within a communist society led to her materialism. The author begins by recounting memories of her most prized possessions as a child, for example, a record of Beethoven's Fifth Symphony. "I listened to it so often that to this day I can hum the whole piece from beginning to end," she says. The author also recounts a memory of her rushing home after seeing a copy of *War and Peace* in a book store to borrow money from her father so she could go back and buy it. "I realize that what I'm saying may sound pathetic to a person raised in the comforts of a free-market economy where it's enough to think of something to find it immediately in the store" she writes. By emphasizing ~~her~~ her bond with the things she had in the first three paragraphs of this piece, the author contextualizes the situation by grounding her possessiveness in her background and upbringing.

Right when the author begins to make the contrast between the communist society and the "free market economy" (quoted above) is when the piece shifts from personal to analytical. Maintaining first person, the author still directly connects herself to the situation; however, in the latter half of the piece, she takes a step back and begins to assess why the personal experiences led to her "youthful materialism". She describes this as a "disproportionate attachment to things that was caused by scarcity", distinguishing it from the materialism caused by overabundance in a free market economy. She reflects on her life bluntly, stating that

"She learned to practice self-limitation". The author faces the causes of her possessiveness head on in this section, whereas before she focused on illustrating its effects. In structuring her piece like this, the author effectively illustrates the central idea that scarcity and shortage of material possessions led to a form of possessiveness and materialism.

#### Anchor Level 4–A

The response introduces a well-reasoned central idea and a writing strategy that clearly establish the criteria for analysis (*By structuring her piece to transition from personal anecdotes to a broad analysis of her choices and actions, the author illustrates how the scarcity within a communist society led to her materialism*). The response demonstrates a thoughtful analysis of the author's use of structure to develop the central idea (*The author begins by recounting memories of her most prized possessions as a child and Right when the author begins to make the contrast between the communist society and the "free market economy" ... is when the piece shifts from personal to analytical*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*"I listened to it so often that to this day I can hum the whole piece from beginning to end," ... By emphasizing her bond with the things she had ... the author contextualizes the situation by grounding her possessiveness in her background and upbringing and She reflects on her life bluntly, stating that "she learned to practice self-limitation"*). The response exhibits logical organization of ideas and information to create a cohesive and coherent response, first introducing a central idea and a writing strategy, then illustrating how the author moves from *recounting memories* to, *in the latter half of the piece*, assessing *why the personal experiences led to her "youthful materialism"*, concluding with a reiteration of the claim (*In structuring her piece like this, the author effectively illustrates the central idea that scarcity and shortage of material possessions led to a form of possessiveness and materialism*). The response establishes and maintains a formal style, using precise language and sound structure (*She describes this as a "disproportionate attachment to things that was caused by scarcity", distinguishing it from the materialism caused by overabundance in a free market economy*). The response demonstrates control of conventions with infrequent errors.

One's surroundings influence the person they will become. This text's central idea is that different circumstances affect people's attitudes towards objects and other people.

The author develops this central idea using point of view. In this case, the point of view is from a narrator describing her youth during the 1950's in a Communist country.

Early in the text the author clearly states the main idea, "... circumstance may have been responsible for my complicated attitude towards objects", and then goes on to reinforce this idea. From the point of view of a citizen of a Communist regime, the author describes how living in such a different environment than what most Americans are accustomed to living in affects a person's temperament. The author mentions early and frequently that shortages of, not only material possessions but also necessities, made the narrator more possessive over the little she owned, and would also make people more reserved and patient.

Being circumscribed by their government and told that materialism and consumerism typical of western societies was "considered an ugly outgrowth of western culture," people

were forced to deal with the shortages and appreciate the little they had. Doing this from youth to adulthood, the narrator states that she and the rest of her people did not see the gray drab reality in which they lived. Instead, due to such circumstances, the narrator learned self-limitation, along with learning the things ~~to~~ which she wanted and did not want, claiming it to be a good thing. "When you're faced with overabundance, assaulted by things and more things, it's often difficult to say what you like or want, but that at least wasn't our problem. I don't mean to praise privation or claim that we are somehow better or more virtuous than those inhabiting a consumer heaven... I'm just saying that my relationship to things was developed over a different set of circumstances."

All in all, a person's environment influences their attitude. Whether it be in a communist country or a consumer heaven, different circumstances create different people. From different points of view we can understand how and why people act and think the way they do.

## Anchor Level 4–B

The response introduces a well-reasoned central idea (*This text's central idea is that different circumstances affect people's attitudes towards objects and other people*) and a writing strategy (*The author develops this central idea using point of view. In this case, the point of view is from a narrator describing her youth during the 1950's in a communist country*) that clearly establish the criteria for analysis. The response demonstrates a thoughtful analysis of the author's use of point of view to develop the central idea (*From the point of view of a citizen of a communist regime, the author describes how living in such a different environment than what most Americans are accustomed to living in affects a person's temperament and Doing this from youth to adulthood, the narrator states that she and the rest of her people did not see the gray drab reality in which they lived*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*Early in the text the author clearly states the main idea, "... circumstance may have been responsible for my complicated attitude towards objects", and then goes on to reinforce this idea and Being circumscribed by their government and told that materialism and consumerism typical of western societies was "considered an ugly outgrowth of western culture," people were forced to deal with the shortages and appreciate the little they had*). The response exhibits logical organization of ideas and information to create a cohesive and coherent response, with an introductory paragraph that presents a central idea and a writing strategy, followed by a paragraph that focuses on how the narrator's point of view reinforces the central idea by showing how living in different environments affect people differently (*due to such circumstances, the narrator learned self-limitation, along with learning the things which she wanted and did not want and "When you're faced with overabundance ... it's often difficult to say what you like or want*), concluding with a paragraph that reiterates the claim (*Whether it be in a communist country or a consumer heaven, different circumstances create different people*). The response establishes and maintains a formal style, using precise language and sound structure (*The author mentions early and frequently that shortages of, not only material possessions but also necessities, made the narrator more possessive over the little she owned, and would also make people more reserved and patient*). The response demonstrates partial control of conventions with occasional errors (*one's ... they, temperament, habitting, person's ... their*) that do not hinder comprehension.

In this text the central idea that is portrayed is to make the most out of what you have in life. The author does well at supporting this by using the literary element tone. Tone is the attitude that the author has throughout the text. Tone is a very good way to support the central idea of this text.

Tone is used throughout the whole text to support its central idea. This author maintained a positive attitude throughout the text even though he had nothing as a child. In lines 6-7 it states "abundance, had no place in our vocabulary or in our world, but we were happy with what we had." This shows the author's positive tone on how he always was happy with what he had. Another example of the author's positive tone is in lines 17-20 there are multiple examples of how the author made do with what he had and kept happy with it, such as the three pens that he had and kept safe, and his records and record player in which he would listen to all the time and hum along with, and finally how he made sure he kept his books safe because he didn't want anything to happen to them. "It might ~~sound~~ <sup>sound</sup> more poignant if I said that



books and records helped me escape the surrounding grayness and drabness," is stated in lines 35-36. This is another prime example of the author's use of tone to show that he was happy with what he had and it helped him stay positive. Another way that the author shows use of making do with what he had was when he stated that he had self-limitation. He showed this by not showing that it was a bad thing that he self-limited himself but his tone was more positive because his own self-limitation helped him to be happy. The author also had a hopeful tone because in the last paragraph he shows how he was optimistic to find something new within the pit of worthlessness that was already there. The author did a very good job at displaying the central idea of the text with the use of tone in many different parts of the text.

### Anchor Level 3–A

The response introduces a clear central idea (*In this text the central idea that is portrayed is to make the most out of what you have in life*) and a writing strategy (*The author does well at supporting this by using the literary element tone*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author’s use of tone to develop the central idea (*This shows the authors positive tone on how he always was happy with what he had and This is another prime example of the authors use of tone to show that he was happy with what he had and it helped him stay positive*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (“ ‘abundance,’ had no place in our vocabulary or in our world, but we were happy with what we had” and “It might sound more poignant if I said that books and records helped me escape the surrounding grayness and drabness”). The response exhibits acceptable organization of ideas and information to create a coherent response, with an introductory paragraph that presents the central idea, the writing strategy and a definition of the writing strategy (*Tone is the attitude that the author has throughout the text*), then exemplifying and discussing tone and the author’s *positive attitude* in a second paragraph, and concluding with a summative statement (*The author did a very good job at displaying the central idea of the text with the use of tone in many different parts of the text*). The response establishes and maintains a formal style, using appropriate language and structure (*This author maintained a positive attitude throughout the text even though he had nothing as a child*). The response demonstrates control of conventions with infrequent errors (*‘abundance,’ ; authors; in which*).

The author of this text uses imagery as a way of showing the possessiveness that occurs when one is brought up with little. The author lived in a communist country that had shortages and the author ~~shows it~~ <sup>uses imagery</sup> to show how they became a possessive person.

The author of this piece tells about how they enjoyed books, but they were hard to come by. ~~In this~~ Throughout the piece, the author discusses books. They say in ~~the~~ line 24, "My possessiveness may have had a lot to do with how difficult books were to come by." This shows a bit of the ~~the~~ point of how ~~their~~ possessiveness ~~was~~ <sup>came</sup> about by not having much. "When my younger sister took ~~the book~~ [a book] out, I insisted she put it back in the exact same spot." (lines 23-24). The author demanded of their sister that she put books back in the place the author had them on their shelf. This shows how possessive they were of their books and how they wanted their few possessions their way. This imagery kind of paints a picture in one's head of the author telling their sister to put the book back where they got it, and of a young girl placing it back in the gap the book left on the shelf.

The author uses imagery in the lines 31-32. ~~the~~ "Clutching the money, I ran back to the bookstore, breathless and worried that the book would no longer be there." <sup>(31-32)</sup> ~~the author~~ The author paints a picture in the reader's mind when they say these lines. The picture they paint is of a person running back to a bookstore, clutching money they borrowed from their father, worried the book would be gone. They paint this picture to show how desperate they were for this book, and how worried that it could be taken away so easily. This shows how the author was possessive, and kind of why they were possessive, since things could so easily be taken away from them. Their hope could easily be taken away,

the joy in their life. The author says later that "It may seem poignant if I ~~say~~ said that books and records helped me escape the surrounding grayness and drabness... But if I said that, I'd be practicing revolutionist history. The truth is that we didn't see the grayness ~~and~~ drabness — not yet." (35-39). <sup>This realization came much later.</sup> This shows that the author didn't quite collect books to escape the situation of their childhood, but instead shows that they were just being possessive and did this because it is what people did. They didn't realize the "grayness and drabness" of their life until later. The author says later that basically, the people of their childhood frowned upon materialism so that they could get by thinking the shortages and the like were okay, and that everything was alright. (Lines 41-43). "My brand of materialism didn't belong in ~~to~~ a consumer society, either, because it was a kind of disproportionate attachment to things that was caused by scarcity, something unheard of in a market economy." (lines 44-46). These lines use slight imagery to show the reader how the author had a possessiveness that scarcity brought about. ~~at scarcity that~~

The author uses imagery to get their point across of how scarcity brings about possessiveness.

### Anchor Level 3–B

The response introduces a clear central idea and a writing strategy (*The author of this text uses imagery as a way of showing the possessiveness that occurs when one is brought up with little*) 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 imagery kind of paints a picture in one’s head of the author telling their sister to put the book back and The picture they paint is of a person running back to a bookstore, clutching money they borrowed from their father ... They paint this picture to show how desperate they were for this book*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*“My possessiveness may have had a lot to do with how difficult books were to come by.” This shows a bit of the point of how their possessiveness came about by not having much and “My brand of materilism didn’t belong in a consumer society, either, because it was a kind of disproportionate attachment to things that was caused by scarcity ... These lines use slight imagery to show the reader how the author had a possessiveness that scarcity brought about*). The response exhibits acceptable organization of ideas and information to create a coherent response, with an introductory paragraph that presents the central idea and the writing strategy, followed by a second paragraph that focuses on the role of books in promoting possessiveness (*This shows how possessive they were of their books and how they wanted their few possessions their way*) and a third paragraph which expounds on the function of scarcity in promoting possessiveness (*This shows how the author was possessive, and kind of why they were possessive, since things could so easily be taken away from them*) with a one-sentence summation. The response establishes and maintains a formal style, using appropriate language and structure (*The author says later that basically, the people of their childhood frowned upon materilism so that they could get by thinking the shortages and the like were okay, and that everything was alright*) although some informal qualifying phrases are present (*a bit of* and *kind of*). The response demonstrates partial control of conventions with occasional errors (*author ... they ... person; author ... their sister; sister ... they, materilism*) that do not hinder comprehension.

The passage is about a child from the 1950s who lived in a communist country throughout the story, she discusses her experiences growing up in a place where shortages of goods occurred constantly. In the protagonist's society materialism was frowned upon and was seen as an "ugly outgrowth of Western consumer societies".

The author uses this setting to convey the main idea of the importance of self-limitation. The brilliant use of the setting being a communist country provides an excellent support to the main idea.

The author explores the main idea of self-limitation with the protagonist's feelings toward materialism. The protagonist recalls many things about her youth and how she treasured material goods such as a book collection enclosed in a bookshelf with a sliding glass door. She enjoyed her possessions, but learned to balance wanting and needing by growing up in a setting that looked down on materialism as an excuse for the countless shortages of goods she balanced proved to be important as she continued to enjoy material goods but avoid being excessive about it. The setting helps carry the main idea very well, as the society she lived in disliked consumerism while the main character greatly valued material goods. These two contrasting points of view clashed and taught the protagonist the importance of self-limitation which became a major part of her character.

### Anchor Level 3–C

The response introduces a clear central idea and a writing strategy (*The author uses this setting to convey the main idea of the importance of self limitation*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author’s use of setting to develop the central idea (*The brilliant use of the setting being a communist county provides an excellent support to the main idea and The author explores the main idea of self limitation with the protagonists feelings toward materialist*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*In the protagonists society materialist was frowned up on and was seen as an “ugly outgrowth of western consumer societies” and the society she lived in disliked consumerism while the main charecter greatly valued material goods*). The response exhibits acceptable organization of ideas and information to create a coherent response, with an introductory paragraph that provides information about the protagonist, the main idea, and the writing strategy (*setting*), with a second paragraph that focuses on *the protagonists feelings toward materialist* and ending with a concluding statement that reinforces *the importance of self limitation*. The response establishes and maintains a formal style, using predominantly appropriate language and structure (*through out the story, she discusses her experiences growing up in a place where shortage of goods occured constantly*) with occasional imprecision (*of* for “a” and the repetition of *materialist* for “materialism”). The response demonstrates emerging control of conventions with some errors (*country through out; where shortage; protagonists society; up on; societies”; self limitation; brilliant; setting being; county; books collection; encllosed; bookshelve; posesions; ballance; charecter*) that hinder comprehension.

The main idea of the passage is that not everyone has the same privileges that others do. This is shown by the ~~with~~ authors use of diction. There are a few examples.

One example is when the author says "My possessiveness may have had a lot to do with how difficult books were to come by." (line 24) this shows that the other is worried about the books they own. " ... growing up in a communist county!!" (line 1) this shows diction because of where the ~~the~~ author grew up. This is how the main idea of not everyone having the same privileges comes through by the use of diction.

#### Anchor Level 2–A

The response introduces a central idea (*The main idea of the passage is that not everyone has the same privileges that others do*) and a writing strategy (*This is shown by the authors use of diction*). The response demonstrates a superficial analysis of the author's use of diction ("*... growing up in a communist county*" ... *this shows diction because of where the author grew up*) to develop the central idea. The response presents ideas inadequately in an attempt to support analysis (*not everyone has the same privileges ... One example is when the author says "My possessiveness may have had a lot to do with how difficult books were to come by." ... this shows that the other is worried about the books they own*). The response exhibits inconsistent organization of ideas and information, with an introductory paragraph that states a central idea and corresponding writing strategy (*diction*), then moves to a body paragraph that provides two pieces of text support that are identified as examples of diction, and concludes with a reiteration of the central idea (*This is how the main idea of not everyone having the same privileges comes through*), failing to create a coherent response. The response lacks a formal style, using language that is basic and imprecise (*shown by; "other" for author; because of where; main idea of not; comes through by*). The response demonstrates partial control of conventions with occasional errors [*privileges; authors use; by." (line 24) this; county; because*] that do not hinder comprehension.



One writing strategy used in this selection is setting. "I was a child of the fifties, growing up in a communist country beset by shortages of practically everything – food, clothes, furniture – and that circumstance may have been responsible for my complicated attitude toward objects." This quote shows that in order to get nice things in communist country you must be willing to work harder and stay strong until they get stuff. This writing strategy develops the central idea of because this quote explains that shortages make you wait for things and nothing comes easy so you have to be happy with what you got.

**Anchor Level 2–B**

The response introduces a central idea (*shortages make you wait for things and nothing comes easy so you have to be happy with what you got*) and a writing strategy (*One writing strategy used in this selection is setting*). The response demonstrates a superficial analysis of the author's use of setting to develop the central idea (*in order to get nice thing in communist country you must be willing to work harder and stay strong until they get stuff*). The response presents ideas inconsistently and inadequately in an attempt to support analysis (*"I was a child of the fifties, growing up in a communist Country ... and that circumstance may have been responsible for my complicated attitude toward objects and this quote explains that shortages make you wait for things and nothing comes easy*). The response exhibits inconsistent organization of ideas and information by providing one paragraph that connects a text reference about *growing up in a communist Country* to getting *nice thing* and working *harder* and staying *strong*, then tying these ideas into a central idea that emphasizes *nothing comes easy so you have to be happy with what you got*, failing to create a coherent response. The response lacks a formal style, using language that is basic, inappropriate, and imprecise (*you must be willing to work harder and stay strong until they get stuff, shortages make you wait for things, be happy with what you got*). The response demonstrates emerging control of conventions with some errors (*Country; practicaly; responsible; get nice thing; in communist country you; developes; of because this*) that hinder comprehension.

---

Anchor Paper – Part 3 – Level 2 – C

---

In the given passage many different writing strategies are used to convey the story. The literary element that stuck out to me was the use of repetition on the word "I" in the last paragraph or two. The whole story is about the struggles of the boy in a Communist state, ~~he~~ he starts off mostly saying "we" and by the end of the text he is constantly using the word "I".

I think the change from "we" to "I" in the story shows the development of the character along with the change in his mind. The kid grew up his whole life with a Communist State of mind and now is starting to realize how there should be individualism in the world and he should think and do stuff for himself.

**Anchor Level 2–C**

The response introduces a central idea (*the whole story is about the struggles of the boy in a communist state*) and a writing strategy (*The literary element that stuck out to me was the use of Repetition on the word "I" in the last paragraph or two*). The response demonstrates a superficial analysis of the author's use of repetition to develop the central idea (*I think the change from "we" to "I" In the story shows the development of the character along with the change in his mind*). The response presents little evidence from the text (*the word "I" in the last paragraph and The kid grew up his whole life with a Communist State of mind*), mostly making generalizations that are sometimes inaccurate (*The kid ... is starting to realize how there should be individualism in the world And He should think and do stuff for Himself*) and misidentifying the narrator as a male. The response exhibits inconsistent organization of ideas, with an introduction that suggests a central idea about *the struggles of the boy* which is not followed up on, and states the literary *element of Repetition*, the use of which is not exemplified or explained in regard to the central idea, failing to create a coherent response. The response lacks a formal style, using language that is basic, inappropriate, and imprecise (*stuck out to me, The kid, think and do stuff, word for "world"*). The response demonstrates emerging control of conventions with some errors (*strategies; on the word; two. the; state, He; "I" In the story, development, State, Himself*) that hinder comprehension.

The author had many little conflicts and many other things. She was a girl part of a family living in the older days when things were harder to come by making money was harder. Actually had to work for things so she could buy them. Lived in a small town it seems with her parents and sister. Weren't a poor family but definitely had to save their money to get what they wanted. They all seemed to love books hard to come by because they didn't make a lot of copies and kind of expensive wasn't much anything better to do so read a lot either bought or loaned from their local library.

**Anchor Level 1-A**

The response introduces a confused and incomplete central idea (*She was a girl part of a family living in the older days when things were harder to come by*), with minimal analysis of the author's use of a writing strategy (*many little conflicts*) to develop the central idea. The response presents ideas inconsistently, inadequately, and inaccurately in order to support analysis (*making money was harder. Actually had to work for things and Lived ... with her parents and sister. Weren't a poor family but definitely had to save their money to get what they wanted*). The response exhibits little organization of ideas and information, transitioning from idea of the need to *work for things* to the family's love of books and stating that there *wasn't much anything better to do so read a lot*. The response lacks a formal style, using language that is basic, inappropriate, and imprecise (*conflicts and many other things and They all seemed to love books hard to come by because they didn't make a lot of copies and kind of expensive*). The response demonstrates a lack of control of conventions with frequent errors that make comprehension difficult (*girl part of; come by making money; harder. Actually; definitely; git; They all ... they didn't make a lot; wasn't much anything better*).

---

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

---

The author of the story used a rhetorical device to help develop this central idea. By using this tone in the story, it shows that she's writing to a younger audience.

**Anchor Level 1–B**

The response introduces an incomplete central idea (*the story uses a rhetorical device to help develop this central idea*), which is never actually identified, with no analysis of the writing strategy (*this tone*) to develop the central idea. The response presents no evidence from the text. The response is minimal, making assessment unreliable. The response is minimal, making assessment of language and conventions unreliable.

---

### Part 3 – Practice Paper – A

---

Growing up in a communist country would be very difficult and different for a person that was first exposed to the luxuries of being able to find every product, ever wanted in a free market economy. The same is true in reverse. This is the point of the passage by Ewa Hryniewicz-Yarbrough who, at a very young age, knew what she ~~could~~ found valuable and wanted to "collect" <sup>even while living</sup> in a communist society. Through her use of the first-person narrative, she is able to appeal to those who have an over abundance of buying opportunities, making them understand that, like them, she wanted possessions but had to be more particular about what she wanted and the lengths she would go to get it.

The author presents to the reader her central idea which really boils down to the acquiring of possessions in a communist society. By using a first person narrative, she is able to help the reader from a free market background understand her selectivity and possessiveness of material goods. For instance, she states, "growing up in a communist country beset by shortages of practically everything – food, clothes, furniture – and that circumstance may have been responsible for my complicated attitude toward objects." Here the author expresses that the limitations on possessions caused by economic troubles and ideologies impacted how she feels toward her belongings, even as a young child who couldn't be further removed from political affairs. "I was very possessive of the books I owned and only reluctantly loaned them to friends," and, "I couldn't want more, new, or better. Such wanting was at best a futile and abstract exercise, so I learned to practice self-limitation," are examples of this selectivity and possessiveness she is able to share with her consumer society readers and make them reflect on similar experiences and how they may view their own possessions. She goes on to explain further how her wants were different and how the shortages affected those wants by encouraging her to limit herself and become satisfied with what's available.

---

Part 3 – Practice Paper – A

---

By using her first-person narrative, the author is able to tell her story, which enhances the reader's understanding of how much she appreciated her possessions. She tells the story of sharing the phonograph with the sister, along with the records she'd acquired. And, she illustrates her love of acquiring books by first detailing the difficulty of finding good books and then telling her story of spotting a copy of *War and Peace* at a store, "Clutching the money, I ran back to the bookstore, breathless and worried that the book would no longer be there." She even goes so far as to state what she figures would be the perception of someone not living in these circumstances upon listening to her account, describing it as "pathetic," but her point is that there is a lack of understanding just how desperate she had been to acquire what she found valuable when these things were not readily available.

Ewa Hryniewicz-Yarbrough's piece is meant to make us think and appreciate how easily accessible items are to possess in our society. Her first-person narrative clarifies for those of us who have not experienced the shortages in a communist society first hand, just how lucky we are to not have to be so selective, and frankly, obsessed, with purchasing. It should also make us understand that our comrades are similar to us in that they like material goods too, they just appreciate what they get more deeply.

This article is well written and is used to show the struggle of poverty and how to make the best of it. His choice in words are calm ~~but~~ intelligent, the reader is not sitting, wondering what the words mean because of the writers easy context clues.

Part 3 – Practice Paper – C

People all over the world are raised differently. Although ~~one person's~~ one person's way of life might be completely different from that of another everyone has their norm. In this text the author ~~conveys~~ conveys the central idea that the way you are brought up, although seen ~~as~~ as different by others, is your norm, can be seen through the use of perspective.

In the text we ~~meet~~ meet the narrator who is a young adult who has been raised in a communist society. They explain their society through their viewpoint as a place where everything is limited, even the bare necessities such as food but to them this is just a norm and do not put too much questioning to it. This can be seen when the narrator says, "Abundance had no place in our vocabulary, and in our world, but we were happy with what we had; in the way that only children can be. We were unaware that our lives were in any way circumscribed." This reflects how, as they grow they become accustomed to this way of life that ~~everything~~ everything they ~~experience~~ experience is just supposed to be that way. Not only that but the ~~author~~ author chooses to include a different perspective of way of life so that the reader can really get the sense of how people are raised different and becomes their norm. This can be seen in lines 32-34. When the narrator said, "I realize that what I'm saying must seem



---

Part 3 – Practice Paper – C

---

pathetic to a person raised in the comforts of a free market economy where it's enough to think of something to find it ~~immediately~~ immediately in the store." This shows of how those who have a different upbringing would have a different perspective of the life the narrator is living.

All in all the central idea of the passage was that people grew up with different upbringings and those upbringings just become their norms. The author chose to express this idea through the use of perspective as by including different points of view on the situation the reader is able to get the full sense of the central idea.

In the text the author Portrays his theme ~~by~~ with the use of Point of view. In this writing ~~per~~ piece you can learn that you don't need everything to be happy or be cool. The way he implements this is that he uses stories from his past. You will figure out by this essay that this is true.

The Author uses ~~the~~ point of view through out the whole article. "Abundance was not in our world but we were happy", this line is a great use of point of view, he uses this to show that even though ~~be~~ they didn't have the best clothes or toys or even other things they wanted it didn't matter they were still happy. This also ~~is~~ implements to the theme because ~~if~~ they didn't need the flashy object or the most of one object, they were happy with what they had.

Materialism is evident in free-market societies. Everyone believes they need the newest gadget or the most expensive clothing. Materialism is usually thought of as a "free-market thing" only and that it does not exist in communist countries. The author of the text disagrees with this. The author believes that a lack of things also causes materialism and uses personal anecdotes to support it.

The most notable example the author uses in the text is about when she bought "War and Peace" in the book store. The author described how she was worried that someone would buy it before she could. The anecdote reveals the author's materialism because she had to have the book and not let anyone else buy it. The author also revealed through her personal anecdotes how possessive she was about books. The author wrote how she reluctantly shared her books with her friends and was cautious about her sister using them.

The author used personal anecdotes to show how the limited availability of books nurtured her materialism in a communist country. This achieved the author's purpose by showing that a free-market society is not the only cause of materialism.

**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  
January 2020**

<b>Question</b>	<b>Type</b>	<b>Credit</b>	<b>Weight</b>	<b>Standard</b>
1	MC	1	1	RL. 4 (11-12)
2	MC	1	1	RL. 2 (11-12)
3	MC	1	1	RL. 3 (11-12)
4	MC	1	1	RL. 5 (11-12)
5	MC	1	1	L. 5 (11-12)
6	MC	1	1	RL. 3 (11-12)
7	MC	1	1	RL. 3 (11-12)
8	MC	1	1	RL. 4 (11-12)
9	MC	1	1	RL. 5 (11-12)
10	MC	1	1	RL. 4 (11-12)
11	MC	1	1	RL. 3 (11-12)
12	MC	1	1	RL. 5 (11-12)
13	MC	1	1	L. 4 (11-12)
14	MC	1	1	L. 5 (11-12)
15	MC	1	1	RI. 5 (11-12)
16	MC	1	1	RI.3 (11-12)
17	MC	1	1	RI.3 (11-12)
18	MC	1	1	L.4 (11-12)
19	MC	1	1	RI. 2 (11-12)
20	MC	1	1	RI. 3 (11-12)
21	MC	1	1	RI. 3 (11-12)
22	MC	1	1	RI. 4 (11-12)
23	MC	1	1	RI. 2 (11-12)
24	MC	1	1	RI. 5 (11-12)
Part 2 Argument Essay	Essay	6	4	RI.1–6&10(11–12) W.1–4&9(11–12) L.1–6(11–12)
Part 3 Expository Response	Response	4	2	RI.1–6&10(11–12) W.2–4&9(11–12) L.1–6(11–12)

**The *Chart for Determining the Final Examination Score for the January 2020 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 – January 2020

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

(Use for the January 2020 examination only.)

Weighted Raw Score*	Scale Score	Performance Level	Weighted Raw Score*	Scale Score	Performance Level
56	100	5	27	55	2
55	99	5	26	52	1
54	99	5	25	50	1
53	99	5	24	47	1
52	98	5	23	44	1
51	97	5	22	41	1
50	96	5	21	38	1
49	95	5	20	34	1
48	94	5	19	31	1
47	93	5	18	28	1
46	91	5	17	24	1
45	90	5	16	21	1
44	89	5	15	18	1
43	88	5	14	14	1
42	86	5	13	11	1
41	85	5	12	9	1
40	84	4	11	8	1
39	82	4	10	7	1
38	81	4	9	6	1
37	79	4	8	5	1
36	77	3	7	4	1
35	75	3	6	3	1
34	73	3	5	3	1
33	70	3	4	2	1
32	68	3	3	2	1
31	65	3	2	1	1
30	63	2	1	1	1
29	60	2	0	0	1
28	58	2			

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/>)